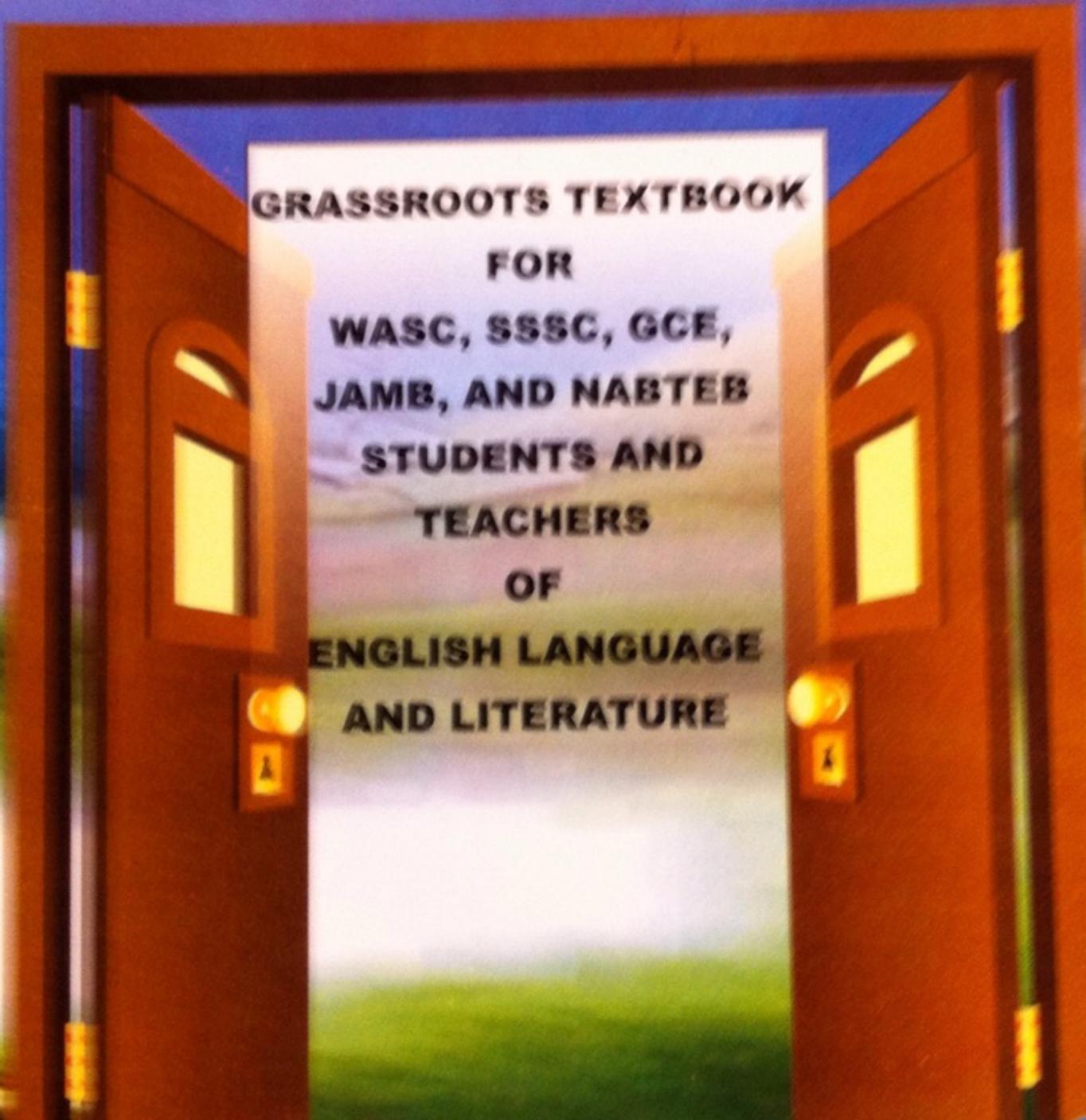


GATEWAY TO SUCCESS IN ENGLISH

THIRD EDITION



**GRASSROOTS TEXTBOOK
FOR
WASC, SSSC, GCE,
JAMB, AND NABTEB
STUDENTS AND
TEACHERS
OF
ENGLISH LANGUAGE
AND LITERATURE**

Teaching Profession

Teaching is one of the professional careers. Others are engineering, law, medicine, and religion. It is not for everyone. Like a guild (union, association, secret society) you must be a member in order to practise the trade. You have to possess certain skills to be allowed to do it. Not everyone can carry out a surgical operation on a patient in the theatre. You must have 'qualified' and received a 'certificate' for you to belong and practice. You will be held responsible for any mistake.

As there is strict code of conduct guiding all professionals in every field, the prescribed skills must be there. Athletes, including football players, basketball players, boxers etc are said to have "gone professional" when they have sufficiently proved their skill in their area of interest. They are no more amateurs or learners. They play their games now to earn a living and are no more as free as they used to be when they were amateurs. They must follow the prescribed rules and hence "code of conduct." Failure in the area of discipline or below standard performance may earn them some form of heavy punishment. Amateurs are not guided by such strict rules of performance and behaviour.

Spelling

Everyday experience clearly shows that the standard of correct spelling has fallen in most schools in Nigeria. Pupils and students who cannot spell correctly cannot write well too. It is most strange nowadays to see even secondary students who cannot spell simple words.

Dictation of simple words chosen at random must feature in the timetable and should be a regular exercise. Teachers must take note that most students can't spell, or write well. Experience is the best teacher! It is good to explore. It is worth all the pains. Begin with simple words like the following:

(Parts of the body): hand, ear, eye, leg, head, hair, skull, nose, arm etc.
(School and Classroom environment): school, class, room, house, teacher, pupil, student, blackboard, door, window,

table, stool, locker, floor etc. **(Family):** Parents, mother, father, son daughter, sister, uncle, aunt, cousin, nephew, niece, grandfather, grandmother, senior, junior, elder, older, young etc. **(Kitchen environment):** Pot, plate, kettle, spoon, fork, stove, gas, cook, eat, hot, cold, breakfast, lunch, dinner, supper, hungry, starve, starvation, meals, clean, dirty, water etc. **(Writing materials):** Paper, exercise book, pen, pencil, ruler, sheet of paper, letter, write, read, post, post office, foolscap, envelop etc. **(Sports – Games):** Games, sports, exercise, physical, spiritual, football, basketball, volleyball, badminton, boxing, running athletics, jump, run, throw, field, track, whistle, event, trophy, gold, silver, bronze, win, lose, fast, slow, first, second, third, fourth, fifth, sixth, last, rejoice, weep, happy, sad, complain, injury, fall, Red Cross, umpire, arbiter, referee, judge, stop, select, practice, listen, track etc. **(Election):** Vote, elect, organise, nominate, secret ballot, open ballot, win, lose, rule, dictator, leader, leadership etc. **(Work – tools environment):** equipment, tools, barrow, knife, hoe, shovel, spade, rake, cut, scrape, remove, grass, sand, farm, dig etc.

More new words to master

1. Absence, achievement, action, beauty, belief, borrow, charity
2. Everything, destiny, devil, deception, courtesy, distance
3. Education, evil, faith, fortune, freedom, friend, guest, happiness, habit, greatness, heal, home, idleness, jealousy.
4. Leisure, liberty, light, nation, obedience, patience, obedience
5. Patriotism, shepherd, strength, university, writing, bachelor
6. Gentleman, nephew, whether, weather, injury, conquer,
7. Anxious, punctual, provide, courage, occasion, and enthusiasm.

Teachers must carefully explain in simple words the meanings of the above words and terms and help students use them in sentence construction. Written exercise can be done by dictating words in groups of ten or twenty. Corrections can be done in class. Students must correct their mistakes and show to the teacher later before embarking on any new exercise. New words should be introduced to consolidate ground.

Dictation exercise should be enhanced to include groups of words, phrases, clauses, sentences, paragraphs etc. For example: In the classroom; by the way; from the moon. The man wanted to see the headmaster. My parents live in London. My sisters visited our grandmother last week.

Reading & Literature in English

Writing, Reading, and Spelling go together. A student, who writes well, spells well, should also read well. He should be able to pronounce - read out together - the word or groups of words he has written down. Ability to pronounce words correctly, read out, and aloud, sentences and passages of English expressions, is a mark of progress on the part of students.

Unfortunately most students in Nigerian secondary schools cannot spell, or pronounce simple words. Reading out a paragraph of written English is a Herculean task! It is not unusual to find many young students who cannot read at all.

As teachers teach writing and spelling, they should try to incorporate reading. Teachers should not forget that as far as spoken English is concerned most students are still babies. Therefore they should be made to 'repeat' the pronunciation of words and sentences 'after the teacher.'

This may be the most suitable moment to introduce **literature in English**. Literature in English may no more be separated from **English grammar lessons**. Students should begin to read any of the set literature books in class – **Eze goes to school** – **Chike and the River** – **Things Fall Apart** – **This is our chance etc**. They learn **to read** the story first, whether they understand it or not. They learn **to pronounce** words and sentences. They try to understand the meaning or purpose of the story. Then they learn to re-tell the story in their own words.

Summary and Comprehension

Students should learn **to summarise** the stories they read from their novels and literature books – determine what materials of the story are important and what are not essential.

This is another wonderful way of introducing students to **summary and comprehension**, a very important part of English language studies. Most students perform poorly in summary and comprehension because they begin the practice so late. Summary and comprehension should be part of literature in English as well as English grammar.

Building up your vocabulary

In “Building up your vocabulary,” the teacher should focus on two important areas, namely introducing new words, and helping the students to master the spellings, as well as the meanings of the words or their simple definitions. Meanings of words and expressions should be meticulously treated by the teacher. Students should know how to define simple words.

Take note! Words being defined should not appear directly in the expression. Examples: A cook is one who cooks! A plumber is one who plumbs! No! A cook is one who prepares food! A plumber is one who works in lead, especially mending water pipes and similar installations. He repairs broken pipes and installs new ones.

Try the following:

What is breakfast? Breakfast is the meal or food we take in the morning hours. Who is a pastor? A pastor is one who preaches the word of God and conducts services for the members of his congregation or Church. Who is a policeman? An engineer? A pilot? A gardener? Governor? President? What is parliament? Democracy? Election? Petition?

Professions - Careers

1. An oculist – One who attends to the diseases of the eye.
2. An optician – One who tests eyesight and sells spectacles.
3. A physician – One who attends to sick people and prescribes medicines.
4. Pharmacist – One who compounds and sells drugs.

5. Surgeon – One who treats diseases by performing operations.
6. Dentist – One who attends to the teeth
7. Chauffeur – One who drives a motorcar, cab driver
8. Engineer – One who manages or attends to an engine.
9. Captain – The person in charge of a ship.
10. Sculptor – One who carves in stone.
11. Journalist, reporter, correspondent – One who writes for the newspaper
12. Architect – One who plans who plans and draws the design of buildings and superintends the erection.
13. Florist – One who deals in flowers.
14. Herbalist – One who deals in medicinal herbs
15. Geologist – One who studies rocks and soils.
16. Archaeologist – One who studies the past through objects left behind.
17. Astronomer – One who studies the stars.
18. Astrologer – One who foretells things by the star.
19. Pilot, aviator – One who flies airplane
20. Cashier, teller – One pays out money in a bank
21. Acrobat- One who performs daring gymnastic feats.
22. Cobbler, shoemaker – One who mends shoes.
23. Invigilator – One who watches over students taking an examination
24. Librarian – The person in charge of a library.
25. Mayor – The head of a town council or corporation.
26. Auctioneer - One who sells articles at public sales.
27. Veterinary doctor – One skilled in the treatment of diseases of animals.
28. Author – One who writes books.
29. Stationer – One who sells paper, ink, pens, and writing materials.
30. Ethnologist – One versed in the science of human race, their origin and varieties.
31. Anthropologist – One who studies the evolution of mankind.
32. Bursar – The treasurer of a college or university.

33. Philanthropist – One who devotes his service or wealth for the love of mankind.
34. Kleptomaniac – One who has an irresistible tendency to steal – an obsessive thief, habitual criminal, pilferer, neurotic shoplifter, chronic shoplifter (burglar, pickpocket)
35. Martyr – One who dies for a noble cause.

Exercises

In simple sentences describe the occupation of the following

Artist	Athlete	Aviator	Barber
Journalist	Postman	Dentist	Lawyer
Blacksmith	Butcher	Carpenter	Cashier
Chauffeur	Chemist	Clown	Cobbler
Conductor	Confectioner	Detective	Doctor
Engineer	Explorer	Farmer	Florist
Glazier	Greengrocer	Hairdresser	Judge
Magistrate	Mason	Matron	Mechanic
Miner	Minister	Nurse	Optician
Physician	Plumber	Poacher	Policeman
Porter	Saddler	Sailor	Sculptor
Shepherd	Soldier	Surgeon	Tailor
Teacher	Professor	Lecturer	Tourist
Witness	Governor	Manager	Prophet
Priest	Demagogue	Author	Invigilator

Classification of Elements

1. **Metals** – Iron, lead, copper, silver
2. **Animals** – Lion, bear, goat, sheep
3. **Birds** – Canary, eagle, pigeon, hawk.
4. **Insects** – beetle, bee, locust, canary
5. **Fishes** – Catfish, haddock, trout, herring
6. **Reptiles** – Crocodile, Lizard, alligator, tortoise, toad
7. **Flowers** – Rose, touch-and-die,
8. **Fruits** – Orange, cashew, banana, pawpaw, lemon

9. **Trees** – Palm, beech, Iroko, pear, pine,
10. **Vegetable** – Spinach, bitter leaf.
11. **Minerals** – Crude oil, coal, bauxite,
12. **Liquids** – Water, milk, wine, paraffin
13. **Apparel** – Jacket, blouse, trousers, skirt,
14. **Occupation** – Lawyer, butcher, engineer, doctor
15. **Places** – London, zoo, airport, stream, market
16. **Utensils** – Pot, plate, cup, saucer,
17. **Games** – Football, hockey, rugby, cricket, golf
18. **Vehicle** – Bus, lorry, bicycle, truck, boat
19. **Coins** – kobo, penny, dime
20. **Instruments** – trumpet, arrows, thermometer, barometer, clock
21. **Numbers** – eight, twelve, ten, eighty, hundred
22. **Cereals** – wheat, maize, oats, barley
23. **Seasons** – autumn, winter, spring, summer

Classify the following into their natural categories
 e.g. dog, ox, tiger, lion = **Animals**

Badminton	Boxing	Golf	Wrestling
Ape	Kangaroo	Eagle	Falcon
Pigeon	Owl	Vulture	Sparrow
Dogfish	Salmon	Eel	Cod
Zebra	Pig	Oak	Sycamore
Lily	Buttercup	Ant	Butterfly
Gnat	Mosquito	Locust	Wasp
Pineapple	Cherry	Grape	Lettuce
Aluminium	Lead	Copper	Tin
Zinc	Steel	Alcohol	Beer
Tea	Vinegar	Water	Silver
Coal	Platinum	Violet	Brown

Sounds made by creatures

Students should try to mimic (imitate) the sounds made by these creatures

1. Hooting of the owl
2. Singing of the lark
3. Cackling of a hen
4. Quacking of a duck
5. Crowing of a cock
6. Howling of a wolf
7. Hissing of a snake
8. Squealing of a rabbit
9. Grunting of a pig
10. Squeaking of a mouse
11. Chattering of a monkey
12. Roaring of a lion
13. Bleating of a lamb
14. Screaming of a hyena
15. Neighing of a horse
16. Croaking of a frog
17. Trumpeting of an elephant
18. Braying of a donkey
19. Barking of a dog
20. Belling of a deer
21. Lowing of a cow
22. Purring of a cat
23. Bellowing of a bull
24. Droning of beetle
25. Humming of bees
26. Growling of a bear
27. Braying of an ass
28. Gibbering of an ape
29. Banging of a door
30. Beating of a drum
31. Blaring of a trumpet
32. Blasting of an explosion
33. Booming of a gun
34. Bubbling of water
35. Calling of a bugle

36. Chiming of (large) bells
37. Clanking of chains
38. Clinking of coins
39. Cracking of whip
40. Cracking of wood
41. Dripping of water
42. Hissing of steam
43. Hooting of horn
44. Howling of wind
45. Jangling of chains
46. Jingling of coins
47. Lapping of water
48. Lashing of whip
49. Pealing of bells
50. Popping of corks
51. Rattling of dishes
52. Rustling of leaves
53. Screeching of brakes
54. Shuffling of feet
55. Slamming of a door
56. Spluttering of an engine
57. Ticking of clock
58. Tinkling of glass
59. Tramping of feet
60. Wailing of siren

Similes – Comparing things which are alike in some respects

1. As blind as a bat
2. As agile as a monkey
3. As brave (as fierce) as a lion
4. As busy as an ant (as a bee)
5. As calm as a cat
6. As crafty (cunning) as a fox
7. As fast as a deer, hare
8. As fat a pig

9. As feeble as a child
10. As gentle as a dove, a lamb
11. As hairy as a gorilla
12. As happy as a lark (songbird)
13. As heavy as an elephant
14. As hungry as a wolf
15. As meek as a lamb
16. As obstinate as a mule
17. As old as Methuselah
18. As patient as Job
19. As playful as a kitten, puppy
20. As poor as a church mouse
21. As proud as a peacock
22. As slow as a snail, tortoise
23. As strong as a horse, ox
24. As swift as a deer, hare, hawk
25. As tall as giant
26. As tenacious as a bulldog
27. As timid as a mouse, rabbit
28. As wise as owl, Solomon
29. As bitter as gall
30. As black as coal, soot
31. As cold as ice, cucumber
32. As dead as a doornail
33. As deaf as a door post
34. As old as the hills.

Exercises

Supply the missing words: Example – **Rich** is to **poor** as **ancient** is to **modern**

1. One is to single as two is to _____
2. Wing is to bird as fin is to _____
3. Water is to _____ as liquid is to solid
4. Artist is to _____ as author is to book.
5. Father is to _____ as mother is to daughter
6. Arrow is to bow as _____ is to rifle.
7. One is to dozen as dozen is _____
8. Wrist is to arm as ankle is to _____

9. Tear is to sorrow as smile is to _____
10. Soldier is to _____ as sailor is to navy
11. Uncle is to _____ as aunt is niece.
12. North is to _____ as east is to west.
13. High is to low as _____ is to down.
14. June is to July as _____ is to May
15. Boy is to girl as _____ is to woman.
16. Sheep is to mutton as pig is to _____
17. Spider is to fly as cat is to _____
18. Little is to big as dwarf is to giant.
19. Flock is to sheep as _____ is to cattle.
20. Here is to there as _____ is to that.
21. Day is to week as _____ is to year
22. Steam is to _____ as smoke is to fire
23. _____ is to cold as seldom is to often.
24. _____ is to fish as air is to animal
25. Food is to hungry as drink is to _____
26. Statue is to sculptor as book is to _____
27. Nose is smell as _____ is to taste
28. Walk is to legs as _____ is to wings
29. Island is to sea as _____ is to land
30. Knife is to _____ as gun is to shoot
31. Picture is to _____ as carpet is to floor
32. _____ is to pipes as electricity is to wires
33. _____ is to forest as sheep is to flock
34. Whisper is to shout as walk is to _____
35. Hearing is to ear as sight is to _____
36. See is to blind as hear is to _____
37. Bird is to fly as snake is to _____
38. Hand is to wrist as _____ is to ankle
39. Shoe is to foot as tie is to _____
40. Thermometer is to temperature as barometer is to ___

CHAPTER TWO

PARTS OF SPEECH

They are eight in number – Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction, and Interjection

Noun

Simple Definition: A noun is the name of any **person, animal, place or thing**. **Person** – John, Ngozi, Obi, Joy; **Animal** – Goat, sheep, cow, dog. **Place** – Mgbidi, Obosi, Owerri, Orlu; **Thing** – stone, school, kitchen, land.

Exercises

Make a collection of nouns under the above categories or groups and use them in sentences – oral and written

Classification of nouns:

Proper noun

Note that names of persons and places begin with capital letters. Proper nouns are names of persons and places. Proper noun identifies individual persons and places – Chukwudi, Mary, John, Okoro, Oguta, Onitsha, London, United States of America, Germany

Common noun

Identifies a group of individuals or things. No particular person or thing is identified. E.g. Man – referring to any man in the street – Mr. Johnson Okonkwo, Mrs. Ijeoma Eze. Boy – any boy in the classroom. Animal – can be a pig, goat, dog, or cow. Tree – can be iroko, orange, mango tree. Fruit – can be pear, banana, orange, mango.

Collective noun

Refers to groups of persons or things:

1. A team of eleven players
2. A gang of thieves
3. A choir of angels
4. A swarm of bees
5. A flock of sheep
6. A pack of wolves, wild dogs
7. A poultry of fowls
8. A crowd of people in the street
9. A mob, rabble of disorderly people
10. A horde of savages
11. A company of actors
12. A troupe of artistes, dancers, acrobats
13. A staff of civil servants
14. A bevy of ladies
15. A troop, army, battalion, regiment of soldiers
16. A gang of thieves, prisoners, workmen
17. A panel of jury
18. A board of directors
19. Anthology of poems
20. A library of books
21. A bouquet of flowers
22. A fleet of sheep
23. A forest of trees
24. A stack of wood, hay, corn
25. A constellation of stars
26. A set of tools
27. A host of angels
28. A brood of chickens
29. A herd of cattle
30. A crew of sailors

Number - singular and plural nouns

Number of nouns (singular or plural) shows that something is one or more than one. E.g. Boy – boys; man – men., Church – Churches, teacher – teachers.

Formation of plural number

Students should learn and recognise the various plural endings. The following should be carefully noted:

- i. Boy – boys – nouns that end in –s
- ii. Church – churches – box – boxes – class – classes – cargo – cargoes – match – matches – nouns that end in –es.
- iii. Baby – babies – story – stories – duty – duties – nouns that end in –ies.
- iv. Loaf – loaves – half – halves – wife – wives – (changes ‘f’ to ‘v’)
- v. Man –men – tooth – teeth – mouse – mice – child – children
- vi. Brother-in-law – brothers-in-law, maidservant – maidservants.
- vii. Sheep – sheep; cattle – cattle; deer – deer; information – information; furniture – furniture, luggage – luggage (same singular and plural forms and uses singular verbs – e.g. “The information is correct.” “The furniture is heavy.”)
- viii. Scissors – spectacles, measles, trousers, riches, thanks etc. These are used with plural verbs. “His pair of trousers are too long.”

Sometimes it is necessary to go into the theoretical rules of formation of plural nouns. The **singular** form of a noun refers to one person, place, thing, or idea. The **plural** form of a noun refers to more than one person, place, thing or idea. Here are a few basic rules for spelling plural nouns.

Add -s to most singular nouns.

Voyage – voyages, taxi – taxis, sailor – sailors

Add -es to nouns ending in ch, s, sh, ss, x, or z.

Arch – arches, tax – taxes, dish – dishes, Moss – mosses

Add -s to nouns ending in a vowel and y. Change y to i and add -es to nouns ending in a consonant and y.

Delay – delays, ferry – ferries, lady – ladies

Add -s to nouns ending in a vowel and o and to musical terms ending in o. Studio – studios, ratio – ratios, trio – trios, alto – altos

The spelling of nouns ending in a consonant and o varies. Many such nouns have two acceptable spellings. Check your dictionary. Auto - autos, halo – halos – haloes, photo – photos, tornado – tornados - tornadoes

Collective noun, a noun that names a group, is often the subject of a sentence. See the examples below. Use a **singular verb** if the group acts together as a unit. Use a **plural verb** if the members of the group act as separate individuals. A fleet of ships enters the gulf near Athens. The fleet enter the gulf at one time.

Words that refer to **amounts** (of money, time measurement, or weight) usually take **singular verbs** when used as a single unit. When amounts are thought of as separate units, they take **plural verbs**. Five dollars is the price of this book. (a single sum)
Five dollars are torn. (five separate bills)

Some nouns ending in s take singular verbs, but some take plural verbs, even though they are singular in meaning.

Singular:

News is: The **news** of the death of the famous boxer **was** received by many with great shock - mathematics becomes - measles remains. **Mathematics is** not an easy subject. Many students do not like it.

Plural:

Trousers have; the trousers have been made. – pliers. Pliers were used in removing the nails. - Scissors cut; a pair of scissors. Titles, company names, and place-names take **singular verbs**, even if they are plural in form. "Peanuts" is - Smith Brothers sells - The United States of America **was** among the big powers that attended the conference on "Poverty and Development" The developed countries were asked to help the poorer nations.

Summary

Special rules govern the verb forms used with collective nouns and with nouns that are plural in form but singular in meaning.

Not all nouns form their plurals according to the basic rules. Use the guidelines below to spell nouns with special plural forms.

Add -s to many nouns ending in f, fe, or ff.

Roof – roofs, safe – safes, cliff – cliffs, gulf - gulfs

Drop the f or fe and add -ves to some nouns.

Wolf – wolves, leaf – leaves, wife – wives, half - halves

A few nouns have irregular plural forms.

Man – men, foot – feet, goose – geese, child – children, ox – oxen, crisis – crises, datum – data, alumnus - alumni

Some nouns have identical singular and plural forms.

Sheep – sheep, series – series, Chinese - Chinese

For nouns formed from two or more words, make the most important word plural.

son-in-law - sons-in-law, houseware - housewares

Add -s to nouns ending in ful.

Handful – handfuls, tankful – tankfuls, cupful - cupfuls

Add an apostrophe and s ('s) to form the plural of letters, numerals, and words used as words.

A's – B's – 3's – 5's

Exercises

Draw a list of nouns most often used in the homes, schools, public places etc. and let students supply their plural forms.

Gender

Gender refers to male or female or neutral species

- i. **Masculine** gender refers to the male class – man, boy, father, uncle etc.
- ii. **Feminine** gender refers to female class – woman, girl, mother, aunt etc.
- iii. **Neuter** gender refers to a class or kind that is neither male nor female. It does not represent any sex. The pronoun “it” denotes neuter gender – book, house, month, flower, paper,

church, knife, table, floor, house, chalk, ruler, chair, bread, box, bag

- iv. **Common** gender includes both male and female species. Can be either male or female kind that is being referred to. For example: friend, enemy, servant, baby, cousin, animal, teacher, singer, relative, owner, pupil, parent, traveller, visitor, adult, guest, orphan, passenger, guardian.

Exercises

Oral and written – Draw a table of male and female genders. Man – woman, boy – girl, uncle – aunt etc.

Masculine	Feminine	Masculine	Feminine
Actor	Actress	Bull	Cow
Emperor	Empress	God	Goddess
Heir	Heiress	Host	Hostess
Lion	Lioness	Master	Mistress
Patron	Matron	Prince	Princess
Bachelor	Spinster	Boy	Girl
Bridegroom	Bride	Brother	Sister
Father	Mother	Fiancé	Fiancée
Monk	Nun	Gentleman	Lady
Widower	Widow	Wizard	Witch
He	She	Hero	Heroine
Him	Her	Husband	Wife
King	Queen	Lord	Lady
Male	Female	Man	Woman
Mr.	Mrs.	Nephew	Niece
Papa	Mama	Prophet	Prophet
Steward	Stewardess	Tiger	Tigress
Wait	Waitress	Sir	Madam
Son	Daughter	Uncle	Daughter

Exercises

Change all Masculine nouns or pronouns in the following sentences into corresponding Feminine nouns or pronouns. Underline the changed words.

1. The king spoke to the father of the little boy.
2. The son of the king is a prince.
3. The host was kind to the brothers.
4. The master gave instructions to boy's uncle.
5. The lion fought with the bull
6. The heir to the estate is still a bachelor.
7. The bull attacked the prince.
8. The wizard spoke to the prince.
9. The Lord visited the widower
10. The bridegroom is his nephew.

Derivation of nouns from verbs

VERB	NOUN	VERB	NOUN
Able	Ability	Absent	Absence
Act	Action	Acquaint	Acquaintance
Admire	Admiration	Adopt	Adoption
Advertise	Advertisement	Allow	Allowance
Amuse	Amusement	Appear	Appearance
Applaud	Applause	Apply	Application
Approve	Approval	Arrive	Arrival
Ascend	Ascension	Assist	Assistance
Attract	Attraction	Beautify	Beautiful
Behave	Behaviour	Believe	Belief
Choose	Choice	Laugh	Laughter
Introduce	Introduction	Invite	Invitation
Prove	Proof	Judge	Judgement
Injure	Injury	Inform	Information
Marry	Marriage	Move	Movement
Provide	Provision	Receive	Reception
Recognise	Recognition	Relieve	Relief
Repeat	Repetition	Repent	Repentance
Resent	Resentment	Reveal	Revelation

Exercises

What nouns are derived from the following verbs?

1. Move
2. Write
3. Open
4. Draw
5. Help
6. See
7. Count
8. Clothe
9. Apply
10. Remove
11. Assist
12. Allow

The pronoun

A pronoun is a word used in place of a noun.

In place of John – he, him

In place of Maria – she, her

In place of boys and girls – they, them

In place of (all of you, Peter, James, and John) – you.

Personal pronoun – refers to persons – she, they, him, her, we, you.

Possessive pronoun – points to ownership – his, hers, mine, yours, ours, theirs.

Note: no apostrophe before or after the “s” in hers, ours, theirs!

Demonstrative pronoun – used when pointing to a particular object. **That** boy in the classroom is lazy. **Those** cows under the tree are sleeping. **These** are the students who dodged manual labour.

Relative pronoun – Refers to someone or thing already mentioned in a sentence, e.g. who, whom, whose, that, which. The

boy, **who** broke the glass, ran away. The master **whose** students passed the exam teaches well. The book, **which** my sister bought, contains interesting stories.

Reflexive pronoun – refers emphatically to a subject – myself, yourself, himself, herself, themselves. E.g “The man, himself, set fire on his home.” “The boys, themselves, decided to withdraw from school.

Interrogative pronoun - used in asking questions – Who? Whom? What? Which? e.g. Who ate the apples? Which house was destroyed by fire? Whose book is that? What are you looking for?

Universal pronoun – every, everyone, each, each one, everybody.

Partitive pronoun – nothing, anything, something

Reciprocal pronoun – one, one another, each, each one, e.g. We must love one another. Each tree must be uprooted.

Exercises

Complete the following sentences with the most appropriate relative pronoun from the given list (who, which, whose, that, whom)

1. This is the mancar crashed at the street corner.
2. This is the girlI saw beating the small boy.
3. That was the journalisttold us that he wrote the article.
4. This is the assignmentour teacher asked us to do.
5. Here is the little boybroke the glass.
6. I don't like peopledogs bark at visitors.
7. Where is the seller we bought the exercise books?
8. Here are apples our mother bought yesterday.
9. I like that teacher taught us Maths last year.
10. That was the babywas abandoned in a refuse dump.

Verb

A verb expresses action or being. The verb gives meaning to a sentence.

The infinitive – any verb that has the word ‘to’ before it. e.g. to come, to go, to eat, to write, to make. “I want to drink water. He wished to join our group.

Finite verb – any verb in any tense that can be fully conjugated, that has no ‘to’ before it. Eat, went, wrote, will come, has eaten.

Regular and irregular verbs – Regular verbs form their simple past by adding the suffix “ed.” or “d,” or “t.” Work – worked; learn – learnt. Irregular verbs form their simple past by other means, e.g. come – came; eat – ate; write – wrote.

Transitive verbs and intransitive verbs

Transitive verbs are verbs that take direct objects. The action denoted by the verb is seen as passing on from the subject – doer or performer – to the object – receiver. Examples: John bought a book (bought what? A book – direct object). The hunter killed a lion. Killed what? A lion (direct object) Mary wrote a letter. Wrote what? A letter etc.

Intransitive verbs - Intransitive verbs do not take direct objects. They are mostly verbs of movement. He walks slowly. They are moving cautiously. The baby sleeps well. The little boy cries always. My uncle reads slowly.

Exercises

Classify the verbs in the following sentences into transitive and intransitive.

1. Chukwudi ate the mangoes.
2. The children are playing in the field
3. My mother is cooking rice and beans.
4. My aunt visited us yesterday.

5. The boys are running into the field.
6. Our teacher gave us many assignments.
7. The car fell into a ditch.
8. We drove to the stadium.
9. I wrote two letters to my uncle
10. My brother left for Germany last week.

ACTIVE AND PASSIVE VOICE

Active voice

A verb is in the active voice when the subject performs the action.
Dr. John Chikwendu wrote the country's National Anthem. The prefect read the opening address.

Passive voice

A verb is in the passive voice when the subject receives the action.
Our flag is admired by many people.

Examples

[**Active voice**] The hunter killed a lion.

[**Passive voice**] The lion was killed by the hunter.

[**Active voice**] The principal expelled the naughty student.

[**Passive voice**] The disobedient student was expelled by the principal.

[**Active voice**] The boy stole the money

[**Passive voice**] The money was stolen by the boy.]

[**Active voice**] The artist drew the pictures.

[**Passive voice**] The pictures were drawn by the artist.

The tenses of the active and passive voice

1. **Simple Present tense:** The mother teaches her children at home. The children are taught at home by their mother.
2. **Future tense:** The boys will visit the old lady tomorrow. The old lady will be visited by the boys tomorrow.

3. **Present continuous:** The teacher is flogging the students. The students are being flogged by the teacher.
4. **Simple past:** France defeated Italy in the 1996 World Cup. Italy was defeated by France in the 1996 World Cup.
5. **Past continuous:** The boys were writing the essay when the principal entered the classroom. The essay was being written by the boys when the principal entered the classroom
6. **Perfect tense:** The prefect has locked all the windows. All the windows have been locked by the prefect.

Auxiliary verbs

They are verbs that help other verbs to express their full meaning, e.g. used to, need, ought, must, can, may, would, should etc.

1. We **used to** learn computer science once a week.
2. The boys **must** study hard in order to pass their exams.
3. We **need to** obey our parents and teachers.
4. I **cannot** finish the food alone. The boy will not **be able to** finish the work alone.

TENSES

Tenses refer to time. The time expressed by the verb is called its tense. It is a device employed by the verb to indicate **time of action**. The **six tenses** of the verb are formed from its principal parts – Present – Future – Past – Perfect – I write – I will write – I wrote – I have written

1. The **present tense** expresses an action taking place now
[Simple present]– I write. She sings (**Everyday**)
[Present continuous] - I am writing (**Now**)
2. The **Past tense** expresses action that took place in the past – I wrote (**Yesterday**)
3. The **Future tense** expresses an action that will occur in the future. It is formed by adding the helping verb *will* or *shall* to the present – I will visit him (**Tomorrow**)
4. The **present perfect tense** expresses an action that occurred at an indefinite time in the past and may still be going on. It is

formed with the helping verb *have* or *has* and the past participle of the verb – I have written the letters (**Already**)

5. The **future perfect tense** expresses an action that will be completed before a definite time in the future. It is formed with “will have or shall have” and the past participle. By the end of the term they will have learned to write formal and informal letters
6. The **past perfect tense** expresses an action that occurred before another past action. It is formed with the helping verb “**had**” and the past participle – Before they watched the movie, they had discussed it with their teacher in class.

CONJUGATION OF VERBS

A list of all the forms of a verb, arranged by tense, is called a conjugation. Conjugation specifies what each person (singular and plural) does Study the conjugation of the verb “**to be,**” “**to have**” and the verb **talk.**

Conjugation of the verb “to be”

Present: tense:

I am

You are (singular)

He, She, It is

We are

You are (plural)

They are

Simple past

I was

You were

He, She, It was

We were

You were

They were

Perfect tense

I have been (to Abuja). You have been to etc

Conjugation of the verb “to have”

Present tense

I have

You have

He, She, It has (NOT “He have!”)

We have

You have

They have

Past tense

I had

You had

He, She, It had

We had

You had

They had

Perfect tense

I have had (my bathe)

You have had (your bitter lesson)

He has had a bottle of beer.

We have had (our Mathematics lesson) etc

They have had some drinks

Conjugation of the verb “talk”

Present Tense

First person singular – I talk

Second person singular – You talk

Third person singular – He, She, It talks

First person plural – We talk

Second person plural – You talk

Third person plural – They talk

Past Tense

First person singular – I talked

Second person singular – you talked

Third person singular – He, She, It talked

First person plural – We talked

Second person plural – You talked

Third person plural – They talked

Future Tense

First person singular – I will (shall) talk

Second person singular – You will talk

Third person singular – He, She, It will talk

First person plural – We will talk

Second person plural – You will talk

Third person plural – They will talk

Present perfect tense

First person singular – I have talked

Second person singular – You have talked

Third person singular – He, She, it has talked

First person plural – We have talked

Second person plural – You have talked

Third person plural – They have talked

Past perfect tense

First person singular – I had talked

Second person singular – You had talked

Third person singular – He, She, It had talked

First person plural – We had talked

Second person plural – You had talked

Third person plural – They had talked

Future perfect tense

First person singular – I will (shall) have talked
 Second person singular – You will have talked
 Third person singular – He, She, It will have talked
 First person plural – We will have talked
 Second person plural – You will have talked
 Third person plural – They will have talked

Irregular verbs

Irregular verbs do not form their principal parts by adding –ed.
 However, many irregular verbs do follow other patterns.

Draw a table of the strong or irregular verbs which, the students must learn by heart. The irregular verbs must take more attention and time as most of them are frequently used in everyday English.

Some irregular verbs form their past participle by adding –n to the past

Present participle	Present	Past	Past participle
Breaking	Break	Broke	Broken
Choosing	Choose	Chose	Chosen
Speaking	Speak	Spoke	Spoken
Stealing	Steal	Stole	stolen

Some form the past participle from the present

Present participle	Present	Past	Past participle
Drawing	Draw	Drew	Drawn
Driving	Drive	Drove	Driven
Eating	Eat	Ate	Eaten
Falling	Fall	Fell	Fallen

Some have the same past and past participle

Present participle	Present	Past	Past participle
Catching	Catch	Caught	Caught
Having	Have	Had	Had
Leaving	Leave	Left	Left
Thinking	Think	Thought	Thought

Some have the same present, past and past participle

Present participle	Present	Past	Past participle
Bursting	Burst	Burst	Burst
Costing	Cost	Cost	Cost
Spreading	Spread	Spread	Spread
Shutting	Shut	Shut	Shut
Set	Set	Set	Set
Put	Put	Put	Put

Notice that some irregular verbs follow patterns, and others do not. Learn the forms of these verbs.

Present-continuous	Simple Present	Simple Past	Perfect Tense
(Now)	(Everyday)	(Yesterday)	(Already)
I am writing	I write	I wrote	I have written
Reading	Read	Read	Read
I am	I am	I was	I have been
Having	Have	Had	Have had
Eating	Eat	Ate	Eaten
Singing	Sing	Sang	Sung
Forgetting	Forget	Forgot	Forgotten
Getting	Get	Got	Got
Beginning	Begin	Began	Begun
Taking	Take	Took	Taken
Teaching	Teach	Taught	Taught

Thinking	Think	Thought	Thought
Doing	Do	Did	Done
Telling	Tell	Told	Told
Standing	Stand	Stood	Stood
Saying	Say	Said	Said
Seeing	See	Saw	Seen
Paying	Pay	Paid	Paid
Losing	Lose	Lost	Lost
Winning	Win	Won	Won
Keeping	Keep	Kept	Kept
Giving	Give	Gave	Given
Meeting	Meet	Met	Met
Digging	Dig	Dug	Dug
Coming	Come	Came	Come
Cutting	Cut	Cut	Cut
Drinking	Drink	Drank	Drunk
Running	Run	Ran	Run
Building	Build	Built	Built
Buying	Buy	Bought	Bought
Bringing	Bring	Brought	Brought
Killing	Kill	Killed	Killed
Working	Work	Worked	Worked
Walking	Walk	Walked	Walked
Dancing	Dance	Danced	Danced
Drawing	Draw	Drew	Drawn

EXERCISES: Make sentences with the following verbs to show the correct use of the tenses. Name their tenses, e.g. present, past, past participle, future etc.

1. Driven, begun, sang, hid, known, hidden, broke, spoke, spoken
2. Drew, drank, done, eaten, ate, eat, fell, forgot, gave, wrote, ran
3. Written, went, wrote, shook, tore, fallen, know, drunk, chose
4. Came, did, come, torn, sing, draw, see, seen, read, swept

Use the correct parts of the verbs in the blank spaces:

1. (go) Our teacher _____ for a walk
2. (see) We _____ her mother yesterday
3. (dream) The boy _____ about thieves last night.
4. (drink) We _____ tea early in the morning yesterday
5. (give) Ngozi _____ Mary the parcel already.
6. (fall) The tree _____ across the road.
7. (throw) The boy _____ away his books.
8. (ring) The bell _____ at noon.
9. (write) Paul _____ three letters to his uncle.
10. (eat) The children _____ meat and fish at the feeding centre.
11. (write) I have just _____ three letters.
12. (take) Obinna _____ my “Things Fall Apart.”
13. (forget) Our teacher has _____ my name.
14. (eat) Why have you _____ my apples.
15. (fell) Our cat has _____ into a pit.

Use the following pairs of verbs in sentences, first in the **present**; then in the simple **past tense**. Use **different persons** – **singular or plural** – **I, you, he, she, it, we, they**

Example: buy/sell.

1. My brother buys and sells clothes (present)
2. My mother bought a lady’s handbag for me but I sold it to a friend of mine.

Now do the following

1. buy/read
2. see/buy
3. kill/sell
4. give/eat
5. write/post
6. draw/paint
7. write/read
8. take/go
9. work/harvest
10. give/drink

11. get/keep
12. cut/paste
13. buy/build
14. begin/sing
15. give/keep
16. run/win
17. stand/look
18. tell/forget
19. dig/cover
20. see/close

Exercises on tenses – objective test

From the list of words or groups of words lettered A to D, choose the word or groups of words that best complete the sentence.

1. “What a pleasure.....with you.
A. having work
B. be working
C. have work
D. to work

2. The morning assemblyover by time Joy arrived
A. was
B. were
C. were been
D. was being
3. Mark lost control of his car and itdown the cliff.
A. plunge
B. plunges
C. plunging
D. plunged
4. Although shethe opportunity of studying abroad, she decided to stay at home.

- A. had
- B. has
- C. will have
- D. shall have

5. We had an accident while wefrom the party

- A. returned
- B. had been returning
- C. are returning
- D. were returning

6. Ithe bell but there was no answer

- A. had rang
- B. rang
- C. have rung
- D. ringing

7. Wewhen the light went off.

- A. were ironing
- B. had been ironing
- C. should have ironed
- D. were to have ironed

8. The thief collapsed while the irate mob ...him.

- A. stoning
- B. was stoning
- C. is stoning
- D. were stoning

9. The sunwhen he went out.

- A. shone
- B. was shining
- C. shoned
- D. is shining

10. When she arrived, I ...washing my hands.

- A. was
- B. had
- C. has been
- D. have been

11. I happened.....her at the party last Christmas.

- A. meeting
- B. to have met
- C. to be meeting
- D. having met

12. I asked him if he.....to Lagos

- A. has ever been
- B. had ever been
- C. has ever being
- D. have ever been

13. You who.....rich can easily buy all your books

- A. is
- B. are
- C. should be
- D. was

14. You and Mary.....to run an errand for me later in the day

- A. were
- B. was
- C. are
- D. is

15. Somebodyplucking some mangoes from the mango tree

- A. has been
- B. have been
- C. is being
- D. were

16. Neither John nor his brother.....qualified for admission

- A. is
- B. are
- C. have
- D. were

17. The policemen.....the suspect mercilessly

- A. beats
- B. beated
- C. beating
- D. beat

18. It is time weserious with our work

- A. get
- B. gotten
- C. got
- D. getting

19. Mary as well as Jane.....letters all morning

- A. have been writing
- B. had been writing
- C. has being writing
- D. has been writing

20. Because it was very cold none of the boys.....taking hot tea.

- A. are seen
- B. was seen
- C. would be seen
- D. will be seen

21. These spectacles, which I am wearing.....for reading

- A. were
- B. was
- C. are
- D. be

22. He came into my room and.....the book on the table

- A. removes
- B. removed
- C. remove
- D. removing

23. Although the robbers were.....the police had a terrible encounter with them.

- A. arrest
- B. arresting
- C. arrested
- D. had arrest

24. The manbeside the window.

- A. sitted
- B. was sat
- C. sat
- D. seated

25. By this time next year, Iin London.

- A. am
- B. will be
- C. will have been
- D. have been

26. The principal and members of his staff..... to the assembly everyday

- A. goes
- B. go
- C. has gone
- D. are going

27. Neither you nor Iready.

- A. are
- B. were
- C. is
- D. am

28. The action is considered as.....rude

- A. being
- B. been
- C. to be
- D. be

29. The students stood up as the principal.....the hall

- A. enters
- B. entered
- C. enter
- D. is entering

30. Youto school every morning.

- A. walks
- B. walked
- C. walk
- D. are walking

31. None of the boys.....a knife

- A. have
- B. having
- C. has
- D. were having

32. The boy as well as his friend....here.

- A. am
- B. are
- C. were
- D. was

ANSWERS

1	D	17	D
2	A	18	C
3	D	19	D
4	A	20	B
5	D	21	C
6	B	22	B
7	A	23	C
8	B	24	C
9	B	25	B
10	A	26	B
11	B	27	D
12	B	28	A
13	B	29	B
14	C	30	C
15	A	31	C
16	A	32	D

DIRECT AND INDIRECT SPEECH (REPORTED SPEECH)

Most students write poor essays and get low marks because of their inability to report simple events in correct grammar. Many statements we make everyday are reports of actions or sayings of other people. Secretaries of organisations, who record minutes of meetings must report well, observing the rules of grammar in reported speech. A student present when two fellow students exchanged bitter words that led to a fight could be asked to narrate to the headmaster or principal what actually happened. Who said what? Who started the fight? A great problem arises when we begin to report what happened in the past!

Direct Speech: This is the actual statement of the third person – our teacher, my sister, John, the regulator, the pastor etc. The actual words of the speaker are usually put in quotation marks, e.g. “I am sick.” “I will not come to class today.”

Indirect Speech: This is the reported statement of the speaker, as understood by a third person. It usually begins with “He says.” “She said.” “They insisted.” It is accompanied by the word “THAT.”

The simple rule is that the tense of the verb of the main clause or sentence determines the tense of the subordinate clause or the second part of the sentence.

Direct speech. “I am present.”

Indirect speech He says that he is present - “He said that he was present.”.

Direct speech: “I am reading my books.”.

Indirect speech: John says that he is reading his books. He said that he was reading his books.”

But the urge to use the past tense in reporting events and statements is always strong. Hence we usually hear “**He said that...**” John told me that...” “Our teacher said that...”

The rule is simple in this case. If the verb of the main clause or sentence is in the past, all the verbs in the subordinate clause must be in the past - simple past, past perfect etc.

The teacher - to the students – “Do the assignment otherwise I will punish anyone who fails to comply.” (Direct speech.) **Indirect speech,** as reported by the class prefect to the members of the class: Our English teacher ordered that every member of the class should do the assignment given to us and threatened that he would punish anyone who did not comply.

“I am sick. Therefore I will not be present for class this week.” Ngozi told the class prefect that she was sick and would not be in for class this week.

Other rules include changing e.g. “shall” to “should,” “will” to “would,” “this week” to “next week,” “now” to “then” etc.

DIRECT	INDIRECT	DIRECT	INDIRECT
--------	----------	--------	----------

Can	Could	May	Might
Shall	Should	Will	Would
Is	Was	Are	Were
Has	Had	Have	Had
Has been	Had been	This	That
These	Those	Thus	So
Now	Then	Neither	Thither
Here	There	Hence	Thence
Today	That day	Tomorrow	Next day
Yesterday	The previous day	Last night	The previous night

EXERCISES

Use simple sentences and statements. Then practise with reports of incidents and stories. Also include the following verbs in the group of verbs which introduces the subordinate clause with "THAT:" He **said** that... The principal **ordered** that...My mother **insisted** that...My father **threatened** that...The boy **claimed** that... Peter **lamented** that..., Jude **complained** that...The old woman **warned** that...Obi **enjoined** that., He **asked** whether...

Turn the following sentences into **Indirect Speech**

1. "I don't like lazy students," says the principal.
2. "What is wrong with you," the headmaster asked the boy.
3. "The father said, "I have already told you never to miss classes."
4. "Give me some water," the beggar demanded.
5. "Can you play tennis," the director asked his son.
6. The captain ordered the soldiers, "You must report at the camp before noon."
7. "Have you finished the assignment," the teacher asked the students.
8. "What were you doing when I saw you yesterday," the master asked John.
9. "Do not talk to me like that," the lady warned the boy.

10. "Get away from my face," the father told his daughter.

Turn the following sentences into **Direct Speech**

1. The referee warned the players never to fight in the field.
2. The headmaster warned that later comers would be punished.
3. The teacher ordered the late comers to knell down.
4. The servant told the master that he could not do the work
5. Ikechi warned Chika never to talk to him like that again.
6. The director said that he had many visitors and could not attend the meeting.
7. The farmer said that he was tired and needed some rest.
8. The angry old lady ordered the boys to go away from her house and said that she would not like to see them there any more.
9. The police officer asked the men whether they saw the thief.
10. The mother advised her daughter not to go out in the night.

MORE EXERCISES

Two friends - Mary and Jane - met to discuss ways and means of passing their NABTEB exams. Various suggestions and strategies were put forward by both. Now a third person who heard their discussion is called upon to report what the two friends discussed. Who said what? Now write the story. Begin like this "Two friends, Mary and Jane met to discuss..."

ADJECTIVE

An adjective is a word, which qualifies or modifies a noun or a pronoun, e.g. good man, big pot, sweet orange. Students should enumerate many adjectives they know, and show how they qualify or tell us more about the noun or pronoun: Each engineer designed **several** aircrafts. Airships, **real and make-believe**, are fascinating.

Proper adjective

A proper adjective is formed from a proper noun.

- **March** winds

- Nigerian pilots

Predicate adjective:

A predicate adjective follows a linking verb and describes the subject of the sentence: The paratroopers were **brave** in the face of danger.

Demonstrative adjective:

When the words *this, these, that and those* modify nouns, they are called demonstrative adjectives. A demonstrative adjective points out a specific person, place, or thing. Don't confuse demonstrative adjectives and demonstrative pronouns: This plane was Mark Simpson's. (demonstrative adjective)

This was Mark Simpson's plane. (Demonstrative pronoun)

Adjectival phrases and clauses.

Adjective can also be a group of words – phrases or clause – telling us more about the noun or pronoun. E.g. The boy sitting in the middle of the class, got the correct answer (**Adjectival phrase**). My brother, who is an engineer, is the chairman of the Construction Company. (**Adjectival clause**). The place where the dead man is buried is near the thick bush. (**Adjectival clause**)

Comparison of adjectives:

Note that there are **two degrees of comparison** – namely “Comparative” and “Superlative” – e.g. (tall) – taller – tallest. Some adjectives are regular – e.g. big – bigger – biggest. Others are irregular, e.g. good – better – best. Bad – worse – worst. Difficult – more difficult – most difficult

Word	Comparative	Superlative
Good	Better	Best
Big	Bigger	Biggest

Old	Older	Oldest
Small	Smaller	Smallest
Short	Shorter	Shortest
Rich	Richer	Richest
Dark	Darker	Darkest
Beautiful	More beautiful	Most beautiful
Clever	Cleverer	Cleverest
Fast	Faster	Fastest

EXERCISES

Give the comparatives and superlatives of the following

1. Many, hot, bad, famous, little
2. Beautiful, tall, good, fast, easy
3. Handsome, much, thin, pretty
4. Long, great, clever, careful, narrow, large

Derivation of adjectives from some other words

WORD	ADJECTIVE	WORD	ADJECTIVE
Accident	Accidental	Admire	Admirable
adventure	Adventurous	Angel	Angelic
anger	Angry	Anxiety	Anxious
athlete	Athletic	Attract	Attractive
bible	Biblical	Britain	British
Care	Careless	Caution	Cautious
centre	Central	Charity	Charitable
circle	Circular	Collect	Collective
colony	Colonial	Comfort	Comfortable
continent	Continental	Courage	Courageous
crime	Criminal	Critic	Critical
Custom	Customary	Danger	Dangerous
Deceive	Deceptive	Disaster	Disastrous
energy	Energetic	Enjoy	Enjoyable
faith	Faithful	Fame	Famous

fault	Faulty	Favour	Favourable
Fool	Foolish	Fortune	Fortunate
friend	Friendly	Gold	Golden
melody	Melodious	Music	Musical

ADVERBS

An adverb is a word, which modifies (describes) or adds meaning to a verb. For example: slowly, quickly, loudly, gradually. The children are singing loudly. The old man is walking slowly. The athlete is running quickly. **Sometimes adverbs modify adjectives or other adverbs** – The house is very (adverb) dirty (adjective). The pupil recited the poem quite (adverb) easily(adverb).

Most adverbs are formed from corresponding Adjectives by adding ‘ly’ – happy - happily, serious - seriously, angry - angrily, bold – boldly.

We can easily identify adverbs in sentences by asking the question - **how, when or where a thing happened**. Examples: When did he return? **Yesterday**. Where will he keep the book? **There!** How did it rain? **Heavily**.

Kinds of adverbs

1. **Time** – now, then, yesterday, last week, tomorrow
2. **Place** – here, there, inside, outside
3. **Manner** – quickly, happily, rudely, easily, well
4. **Degree** – very, much, so much, rather, almost, only
5. **Result or reason** – so that, therefore, hence
6. **Number** – once, twice, thrice.
7. **Adverbs of affirmation** – yes, certainly
8. **Adverbs of negation** – no, not
9. **Interrogation** – How? When? Where?

Adverbs modifying verbs

VERBS	ADVERBS
-------	---------

Wait	Patiently, anxiously
Sleep	Soundly, noisily, loudly, softly
Act	Quickly, suddenly,
Answered	Correctly, immediately, intelligently
Eat	Hungrily, greedily, quickly
Bow	Humbly, respectfully
Charge	Furiously, desperately, bravely
Bleed	Profusely, slightly,
Creep	Quietly, softly, silently
Explain	Briefly, clearly, vaguely, concisely
Smile	Broadly. Happily, mournfully
Spend	Foolishly, recklessly, freely
Speak	Distinctly, loudly, clearly, earnestly,
Ponder	Deeply, seriously, thoughtfully
Mumble	Angrily, inaudibly, indistinctly
Pull	Hastily, strongly, vigorously
Spring	Quickly, suddenly
Stagger	Awkwardly, drunkenly, weakly
Tremble	Fearfully, frightfully, visibly
Frown	Angrily, worriedly
Sing	Sweetly, loudly, softly
Shout	Loudly, jubilantly, joyfully
Remember	Clearly, faintly, distinctly,
Run	Hurriedly, quickly, rapidly, slowly
Flog	Brutally, cruelly, mercilessly
Creep	Quietly, softly, silently
Fight	Bravely, gallantly, furiously
Warn	Sternly, harshly, strictly, severely
Scold	Severely, cruelly
Reprimand	Harshly, sternly
Injure	Fatally, seriously, slightly
Lose	Badly, heavily
Listen	Attentively, carefully, anxiously

EXERCISES

Complete the following sentences with the **most suitable** adverb

1. The boy who lost his money wept.....

2. The women quarrelled
3. The children listenedto the story
4. The mother warned the children
5. The baby sleptwhen the mother was away
6. The greedy boy ate.....
7. The choir sang.....
8. The pastor preached.....
9. The orator spoke.....to the audience
10. The injured player walked out of the field.....
11. The teacher spoketo the boy who broke the windows and doors.
12. The master listened ...to the long and boring story.
13. The child crepttowards the fire.
14. Many parents speakto their children.
15. My brother repliedto my request for pocket money and new school uniform.

PREPOSITION

A preposition is a word or a phrase in a clause, or sentence, which indicates the relationship between nouns, verbs, and adjectives. The most frequently used prepositions are – **at, by, for, near, from, in, of, on, to, with, between.** Others (the so-called compound prepositions) are - together with, ahead of, up to, away from, because of, apart from, in spite of, in addition to, in front of, in place of, with regard to, instead of, as regards, in case of, as means of, for the sake of.

Exercises

Students should endeavour to use these prepositions in sentence construction to make their meanings and places clear. They should take note of the following prepositions, which are often misused:

1. Wait (for) – I am waiting for my brother and also for a present from my sister and her friend.
2. Rely (on) – I always rely on God’s mercy.
3. Die (of) – The patient died of hepatitis.
4. Conscious (of) - The governor is always conscious of his shortcomings.

5. Aim (at) – The woman aimed the bitter words at his wayward daughter.
6. Ashamed (of) – Most parents are ashamed of their children who misbehave in school
7. Agree (with) – Emeka agreed with Chika to sweep the old woman’s house and wash her clothes.
8. Agree (to) – The two boys agreed to help any needy and sick people in their village.
9. Regard (for) – John despises people. He has no regard even for his parents.
10. Regard (to) – With regard to our last discussion, I hope to send the tools to the mechanic.
11. Divide (among – more than two) – All the students divided the oranges among themselves.
12. Divide (between – two individuals) Peter and John divided the apples between themselves.

CONJUNCTION

A conjunction is a word used to connect two words, phrases, clauses or sentences – and, but, or, if, though, because etc.

Examples:

1. I will like to go with you, **but** I must first inform my mother
2. The student was sent on suspension for two weeks **because** he abused the principal.
3. Do you like to eat rice **or** beans?

INTERJECTION

An interjection is a word expressing emotion or exclamation – Ah! Alas! Oh! Look! What a rainy day! Alas! He has broken my reading glasses!

CHAPTER THREE

SYNONYMS AND ANTONYMS

SYNONYMS

Synonyms are words that have **almost the same meaning**. For good writing it is always good to have knowledge of many other words that can best stand in the places of the ones we are familiar with. (See “**Thesaurus.**”) They include **homonyms** – **words that are the same in form or sound as another, but different in meaning**, e.g. **Pail, pale**. Then we have **Homophones** (sounding the same) – A word pronounced like another but different in meaning, spelling or origin, e.g. **sum/some, new/knew**

Increase your “Word Power.” Enhance your efficiency in use of words. Avoid stumbling as you address your pupils, students, audience, congregation, and any large and small groups of people listening to you. Before you we have an extensive collection of words, arranged in order. If you are courageous and take pains in going through them you will definitely write and speak better English.

You are a **university professor, a simple classroom teacher, a pastor, a politician, or a student**; you will find this collection of words that mean almost the same useful. Place this book on your reading or writing table, next to your bed. You can never grow tired reading from it, mastering the words.

Mastery of Synonyms – **words that are almost or nearly same in meaning** – is a giant step towards increasing your “Word Power”. You have as well a lot of options at the tip of your fingers.

WORDS	SYNONYMS
Abandon	Desert, forsake, leave, give up entirely, cease, depart, leave undone, discard, relinquish, surrender, discontinue, quit.
Abase	Bring down, make lower, make humble, demote, degrade, reduce.
Abashed	Ashamed, embarrassed confused, bewildered, humiliated, mortified.
Abate	Reduce, lessen, put an end to, stop, do away with, decrease, curtail, moderate.
Abbey	Convent, monastery, nunnery, cloisters, priory.
Abbreviate	Shorten, curtail, condense, abridge, contract, reduce, cut, compress.
Abdicate	Renounce, give up, resign, relinquish, abandon, quit, surrender, vacate
Abhor	Hate, dislike, detest, loathe, despise, feel, disgust for
Abide	Accept, obey, endure, tolerate
Abide	Stay, reside, dwell
Ability	Power, skill, talent, competence, capacity, capability, efficiency, aptitude
Abject	Wretched, miserable, deserving contempt.
Able	Skilful, capable, competent, efficient, qualified
Abnormal	Irregular, eccentric, odd, monstrous, unnatural
Abode	Dwelling, residence, home, lodging place, quarters.
Abolish	Cancel, exterminate, destroy, put an end to, do away with, wipe out
Abominable	Hateful, disgusting, very unpleasant, dreadful, awful, horrible, atrocious, obnoxious, detestable
Abound	Plentiful, well supplied, filled, teem with, overflow
Above	Overhead, up, aloft, on, upon
Abreast	Alongside, side by side, lined up, beside
Abridge	Make shorter, abbreviate, curtail, condense, contract, reduce, cut, compress.

Abroad	Overseas, away, outside one's country.
Abrupt	Sudden, hasty, short, curt, unexpected
Abscess	Sore, inflammation, pustule, wound
Absent	Away, lacking, truant.
Absolute	Complete, perfect, thorough, entire, total, essential, positive, supreme.
Absolve	Forgive, cleanse, discharge, pardon, excuse, acquit
Absorb	Take in, soak up, incorporate, integrate, engross, assimilate, sponge, suck up
Abstain	Refrain, withhold, do without
Abstract	Remove, take away, deduct.
Abstract	Difficult, hard to understand
Absurd	Foolish, ridiculous, not true, unbelievable, impossible, ludicrous
Abundance	Plenty, large amount, great quantity, profusion.
Abuse	Mistreat, severely scold, injure, damage, ill-use
Accelerate	Hasten, speed up, quicken, hurry.
Accent	Emphasis, stress on syllables of a word, tone, pronunciation, inflection
Accept	Adopt, believe, approve, take what is offered, consent to.
Accessory	Addition, extra, contributory, assistant, accomplice, supplement.
Accident	Mishap, injury, casualty, chance, event.
Acclaim	Applaud, shout welcome, approve.
Accomplice	Partner in crime.
Accomplish	Do, carry out, finish, complete, fulfil, perform, achieve, realise.
Accord	Agreement, conformity, harmony
Account	List, sum, record.
Account	Story, reason, information, description, tale, statement,
Accumulate	Collect, store up, increase, assemble, gather, compile, amass.
Accuse	Blame, charge, impeach, indict, denounce, tattle

Accustom	Get used to, familiarise, addict, condition
Achieve	Accomplish, carry out, do, finish, complete, fulfil, perform, realise.
Acknowledge	Admit, recognise, make known, answer, accept, grant, concede.
Acquaint	Make familiar, inform, notify, teach, tell, enlighten.
Acquire	Gain, obtain, get as one's own, secure, earn.
Acquit	Declare not guilty, absolve, forgive, cleanse, discharge, pardon, excuse
Adamant	Firm, unyielding, obstinate
Adapt	Make fit, make suitable, modify, change, alter, vary, adjust.
Adhere	Cling, stick fast
Adjacent	Near, adjoining, next to, touching, bordering, neighbouring
Adjourn	Postpone, end, put off until a later time, discontinue, suspend, recess, dissolve
Admirable	Praiseworthy, commendable, deserving.
Admonition	Warning, advice, reminder, caution.
Adopt	Choose, assume, take to oneself, give a home to, accept as one's own
Adorn	Beautify, decorate, ornament, garnish, glamorise
Adroit	Smart, clever, skilful, expert, apt, proficient
Advantage	Benefit, upper hand, leverage, gain.
Adventure	Unusual experience, undertaking, enterprise, event, occurrence, exploit, project, incident.
Adverse	Unfriendly, hostile, unfavourable, contrary, opposite, harmful
Adversity	Distress, misfortune, hardship, affliction, grief, disaster, trouble.
Advertise	Announce, notify, public, call attention to (Slang - plug, boost.)
Advice	Counsel, plan, suggestion, recommendation, instruction, direction, direction, tip
Advocate	Recommend publicly, speak in favour of, defend,

	support.
Affable	Courteous, pleasant, friendly, sociable, gracious, approachable, amiable, communicative.
Affairs	Occasion, occurrence, event, happening, matter, concern, business, party, festivity.
Affect	Influence, sway, move, persuade.
Affection	Friendly feeling, admiration, love and respect
Affirm	Assert, confirm, ratify, state, pronounce, declare, endorse, certify
Afflict	Cause pain, trouble, bother, distress greatly, disturb, perturb, agitate.
Affluent	Wealthy, abundant, plentiful, ample, rich, bountiful, well – off, well-to-do, well-fixed.
Afford	Have the means, yield, supply, furnish.
Affront	An open insult, offence, provocation.
Aggravate	Annoy, irritate, provoke, make worse, exasperate, infuriate, irk, vex.
Aggression	Attack, assault, offence, invasion
Aggressive	Belligerent, offensive, hostile, militant, combative
Aghast	Astonished, surprised, amazed, astounded, bewildered, thunderstruck, awed, flabbergasted.
Agitate	Disturb, incite, excite, stir up, inflame, provoke
Agony	Suffering, pain, grief, distress, anguish, torture, torment, heartache, woe.
Akin	Related, alike, similar, connected, associated, affiliated, allied.
Alert	Watchful, wide wake, attentive, ready, prompt, lively, nimble, on the job, on one’s toes.
Alibi	Excuse, story.
Alien	Foreign, different, strange
Allay	Lessen, check, quiet, relieve, calm, ease, pacify, moderate, restrain, alleviate.
Allege	Declare, state
Allegiance	Loyalty, faithfulness, devotion, fidelity.
Alliance	Agreement, pact, contract, understanding,

	bargain, treaty.
Allot	Distribute, share, divide, assign, apportion, allocate, budget.
Allow	Acknowledge, concede, recognise.
Allow	let, permit, consent, grant, admit
Aloof	Away, apart, distant, remote, unsociable, reserved, cool.
Amass	Accumulate, collect, heap up, store up, increase, assemble, gather, compile.
Amateur	Non-professional, beginner
Amaze	Surprise, astonish, astound, aghast, bewilder, thunderstruck, flabbergast.
Amend	Change, correct, improve, mend
Ample	Large, abundant, enough, full, sufficient, plenty.
Amuse	Entertain, divert, delight, tickle, titillate.
Ancient	Old, aged, antique, archaic, elderly
Anguish	Agony, suffering, pain, grief, distress, torture, torment, heartache, woe.
Animosity	Hatred, dislike, ill will, bitterness.
Annihilate	Demolish, destroy, abolish, end, wreck.
Antagonise	Oppose, against, counter, provoke, embitter.
Anticipate	Expect, await, hope for, foresee.
Antipathy	Hatred, strong dislike.
Apathy	Indifference, unconcern, lethargy
Appal	Horrify, shock, dismay, terrify, stun.
Apparent	Plain, seeming, obvious, evident, clear.
Appease	Calm, satisfy, quiet, allay, lessen, check, relieve, ease, pacify, moderate, restrain, alleviate.
Appendage	Something attached, addition, supplement, tail.
Applaud	Approve, praise, cheer, hail, acclaim, clap.
Appreciate	Value, enjoy, think highly of, respect, admire, be grateful
Apprehensive	Afraid, worried, anxious, uneasy, concerned, fearful, troubled, bothered, agitated, perturbed.

Appropriate	Allot, distribute, share, divide, assign, apportion, allocate, budget.
Appropriate	Suitable, proper, fitting, becoming .
Arbitrary	Unreasonable, wilful.
Arbitrate	Settle, referee, umpire, negotiate, mediate.
Ardent	Enthusiastic, eager, zealous, earnest, sincere, fervent, passionate, warm.
Arduous	Difficult, strenuous, hard, laborious, (slang – tough, rough)
Arid	Dull, stuffy, flat, unimaginative
Arid	Dry, waterless.
Armistice	Peace, truce, treaty, agreement, pact, contract, understanding, concord, alliance, deal.
Aroma	Fragrance, odour, perfume, scent.
Arouse	Stir, excite, awaken, move, provoke, pique, kindle, inflame, foment, stimulate, agitate, disturb, shake.
Arrogant	Too proud, haughty, insolent, cavalier (slang – stuck-up, uppish)
Artful	Skilful, clever, cunning, shrewd, knowing.
Artful	Crafty, sly, deceitful
Artificial	False, pretended, substitute, unreal, fake, synthetic, imitation, counterfeit.
Ascertain	Find out, learn, solve, answer, clear up.
Ascribe	Assign, attribute.
Aspire	Seek, desire, be ambitious, aim, strive.
Assail	Attack, assault.
Assassinate	Kill, murder, purge
Assert	Declare, state, insist on, affirm, pronounce
Assimilate	Absorb, digest, soak up, blot up
Assorted	Various, different, classified, grouped, several
Assure	Convince, make certain, promise, guarantee
Astound	Amaze, surprise, astonish
Atone	Make up, make amends, repay
Atrocious	Wicked, cruel, savage, brutal, ruthless, terrible, horrible, dreadful, awful, wretched, contemptible.

Attractive	Pleasing, wining, charming, desirable, beautiful
Attribute	Assign, ascribe, give, place, apply,
Attribute	Characteristic, quality, trait, nature, feature
Audacious	Bold, daring, foolhardy, arrogant, haughty, insolent.
Audible	Distinct, clear, plain
Augment	Increase, enlarge, expand, raise, extend, broaden.
Auspicious	Favourable, fortunate, lucky, promising, advantageous, profitable, beneficial
Austere	Harsh, stern, strict, severe.
Auxiliary	Helping, assisting, aiding, supplementary
Avail	Use, help, benefit, profit, advantage, value, worth,
Avarice	Greed, lust, desire for money, covetousness
Aversion	Strong dislike, hatred, loathing, antipathy, disgust.
Avert	Prevent, avoid, turn away, prohibit
Awe	Fear and wonder, astonishment, surprise, dread, respect, admiration.
Awful	Unpleasant, atrocious, wicked, cruel, savage, brutal, ruthless, terrible, horrible, dreadful, vile, wretched
Awry	Wrong, crooked, disorderly, twisted, distorted
Babble	Baby talk, foolish talk, chatter, talk incoherently
Baffle	Puzzle, perplex, confound, mystify, bewilder.
Bandit	Highwayman, robber, thief, gangster, brigand
Banish	Exile, expel, force away, drive away, deport, outlaw
Barbarian	Uncivilised, cruel, coarse, savage, uncouth, brutal, uncultured, primitive
Barely	Scarcely, hardly, just
Barren	Unproductive, childless, infertile, sterile, blank
Barricade	Obstruction, barrier, fortification
Beckon	Gesture, motion, invite, signal
Beguile	Deceive, cheat, trick, dupe, bamboozle, amuse, entertain, charm
Belated	Delayed, late, tardy, overdue
Belligerent	Warlike, aggressive, offensive, hostile, militant, combative

Beneficial	Favourable, helpful, profitable, useful, advantageous
Berate	Scold, yell at, chide, rebuke, censure
Beseech	Beg, ask, appeal, plead, implore, entreat
Betray	Mislead, deceive, trick (Slang - double-cross)
Beware	Be careful, guard against, take care, look out, watch out, look sharp.
Bewilder	Confuse, baffle, puzzle, perplex, confound, mystify
Bliss	Happiness, joy, delight, glee, elation
Blockade	Obstruction, barrier, barricade, fortification
Bloodthirsty	Cruel, murderous, ruthless.
Blot	Erase, wipe out, obliterate
Blunder	Stumble, mistake, founder.
Boisterous	Violent, rough, noisy, rowdy, tumultuous
Bonus	Extra, more, premium, reward.
Booty	Plunder, prize, loot, stolen goods
Boss	Supervisor, overseer, director, foreman, manager
Bounteous	Generous, plentiful, abundant, liberal
Bout	Test, contest, trial, struggle, battle, spell, length of time, turn, round
Boycott	Strike, revolt, picket, blackball, ban
Brawl	Quarrel, riot, racket, fracas
Brazen	Shameless, immodest, bold, forward
Breach	Break, gap, falling-out, quarrel
Brigand	Robber, bandit, thief
Brilliant	Smart, alert, intelligent
Browse	Read, scan, glance
Bruise	Injure, hurt, wound
Brutal	Coarse, barbarian, cruel, savage
Buckle	Fasten, clasp, hook bend, wrinkle, belt, strap,
Bully	Tease, pester, annoy, badger, torment, bother, harass
Burglar	Robber, thief, housebreaker
Burly	Strong, sturdy, brawny
Burrow	Dig, tunnel, excavate,
Burst	Broken, ruptured, exploded
Busybody	Meddler, gossip, tattletale, kibitzer

Calamity	Misfortune, mishap, accident,
calculate	Count, compute, figure, estimate, reckon, plan, reason, think, suppose
Callous	Hard, unfeeling, insensitive, heartless, cold
Capability	Ability, power, fitness, capacity, skill, talent, competency, efficiency.
Captivate	Charm, fascinate, delight, bewitch
Careful	Cautious, watchful, prudent
Caress	Stroke, touch, fondle, pet
Casual	Accidental, chance, informal, unexpected, natural
Casualty	Misfortune, accident, mishap, injury, fluke
Catalogue	List, classify, record, group, sort, file
Catastrophe	Calamity, misfortune, tragedy, disaster, accident
Caution	Warn, advise, alert, admonish, remind, tip
Cede	Give up, surrender, yield, relinquish,
Celebrate	Proclaim, observe, commemorate, make merry.
Celebrity	Notable, well-known person, somebody
Celestial	Heavenly, divine, godly, angelic
Cemetery	Graveyard, burial ground
Censure	Blame, reproach, denounce, criticise, condemn.
Certify	Guarantee, testify, vouch, affirm, confirm
Cessation	End, discontinuation, close
Challenge	Confront, question, defy, dare, dispute, doubt
Chaos	Confusion, disorder, muddle, mess.
Character	Nature constitution, temperament, disposition,
Character	actor, performer, player, letter, sign, symbol.
Charitable	Generous, kindly, giving, big-hearted
Charming	Pleasing, delightful, fascinating, appealing, enchanting, alluring
Chaste	Pure, clean, virtuous, modest, decent
Chastise	Chasten, punish, discipline, restrain, castigate.
Chatter	Babble, foolish talk, prattle, gabble, shiver, rattle.
Cheat	Defraud, swindle, beguile, deceive, trick, dupe.
Cherish	Adore, worship, hold dear, protect, treasure
Chide	Reproach, blame, scold, reprimand, lecture.

Chore	Task, job, work, assignment, duty, function
Chronic	Constant, established, fixed, set, lasting, continuing
Chubby	Plump, round, stout, fat, fleshy, corpulent, stocky, stocky, tubby, chunky
Chuckle	Laugh, giggle, titter
Chum	Friend, mate, buddy, pal, companion, partner, comrade.
Chunk	Lump, wad, bulk, mass.
Clarify	Explain, refine, make clear, simplify
Classify	Organise, group, categorise, sort
Clemency	Mercy, pity, sympathy, compassion, lenience.
Clique	Set, clan, group, crowd, folk, family
Coax	Persuade, influence, urge, pressure, push
Coerce	Compel, force.
Collide	Conflict, bump, clash, bang
Colossal	Huge, gigantic, vast, enormous, immense, mammoth
Combat	Battle, struggle, fight, contest, conflict, war
Combine	Join, unite, mix, connect, couple, blend, fuse
Comely	Attractive, fair, goo-looking, pleasing, personable
Comfort	Console, ease, assure, relieve, cheer, gladden
Commence	Begin, start, take off, fire away
Commend	Praise, compliment, approve.
Commodity	Product, ware, article
Commotion	Disturbance, tumult, confusion, rumpus, ado, action.
Commute	Exchange, substitute, replace, switch, travel, move
Compare	Match, liken, contrast, measure
Compassion	Clemency, mercy, pity, sympathy, lenience, mildness
compatible	Agreeing, harmonious
Compel	Force, make, require
compensate	pay, reward, atone for, balance, make up for
Compete	Rival, vie with
Competent	Able, effective, adequate, capable, qualified, fit
Compile	Gather, collect, assemble, accumulate, store up
Complacent	Self-satisfied, contented
Complement	Supply, complete, supplement

Compliment	Commend, flatter, praise, congratulate
Comply	Conform, agree, assent, submit, obey
Compose	Make up, devise, put together, construct, build, create, make, calm, pacify, soothe, quiet
Composure	Calmness, quiet, self-control, peace, rest, serenity, tranquillity
Comprehend	Understand, realise, know, include, contain, cover
Compress	Squeeze, press, reduce, condense, concentrate.
Comprise	Include, consist of , contain, involve
Compromise	Settle, yield, concede adjust, meet halfway.
Compute	Calculate, count, figure, estimate, reckon
Comrade	Buddy, friend, pal, companion, partner, chum.
Conceal	Hide, cover, cloak, veil, camouflage
Concede	Admit, allow, grant, confess
Conceited	Vain, boastful, proud, cocky, saucy
Concept	Thought, notion, idea, opinion
Concoct	Make, invent, prepare, devise, create, manufacture.
Concord	Peace, harmony, agreement
Concur	Agree, conform.
Condemn	Disapprove, doom, censure, blame, reproach,
Confer	Consult, discuss, talk over.
Confide	Trust in, rely, depend, tell a secret, disclose
Confident	Certain, sure, convinced, believing
Confidential	Secret, restricted, off the record.
Confine	Enclose, surround, contain, keep in, coop up, imprison, restrain
Confiscate	Seize, take
Conform	Comply, agree, assent, submit, obey
Confound	Confuse, perplex, baffle, puzzle, mystify, bewilder, stump.
Confront	Oppose, face, meet squarely, encounter
Congested	Overcrowded, overloaded, stuffed, full.
Conjure	Entreat, appeal, plead, implore
Consent	Permit, agree, assent, accept, approve of, comply
Considerate	Thoughtful, mindful of others, kind, sympathetic

Consign	Hand over, deliver, transfer, entrust, send, convey
Console	Comfort, cheer, solace, sympathise
Conspicuous	Noticeable, obvious, prominent, outstanding
Conspire	Plot, scheme,
Construe	Explain, interpret, infer
Contagious	Catching, spreading, infectious, epidemic
Contaminate	Pollute, corrupt, defile, infect
Contemplate	Consider, think, study, ponder, reflect,
Contemptible	Mean, atrocious, wicked, cruel, brutal, ruthless, terrible, horrible, dreadful, awful, vile, wretched
Contend	Fight, struggle, argue, quarrel
Contented	Satisfied, pleased, delighted
Convalesce	Improve, recuperate, recover, get better.
Convenient	Handy, suitable, timely, nearby
Conventional	Customary, usual, traditional, accepted established, formal
Convict	Condemn, doom, sentence
Cope	Struggle, put up, face
Copious	Plentiful, abundant, ample
Cordial	Sincere, hearty, warm, friendly, hospitable
Corpulent	Fat, stout, chubby, plump, round, fleshy, pudgy, stocky, tubby, chunky
Corroborate	Confirm, establish, verify, substantiate, prove.
Corrupt	Wicked, evil, rotten, dishonest, crooked, shady
Counsel	Advise, recommend, instruct, suggest, confer
Countenance	Appearance, expression, face, looks.
Courteous	Polite, civil, gracious, obliging, respectful.
Covenant	Agreement, pact, contract, understanding, concord, bargain, treaty, alliance
Crazy	Insane, mad, lunatic, daft, unbalanced.
Credulous	Undoubting, believing, trusting, gullible
Crestfallen	Dejected, depressed, discouraged, downcast.
Critical	Disapproving, faultfinding, crucial, decisive, urgent, pressing
Crucial	Important, critical, urgent, decisive, pressing

Cruel	Mean, heartless, brutal, ruthless
Crumble	Break up, disintegrate
Culminate	Top, crown, end, terminate
Culpable	Guilty, faulty, blameable
Culprit	Offender, sinner, wrongdoer
Cultured	Refined, learned, polished, well-breed
Cumbersome	Bulky, clumsy, awkward, unmanageable, burdensome, troublesome
Cunning	Skilful, clever, crafty, sly, scheming, calculating.
Curb	Check, stop, control, restrain, pavement
Curious	Strange, odd, unusual, queer, peculiar, inquisitive.
Current	Flow, stream, prevalent, present, happening
Curtail	Shorten, abbreviate, condense, abridge, contract, reduce, cut, compress
Custodian	Guardian, keeper, caretaker
Cute	Pretty, dainty clever, shrewd, smart, cunning,
Daring	Bold, fearless, audacious, foolhardy, adventurous
Dauntless	Brave, fearless, unafraid
Daze	Confuse, bewilder, muddle, upset, ruffle
Dazzle	Shine, glow, flash, glaze, glare, blind
Debase	Lower, discredit, degrade, demote, run down
Debris	Ruins, rubbish, trash, scrap, litter, residue, junk.
Deceive	Beguile, trick, hoax, dupe, betray, mislead, lie
Decent	Respectable, proper, correct, right, adequate, good enough, suitable, fit
Decipher	Solve, explain, figure out
Decompose	Decay, rot, crumble, disintegrate
Decorum	Decency, etiquette, manners, social graces, formality
Deduct	Subtract, remove, withdraw, take away, discount
Deem	Think, believe, consider, judge, regard, suppose, assume
Defect	Fault, flaw, weakness, failing, shortcoming, blemish, imperfection, deficiency
Defer	Put off, delay, postpone, yield

Deficient	Lacking, incomplete, wanting, needing, missing.
Defile	Dirty, pollute, contaminate, march, parade, file
Deform	Disfigure, blemish, mar, spoil, make ugly
Defraud	Cheat, swindle, trick
Defy	Resist, confront, challenge, disobey, ignore, disregard
Dejected	Sad, depressed, discouraged, downcast, disheartened, despondent.
Delegate	Assign, authorise, entrust, appoint, charge, representative, envoy, agent, deputy
Deliberate	Ponder, consider, think over, study, meditate, reflect, mull over, slow, leisurely, easy, unhurried
Delicious	Tasty, savoury, luscious.
Delightful	Pleasant, lovely, charming, appealing
Delirious	Giddy, raving, frantic, crazy mad, violent, hysterical, drunk, intoxicated.
Delude	Mislead, deceive, beguile, hoax, dupe, fool, betray.
Demeanour	Behaviour, manner, conduct, way, actions
Demolish	Destroy, wreck, tear apart, dismantle, shatter
Denounce	Blame, censure, reproach, condemn, accuse, charge, indict, damn.
Depict	Represent, portray, describe, illustrate, characterise.
Deplore	Regret, be sorry for, lament.
Deposit	Put down, lay, place, leave, store pledge, stake
Depot	Station, stand, storehouse, depository, warehouse
Depress	Sadden, discourage, dishearten cheer, lower, raise, weaken, reduce, lessen
Deprive	Take away, take from
Deride	Ridicule, laugh at, make fun of.
Derogatory	Belittling, unfavourable, slanderous flattering
Desert	Leave, forsake, abandon, sell out
Deserve	Merit, earn, be worthy of.
Designate	Show, point out, specify, nominate, appoint
Despair	Lose hope, give up
Despair	Sorrow, melancholy, misery, depression, dejection.

Desperate	Frantic, wild, reckless, mad, down cast, hopeless
Despondent	Depressed, dejected, downcast, discouraged.
Destination	End, goal, objective, lot, fortune, fate
Destitute	Poor, penniless, bankrupt, down-and-out
Detest	Hate, dislike, loathe, abhor, despise, scorn
Devastate	Destroy, ruin, wreck
Devour	Eat, consume, swallow, waste, destroy, ruin
Devout	Religious, pious, earnest, sincere, devoted, zealous
Diagnose	Interpret, gather, deduce, analyse
Dilapidated	Decayed, ruined, battered, broken-down, rundown.
Diligent	Hard-working, industrious, energetic.
Dilly-dally	Loiter, delay, tarry, linger, hang around, take one's sweet time, stick around
Dilute	Weaken, reduce, thin, cut, water down
Diminish	Decrease, reduce, lessen, curtail, cut
Disable	Cripple, make useless, put out of order, weaken
Disband	Separate, scatter, disperse, break up, dismiss.
Discard	Reject, throw away, get rid of, dispose of, scrap.
Discern	See, behold, observe, view, perceive, recognise, know, realise, understand, detect, spot, spy
Discharge	Unload, release, dismiss, expel, dump, fire, let go
Disclose	Uncover, open, reveal; show, expose, unmask
Discomfort	Distress, trouble, bother, disturb, perturb, upset
Discredit	Doubt, disgrace, dishonour, shame, humiliate.
Discriminate	Separate, segregate, distinguish, set apart
Disdain	Scorn, despise, reject, spurn

Disfigure	Deform, deface, blemish mar, injure, scar, spoil
Disgrace	Shame, dishonour, discredit, humiliate,
Disguise	Conceal, hide, cover, camouflage, misrepresent
Disgust	Sicken, offend, repel, revolt, nauseate
Dishearten	Discourage, depress, sadden, deject .
Disintegrate	Break up, separate, decompose, crumble, decay.
Dismantle	Disassemble, take apart, demolish, wreck

Dismay	Bewilder, disturb, Embarrass, bother, confuse, alarm, frighten
Dispatch	Send, transmit, forward, discharge, hurry, hasten, speed, rush
Dispel	Scatter, disperse, drive away.
Dispense	Distribute, give out, deal out, issue, allot, grant, dole out, mete out.
Disperse	Scatter, distribute, spread
Display	Demonstrate, illustrate, exhibit, present, parade.
Disposal	Removal, elimination, release, arrangement.
Dispute	Argue, quarrel, oppose, resist, bicker, contest
Dissent	Disagree, differ, take exception
Dissipate	Scatter, spread, dispel, disperse, squander, waste, spend foolishly
Dissuade	Discourage, talk out of, warn.
Distinct	Different, dissimilar, diverse, separate similar, clear, plain, obvious, precise, exact, clear-cut, definite, unmistakable
Distinguish	Tell apart, define, see, detect, honour, dignify.
Distinguished	Important, great, outstanding, famous, well known, noted, popular, celebrated, honoured
Distort	Twist, contort, misrepresent, falsify
Distract	Divert, confuse, disturb.
Distress	Pain, hurt, afflict, torment, torture, agonise, trouble, bother, disturb, upset
Divert	Distract, detract, confuse, amuse, entertain, delight, tickle.
Divulge	Reveal, tell, make known, publish, broadcast, circulate, let out, come out with
Docile	Obedient, willing, receptive, responsive, yielding, gentle, tamed, mild
Doff	Remove, take off, undo
Dogged	Stubborn, wilful, headstrong, obstinate
Dole	Give, donate, allot, dispense, grant, mete out.
Domineering	Arrogant, overbearing, high-handed.

Dormant	Sleeping, inactive
Dose	Amount, quantity, portion (Slang-slug)
Dogged	Stubborn, wilful, headstrong, obstinate
Douse	Dip, immerse, dunk, extinguish, quench
Downcast	Dejected, sad, discourage, disheartened, depressed, gloomy, melancholy, glum.
Downfall	Ruin, failure, defeat, upset, overthrow rainstorm, cloudburst, flood, downpour.
Downright	Thorough, complete, plain, positive, utter, absolute, entire, total
Drain	Dry, empty, draw off, filter, use, spend, exhaust.
Drastic	Extreme, severe, intense, rough, violent, fierce.
Dreadful	Bad, terrible, ghastly
Drench	Soak, wet, saturate, flood
Drizzle	Rain, shower, sprinkle
Drown	Submerge, sink, immerse, inundate
Drowsy	Sleepy, dreamy, heavy-eyed
Dubious	Doubtful, uncertain, questionable
Due	Proper, rightful, fitting, just, fair, square, equitable.
Duel	Fight, contest, contend, struggle
Dunce	Idiot, blockhead, ignoramus, booby, fool, yahoo.
Dupe	Deceive, trick, beguile, betray, hoax, bamboozle
Durable	Long-lasting, enduring, permanent, sturdy, solid.
Duration	Time, period, term.
Dwindle	Shrink, decrease, diminish, lessen, decline, subside, waste away
Eager	Wanting, wishing, desirous, anxious, keen, ready, willing
Earnest	Determined, sincere, serious, decided, resolute, devoted
Ease	Relieve, reduce, soothe, allay, comfort, lighten, relax, loosen, help, aid, facilitate
Eccentric	Unusual, peculiar, odd, abnormal, irregular, queer.

Edit	Correct, check, rewrite, revise, amend
Eerie	Strange, weird, spooky, deathlike, ghastly, ghostly
Efficacy	Ability, capacity, competence, execute, complete
Elaborate	Dwell on, develop, work out, detail
Elapse	Pass, expire, run out, slip away
Elated	Overjoyed, enchanted, delighted, jubilant, rejoicing
Elegant	Refined, superior, tasteful, polished, cultured, fine
Elicit	Draw forth, summon, secure, get from,
Eligible	Qualified, fit, desirable, suitable
Elope	Flee, run, escape
Eloquent	Fluent, well-spoken, expressive, meaningful
Elude	Avoid, escape, evade, miss, dodge.
Emaciated	Thin, undernourished, wasted, starved, haggard
Emancipate	Free, release, liberate, deliver, rescue, save.
Embarrass	Upset, confuse, bewilder, humiliate, shame, mortify
Embezzle	Steal, take, rob, misappropriate.
Embitter	Anger, provoke, incense, arouse, inflame, antagonise, alienate, set against
Emblem	Symbol, sign, token, badge, mark, incorporate
Embody	Include, comprise, contain, cover, take in, embrace, incorporate
Embrace	Grasp, hug, clasp, enfold, press, hold, clutch, adopt.
Emerge	Appear, come out, come into view
Emigrate	Leave, migrate, leave the country.
Eminent	High, great, prominent, noble, distinguished, superior, important, outstanding, famous
Emissary	Delegate, messenger, envoy, agent, diplomat, minister, ambassador, spy.
Emit	Give off, discharge, ooze, send out
Emotion	Feeling, sentiment, sensitivity, excitement
Empower	Permit, enable, authorise, sanction, license,

	warrant, commission, delegate, assign, entrust
Emulate	Imitate, follow, copy, rival, vie with, compete with
Enable	Empower, qualify, authorise, sanction, license
Enact	Pass, legislate, portray, represent, perform, stage.
Encounter	Meet, come across, battle, confront, oppose.
Encroach	Intrude, interfere, infringe, trespass, break in upon.
Endeavour	Try, effort, strive, attempt, labour, struggle
Endorse	Sign, approve, support, accept, ratify, confirm, okay, validate, pass
Endow	Give, invest, bequeath, provide, supply, furnish.
Engaging	Interesting, absorbing, fascinating,
Enhance	Improve, better, enrich, uplift.
Enlighten	Clarify, inform, instruct, illuminate, explain, influence, sway, persuade
Enlist	Join, enrol, sign up, induce, prompt, move influence, sway persuade
Enormous	Large, great, vast, immense, huge, colossal, giant
Enrage	Madden, infuriate, anger, inflame, provoke
Enrol	List, register, write, record, join, enlist, draft, induct, recruit
Enterprise	Ambition, project, fete, undertaking, business, venture, deed, exploit, achievement, adventure
Enthral	Fascinate, charm, captivate, intrigue, enchant, delight, titillate, thrill.
Enthusiastic	Interested, attracted, eager, keen about.
Entice	Attract, tempt, lure, seduce
Entreat	Beg, ask, implore, plead
Enumerate	List, count, tally, number
Enunciate	Speak, pronounce, announce, state, express
Episode	Occurrence, happening, experience, event, incident.
Epoch	Era, period, age
Equip	Provide, furnish, fit, prepare, rig, costume

Equitable	Fair, just, square, even, rightful, due, fit, proper
Equivalent	Equal, match, like, rival, substitute, replacement.
Eradicate	Eliminate, get rid of, remove, exterminate
Erase	Cancel, wipe out, obliterate, cross off
Erect	Build, construct, make rise, upright, vertical.
Err	Misjudge, go wrong, slip, sin
Erratic	Uncertain, irregular, queer, abnormal, unusual, changeable, unstable.
Erroneous	Mistaken, incorrect, untrue, wrong, false
Erupt	Burst forth, vomit, discharge, pour out.
Essence	Meaning, significance, substance, perfume, scent, smell, odour, fragrance
Estimate	Judge, calculate, evaluate, rate, value, figure, compute, gauge
Etiquette	Manners, social code, formalities
Evacuate	Leave, withdraw, remove, depart, quit, empty, abandon, vacate
Evade	Avoid, escape, miss, bypass, dodge.
Evict	Expel, oust, turn out
Evoke	Bring forth, summon, induce, prompt
Evolve	Unfold, develop, grow, progress, advance
Exasperate	Irritate, aggravate, annoy, anger, infuriate, madden
Exceed	Surpass, better, excel, top, cap, beat
Excel	Surpass, better, excel, top, cap, beat
Exceptional	Unusual, extraordinary, remarkable, outstanding
Excite	Arouse, stir, stimulate, provoke, incite, move, affect
Execute	Do, perform, complete, carry out, put into effect, accomplish, put to death, kill
Exempt	Free, release, excuse, except, let off
Exhale	Breathe out, give off, expel, blow
Exhaust	Empty, fatigue, wear out, knock out.
Exhibit	Show, demonstrate, display, present.
Exhilarate	Cheer, gladden, enliven, encourage, inspire,

	stimulate, refresh, excite.
Exhort	Urge, advise, press, coax, prompt.
Exorbitant	Excessive, unreasonable, outrageous, overpriced
Expedient	Useful, helpful, fitting, appropriate, wise, sensible
Explicit	Clear, distinct, definite, direct, candid, express.
Explore	Search, hunt, look, research, examine, investigate, delve, into, probe.
Expose	Open, uncover, show, display, reveal, disclose,
Expound	Explain, clarify, illuminate, demonstrate, teach, lecture, present
Exterminate	Destroy, get rid of, eliminate, kill, dispose of.
Extinct	Dead, gone, past, obsolete.
Extinguish	Put out, smother, quench, suppress, crush.
Extol	Praise, glorify, laud, compliment, exalt
Extravagant	Extreme, excessive, overdone, exaggerated.
Extricate	Release, free, liberate, rescue, clear
Exult	Rejoice, delight, be glad
Fabric	Cloth, textile, goods, material
Fabulous	Unbelievable, remarkable, striking, marvellous.
Facilitate	Ease, help, assist, speed, smooth the way
Falter	Hesitate, stumble, stagger, waver, flounder
Fantasy	Imagination, vision, fancy, fiction, myth, fable, legend, story, fairy tale
Fascinate	Interest, excite, attract, enthrall, captivate, charm, intrigue, enchant, thrill, delight.
Fatal	Deadly, destructive, killing, mortal, disastrous, important, fateful, serious, significant.
Feasible	Possible, practical, workable, attainable
Feeble	Weak, powerless, frail
Feign	Pretend, fake, act, bluff, assume, affect, play
Ferocious	Fierce, savage, vicious, brutal, wild, cruel, ruthless, bloodthirsty
Fervent	Sincere, devoted, ardent, zealous, passionate, intense, enthusiastic.
Feud	Quarrel, dispute, controversy, fight, squabble,

	animosity, bitterness
Fickle	Changing, unstable, not constant, flighty, uncertain, unreliable, unfaithful
Filth	Dirt, muck, foul matter, rot
Flamboyant	Flaming, brilliant, striking, ornate, vivid, dazzling.
Flatter	Praise, compliment, admire
Flaw	Damage, defect, crack, fault, weakness, blemish
Flimsy	Slight, frail, weak, delicate, dainty, fragile
Flippant	Rude, disrespectful, saucy, pert, impudent, flip, cheeky, frivolous
Flourish	Thrive, prosper, grow, develop, sprout, bloom
Foolhardy	Bold, rash, daring, audacious, reckless
Forbid	Prohibit, disallow, bar, ban, taboo, prevent, deter
Foreboding	Warning, prediction, foretelling, forecast, promise, omen, prophecy, premonition, threatening.
Forecast	Prophecy, prediction, foretelling, promise, omen
Forfeit	Lose, sacrifice, let slip
Forgo	Give up, sacrifice, surrender, yield, relinquish.
Formidable	Difficult, hard, rough, impregnable, dreadful.
Formulate	Define, describe, express, voice, put
Forsake	Leave, give up, abandon, quit
Forthcoming	Approaching, imminent, coming, near, close.
Forthwith	Immediately, promptly, without delay, instantly, at once, quickly, swiftly.
Fortify	Strengthen, brace, invigorate, reinforce
Fragile	Delicate, frail, slight, dainty, breakable, flimsy.
Fragrant	Sweet-smelling, perfumed, odorous, aromatic
Frail	Weak, slight, delicate, dainty, fragile
Frank	Open, candid, sincere, straightforward, forthright, outspoken, blunt
Frantic	Excited, frenzied, wild, violent, delirious, hysterical
Fraud	Cheating, trickery, dishonesty, swindle.

Frenzy	Fury, madness, excitement, passion, rage, delirium
Frivolous	Silly, shallow, unimportant, light, trivial, foolish.
Frugal	Economical, thrifty, saving, prudent
Frustrate	Foil, thwart, defeat, spoil, ruin
Fumble	Bungle, blunder, muff, grope awkwardly
Fundamental	Essential, basic, underlying, primary, elementary
Futile	Useless, vain, unsuccessful, ineffective
Gait	Pace, walk, step, stride
Gallant	Brave, courageous, valiant, bold, heroic noble.
Gamble	Speculate, risk, bet, wager, try one's luck
Generate	Produce, cause, bring about, create, originate
Generous	Unselfish, giving, kind, liberal, open-handed, big-hearted, large, plentiful, ample
Genius	Intelligence, inspiration, talent, creative thought, gift, prodigy, master, wizard, brains.
Genocide	Slaughter, massacre, killing, butchery, carnage
Genuine	Real, true, authentic, legitimate, bona fide, sincere
Gesture	Signal, sign, motion, movement,
Ghastly	Horrible, terrible, dreadful, deplorable, outrageous,
Gigantic	Huge, immense, vast, enormous, tremendous, colossal, monumental, mammoth
Glamorous	Fascinating, charming, entrancing, enchanting, bewitching, spellbinding,
Glitter	Sparkle, glimmer, twinkle, shine, glisten
Grab	Snatch, seize, grasp, pull.
Grateful	Thankful, appreciative, obligate
Gratify	Satisfy, please
Graze	Feed, touch lightly, scrape, rub.
Greed	Avarice, lust, desire
Grieve	Hurt, mourn, brood over, lament, sorrow
Grievance	Wrong, evil, protest, injury, injustice, complaint
Grievous	Severe, outrageous, terrible, deplorable, awful,

	wretched, contemptible, sorrowful
Groan	Moan, harsh sound, wail, howl
Groom	Tidy, clean up, tend, preen, newlywed
Grope	Feel around, fumble, poke around
Grotesque	Fantastic, incredible, bizarre, monstrous, ridiculous, absurd, deformed, unnatural, queer.
Growl	Snarl, complain, grumble.
Grudge	Ill will, dislike, resentment, animosity
Grudgingly	Unwillingly, reluctantly, involuntarily, under protest, against one's will
Grumble	Complain, mutter
Gullible	Easily fooled naïve.
Habitation	Abode, dwelling place, residence, lodging.
Haggard	Thin, poor, pale, deathlike, wild-eyed.
Handicap	Hindrance, burden, disadvantage, load
Handy	Useful, convenient, nearby, available, ready
Haphazard	Chance, random, casual, irregular, infrequent.
Harass	Trouble, torment, molest, bother, plague, persecute, haunt, bully, threaten, disturb,
Hasty	Quick, hurried, fast, swift, speedy, rapid, fleet, rash, reckless, unprepared, sudden, premature.
Haughty	Arrogant, proud, lofty, scornful, nonchalant.
Haunt	Visit often, frequent, hang around, obsess, torment
Haven	Shelter, safety, harbour, refuge, sanctuary
Havoc	Destruction, ruin, devastation, ravage, damage.
Hazard	Risk, chance, gamble, bet, wager
Hearsay	Gossip, rumour, common talk.
Heartfelt	Sincere, genuine, profound, deep
Heartily	Sincerely, warmly, devotedly, completely, fervently, ardently
Heave	Breathe hard, pant, swell, rise, bulge.
Hectic	Feverish, heated, hot, burning, exciting, stirring, frantic, moving, busy.

Heed	Notice, observe, follow, care, mind, attend
Herald	Announce, bring new, proclaim, shout, messenger
Hereditary	Inherited, inborn
Heroic	Brave, gallant, valiant, stalwart, courageous, bold.
Hesitate	Pause, rest, let up, feel doubtful, be undecided, flounder, falter, waver
Hideous	Ugly, frightful, horrible, horrid, dreadful, terrible, repulsive, ghastly
Hilarious	Merry, gay, joyful, gleeful.
Hinder	Stop, obstruct, impede, check, curb, restrain.
Hoist	Raise, lift, elevate, boost
Homage	Respect, honour, reverence, regard, esteem.
Hoodlum	Rowdy, ruffian, thug, tough
Horde	Crowd, swarm, multitude, throng, mob, force.
Humour	Mood, temper, frame of mind, disposition
Hunt	Search, seek, look, pursue, chase
Hypnotise	Entrance, spellbind, mesmerise.
Hypocrite	Pretender, pretender, charlatan.
Hysterical	Uncontrollable, frenzied, frantic, delirious, beside oneself, overexcited, upset.
Identify	Recognise, know, place, distinguish, make out, name, till, label, tag, designate.
Idiot	Simpleton, imbecile, moron, half-wit, fool
Ignite	Burn, set afire, light, kindle, stoke
Ignoble	Mean, base, low, without honour, shameful.
Ignorant	Unintelligent, foolish, unaware, uneducated
Ignore	Disregard, overlook, snub, slight, avoid
Illegal	Unlawful, criminal, illegitimate
Illegible	Unclear, indistinct, unreadable
Illiterate	Uneducated, uncultured, unlearned, ignorant
Illogical	Unreasonable, senseless, unsound, unscientific
Illuminate	Light, brighten, spotlight, clarify, explain, simplify, show, illustrate
Illusion	Deception, delusion, trick, misconception

Illustrate	Clarify, explain, show, demonstrate, represent, picture, portray.
Illustrious	Famous, great, outstanding, splendid, radiant, bright, shining, glorious
Immature	Undeveloped, unripe, inexperienced, childish.
Immense	Huge, large, vast, great, stupendous, enormous, monumental, mammoth, gigantic, giant
Imminent	Forthcoming, approaching, nearing, impending
Immoral	Wrong, wicked, evil, bad, sinful
Immovable	Fixed, firm, steadfast, stable, stationary
Immune	Resistant, exempt, clear, excused, spared, let off
Impassable	Unapproachable, inaccessible
Impatient	Restless, anxious, eager, intolerant
Impeach	Accuse, charge, indict, arraign, denounce, reproach, censure.
Impede	Hinder, obstruct, curb, inhibit, arrest, check, interrupt, retard, delay, limit, confine, cramp.
Impel	Drive, force, cause, push, move, propel, stimulate,
Imperative	Urgent, necessary, compulsory, compelling, pressing, crucial, critical, mandatory
Imperfect	Defective, faulty, incomplete, inadequate, deficient, impaired, blemished, marred
Impetuous	Hasty, rash, sudden, abrupt, impulsive, unexpected, reckless
Implore	Beg, plead, appeal, entreat, beseech, pray
Imply	Suggest, hint, intimate, infer, insinuate
Impolite	Rude, discourteous, disrespectful, ill-mannered, insolent
Impose	Put, place, set, charge, levy, tax, burden with, force
Imposing	Impressive, dramatic, spectacular, grand, magnificent, splendid, noble, glorious, proud, stately, majestic, elegant
Impostor	Pretender, deceiver, cheat, impersonator, fraud,

	faker
Impoverish	Make poor, ruin, break, bankrupt, exhaust, deplete
Impractical	Unfeasible, unworkable, unrealistic
Impregnable	Resistant, strong, unconquerable, unassailable, invincible
Improbable	Unlikely, doubtful, questionable
Improper	Wrong, incorrect, unsuitable, inappropriate, unfit, bad, indecent, unbecoming
Improvise	Invent, make up, devise, originate, dream up, dash.
Imprudent	Rash, indiscreet, overconfident, unwise, unsound, unreasonable, unintelligent, ill-advised
Inaccessible	Unreachable, out-of-the-way, unapproachable, out of reach
Inadequate	Deficient, lacking, wanting, short of, insufficient.
Inappropriate	Unfitting, unsuitable, improper
Inattentive	Unmindful, heedless, unobservant, distracted, negligent, wandering,
Inaugurate	Begin, install, introduce, launch, admit, initiate, instate
Incapable	Unable, incompetent, unqualified, unfit
Incentive	Motive, stimulus, encouragement, inducement
Incessant	Continual, uninterrupted, unbroken, constant, ceaseless, endless, non-stop, perpetual, steady
Incite	Stir, urge, rouse, agitate, excite, inflame, provoke, instigate,
Inclement	Rough, stormy, cold, harsh, severe, cruel
Incompetent	Unable, incapable, unqualified, unfit
Incomprehensible	Unintelligible, hard to understand, difficult, vague, obscure
Inconceivable	Unbelievable, unthinkable, unconvincing, incredible
Inconsiderate	Thoughtless, unmindful
Inconsistent	Disagreeing, illogical, unreasonable,

Inconspicuous	Unseen, unnoticed, imperceptible.
Inconvenient	Inappropriate, troublesome, bothersome, awkward, untimely, disadvantageous.
Incorporate	Join, unite, combine, unify, merge
Incredible	Unbelievable, doubtful, questionable, unconvincing, absurd, ridiculous.
Incur	Contract, bring on, catch
Incurable	Hopeless, beyond remedy
Indebted	Owing, obliged, involved
Indelible	Permanent, indestructible, confused, hazy, general, broad.
Indifferent	Unbiased, impartial, detached, disinterested, cool, neutral, impersonal, unconcerned
Indigenous	Native, original, natural to
Indignant	Angry, irate, resentful, distressful.
Indiscreet	Unwise, imprudent, unsound, unreasonable.
Indisposed	Ill, sick, ailing, unwilling, forced
Indistinct	Unclear, confused, dim, obscure, vague, cloudy, hazy, blurred
Indolent	Lazy, do-nothing, unenterprising, slothful
Indomitable	Unconquerable, unyielding, invincible, unbeatable, unruly, unmanageable
Induce	Influence, persuade, lead on, cause, elicit, evoke, prompt, move , sway.
Induct	Introduce, bring in, install, place, inaugurate, enlist, enrol draft
Industrious	Hard-working, diligent, energetic, labour, work.
Ineffectual	Useless, ineffective, powerless, unsuccessful
Inefficient	Unable, incapable, incompetent, unfit, inept, unskilful
Inert	Lifeless, slow, sluggish, motionless, inactive, stagnant.
Inevitable	Destined, fated, doomed, unavoidable, sure, certain, inescapable
Infallible	Reliable, sure, unerring, right

Infamous	Wicked, bad, disgraceful, evil, base, low, shameful, notorious, terrible, scandalous.
Infect	Disease, contaminate, communicate, pollute, corrupt, poison, influence
Infer	Conclude, reason, deduce, gather, derive, assume, presume, suppose, expect, reckon, calculate, imagine
Infidel	Unbeliever, sceptic.
Infirm	Weak, feeble, unstable, sickly, unsound, frail
Inflame	Excite, stir, move, affect, provoke, arouse, incite, anger, redden, swell, irritate
Inflexible	Stiff, rigid, firm, unbending, unyielding, stubborn, inelastic
Inflict	Give, cause, impose, effects produce, bring about, wreak
Influence	Sway, affect, move, induce, persuade,
Infringe	Violate, break, trespass, overstep
Infuriate	Enrage, anger, madden, antagonise, provoke,
Ingenious	Clever, skilful, proficient, masterful, inventive, original, creative, imaginative, productive, inspired.
Ingredient	Part, element, factor, component
Inherent	Internal, natural, implanted, existing, belonging, instinctive
Inherit	Receive, come into, take possession of.
Inhospitable	Unfriendly, unreceptive, ungracious.
Inhuman	Unfeeling, cruel, brutal, ruthless, uncivilised
Iniquity	Evil, depravity, corruption, wickedness.
Innovate	Introduce, change, modernise.
Innumerable	Countless, many, infinite, unlimited
Inquisitive	Curious, prying, snooping, meddling
Insane	Crazy, foolish, mad, unbalanced, deranged
Insatiable	Greedy, unquenchable, gluttonous.
Insight	Wisdom, perception, intuition
Insignificant	Unimportant, meaningless, negligible, small.

Insincere	Superficial, hypocritical, dishonest, delusive.
Insist	Urge, press, maintain, stress, demand
Insolent	Rude, insulting, impudent, arrogant, haughty, defiant, bold
Inspire	Influence, cause, prompt, encourage
Install	Place, put in, fix, plant, set
Institute	Establish, begin, set up, create, organise, form, launch.
Institute	Organisation, school, establishment, foundation.
Insufficient	Inadequate, not enough, unsatisfactory, deficient.
Intact	Untouched, whole, uninjured, undamaged, unchanged, complete.
Integrity	Honesty, sincerity, uprightness, honour, respectability, wholeness, completeness,
Intercede	Go between, interfere, intervene, mediate, negotiate, arbitrate, umpire, referee
Intercept	Interrupt, check, stop, arrest, hold up
Intermittent	Periodic, recurrent, sporadic, irregular, broken, unsteady
Interrogate	Question, examine, quiz, test, inquire of, cross-examine
Interrupt	Break in, hinder, stop, intrude, interfere
Intervention	Interference, intrusion, infringement, meddling
Intolerable	Unbearable, insufferable
Intolerant	Impatient, unsympathetic, bigoted, prejudiced
Intoxicated	Drunk, inebriated, excited, impassioned, moved, touched, impressed, affected
Intricate	Complicated, perplexing, entangled, complex, confused, involved
Intrude	Interfere, infringe, encroach, trespass, meddle,
Invade	Intrude, overrun, encroach, trespass, advance upon, infringe, raid, attack
Invalid	Sickly, weak, unhealthy, infirm, frail, debilitated, void, without value, ineffective
Invaluable	Unchanging, constant, permanent, unalterable.

Invariable	Originate, make up, devise, develop, contrive, concoct
Invent	Stock, collection, list, catalogue.
Inventory	Turn around, reverse
Invert	Venture, stake, empower, place, provide.
Invest	Search, explore, examine, inspect, study, scrutinise, review, probe
Investigate	Stimulating, exhilarating
Invigorating	Unbeatable, unconquerable, invulnerable, impregnable
Invincible	Pray, beseech, entreat, beg, implore, appeal, plead
Invoke	Unwilling, forced,
Involuntary	Tiresome, tedious, wearisome, troublesome, bothersome, trying, annoying, irritating
Irksome	Unfitting, inappropriate, unrelated, far-fetched
Irrelevant	Compelling, moving
Irresistible	Disrespectful, discourteous, insolent, impudent, impious,
Irreverent	Impatient, cross, cranky, irascible, testy,
Irritable	Separate, segregate, set apart, quarantine./
Isolate	Desire, craving
Itch	Envious, desirous of, covetous
Jealous	Risk, endanger, imperil, hazard, expose
Jeopardise	Joke, fun, mock, tease
Jest	Glad, happy, cheerful, blissful, merry, jovial, gleeful
Joyful	Rejoicing, exulting, triumphant, overjoyed, gay, delighted, elated
Jubilant	Wise, sensible, thoughtful, well-advised
Judicious	Rubbish, trash, scrap, litter, debris.
Junk	Young, youthful
Juvenile	Set afire, light, ignite, arouse, stir up, start, trigger, move, provoke
Kindle	Tear roughly, mangle, wound
Lacerate	Lax, inactive, indolent

Lazy	Rent, hire, let, charter
Lease	Story, fiction, fairy tale, myth, fable, folklore
Legend	Readable, clear, comprehensible, intelligible.
Legible	Lawful, rightful, allowed, legal, authorised, permitted, admissible, valid, sound, just
Legitimate	Freedom, spare time, convenience.
Leisure	Mild, gentle, merciful, lax, loose, relaxed, unrestrained, soft, easy.
Lenient	Likely, probable, apt, responsible, accountable, answerable
Liable	Generous, plentiful, abundant, ample, extravagant, lavish, extensive, unselfish.
Liberal	Similarity, resemblance
Likeness	Similarly, also, moreover, too, as well
Likewise	Exactly, actually, really, word-for-word
Literally	Learned, scholarly, cultured, educated
Literate	Reasonable, sensible, sound, sane, rational
Logical	Linger, idle, stop, dilly-dally, wait, delay, stay, tarry, dawdle
Loiter	Alone, solitary, isolated, unaccompanied, friendless, desolate
Lonely	Grease, oil, anoint
Lubricate	Ridiculous, absurd
Ludicrous	Extravagance, frills, prosperity, elegance, comfort, well-being, magnificence, grandeur, splendour.
Luxury	Splendid, grand, stately, majestic, superb, exquisite, marvellous, wonderful, grandiose, glorious, imposing, elaborate, impressive.
Magnificent	Cripple, disable, injure, hurt, wound
Maim	Sickness, illness, disease, ailment, disorder, infirmity.
Malady	Spite, ill will, meanness
Malice	Slur, slander, speak evil of, defame, smear
Malign	Deadly, harmful, destructive, killing, fatal.

Malignant	Huge, gigantic, immense, vast, enormous, giant, colossal, titanic, monumental
Mammoth	Craze, insanity, madness, infatuation,
Mania	Apparent, clear, plain, visible, open, exposed, perceptible, discernible, evident, obvious, open-and-shut.
Manifest	Killing, homicide, murder, assassination, elimination
Manslaughter	Damage, injure, blemish, disfigure, scar, deform, spoil, ruin
Mar	Slaughter, killing, butchery, carnage, pogrom
Massacre	Big, large, heavy, solid, sturdy, strong, clumsy, ponderous, thick, coarse.
Massive	Ripe, full-grown, developed, mellow, adult.
Mature	Possibly, perhaps, conceivably, perchance.
Maybe	Poor, scanty, thin, lean, sparse, skimpy.
Meagre	Interfere, busybody, intrude, interrupt, intervene.
Meddle	Make peace, settle, negotiate, intercede, intervene, referee, umpire, arbitrate
Mediate	Average, ordinary, fair, moderate, adequate, satisfactory, acceptable, passable, so-so
Mediocre	Mild, patent, submissive, gentle, tame, subdued, uncomplaining, passive, modest, unassuming, unpretentious.
Meek	Sad, gloomy, blue, pensive, wistful, depressing.
Melancholy	Proverb, rule, code, regulation, principle, adage,
Maxim	Quality, value, worth, goodness, excellence.
Merit	Gay, joyful, jolly, jovial, gleeful, mirthful.
Merry	Roving, travelling, wandering, roaming, rambling, meandering, drifting, straying, transient.
Migrant	Imitate, copy, ape, mock, mime, parrot, copycat
Mimic	Wonderful, marvellous, remarkable, extraordinary, phenomenal, incredible,
Miraculous	Behave badly, act up
Misbehave	Mixed, combined, blended, conglomerate.

Miscellaneous	Naughty, harmful, devilish, impish, playful.
Mischievous	Poor, mean, wretched, unhappy, pitiful shabby, woeful, sorry
Miserable	Difficulty, trouble, distress, hardship, ruin, mishap, disaster, catastrophe, calamity, tragedy, accident
Misfortune	Doubt, suspicion, anxiety, question, scepticism, qualm, concern, uneasiness
Misgiving	Misfortune, difficulty, trouble, distress, hardship, ruin, disaster, catastrophe, calamity, tragedy, accident
Mishap	Mistake, err, slip up, miscalculate
Misjudge	Deceive, misdirect, misinform
Mislead	Doubt, be sceptical, suspect, distrust, question, challenge, dispute
Mistrust	Calm, fair, medium, mild, conservative, temperate, gentle, restrained, lenient
Moderate	Humble, bashful, shy, quiet, unpretentious, plain, simple
Modest	Trouble, injure, harm, hurt, damage, wrong, disturb, mistreat, annoy, abuse, torment, harass, badger, pester, plague
Molest	Important, great, outstanding, considerable, eventful, stirring, influential, powerful, effective
Momentous	Helper, assistant, recorder, clerk, adviser, informant, counsellor, reporter, announcer
Monitor	Control, corner, possession
Monopoly	Boring, humdrum, repetitious, tedious, dull
Monotonous	Horrible, dreadful, shocking, grotesque, deformed, disfigured
Monstrous	Gloomy, sullen, glum, morose, sulky.
Moody	Wipe, wash, scrub, scour, swab
Mop	Spirits, enthusiasm
Morale	Unhealthy, sickly, diseased, unwholesome.

Morbid	Wound, humiliate, shame, embarrass, disgrace
Mortify	Saying, maxim, proverb, adage
Motto	Grieve, sorrow, lament, bewail, bemoan
Mourn	Dark, gloomy
Murky	Cut, tear, break off, amputate, clip, lacerate
Mutilate	Rebellion, revolt, riot, insurrection, uprising, insurgence
Muting	Mumble, complain, grumble, murmur, whisper
Mutter	Many, numerous, multitudinous, considerable
Myriad	Secret, hidden, profound, mystical, recondite, occult.
Mysterious	Unpleasant, revolting, disgusting, repulsive, offensive, foul, vile, sickening, nauseating, filthy, odious, obnoxious dirty
Nasty	Bad, disobedient, misbehaving, disorderly, evil, wrong
Naughty	Careless, indifferent, neglectful, inattentive, remiss
Negligent	Arrange, talk over, settle, mediate, intervene, umpire, arbitrate, referee.
Negotiate	Excited, upset, restless, disturbed, ruffled, shaken, flustered, agitated, perturbed, high-strung, tense, strained, edgy, jittery
Nervous	Indifferent, unconcerned, cool, easygoing, devil-may-care, apathetic.
Nonchalant	Famous, renowned, celebrated, popular, well-known, infamous
Notorious	Feed, nurture, nurse, strengthen, sustain, maintain.
Nourish	Harmful, poisonous, damaging, detrimental, toxic.
Noxious	Annoyance, pest, other, trouble, irritation.
Nuisance	Many, multitudinous, several, abundant, various, myriad, considerable

Numerous	Rear, bring up, foster, train, care for, raise, feed, tend, mind, nourish.
Nurture	Protest, challenge, dissent, disapproval, complaint, criticism.
Objection	Destroy, erase, blot out, wipe out, demolish, delete
Obliterate	Unconscious, senseless, preoccupied, forgetful, unaware.
Oblivious	Offensive, disagreeable, hateful, nasty, repulsive, disgusting, loathsome, vile, terrible, dreadful, deplorable, wretched, abominable, detestable, despicable, contemptible.
Obnoxious	Dirty, smutty, filthy, lewd bawdy, pornographic, unclean, indecent
Obscene	Extinct, old-fashioned, outdated, outmoded, discontinued, antiquated.
Obsolete	Barrier, obstruction, block, stoppage, hindrance, deterrent, impediment, hitch, snag.
Obstacle	Stubborn, wilful, headstrong, bull-headed, pigheaded, unyielding, unbending, inflexible, adamant, firm, stiff, rigid.
Obstinate	Block, hinder, clog, bar, impede, delay
Obstruct	Plain, understandable, apparent, clear, evident, manifest, explicit, distinct
Obvious	Sometimes, now and then, once in a while, from time to time
Occasionally	Hateful, offensive, displeasing, revolting, repulsive, disgusting, vile, foul, obnoxious, horrible, terrible, dreadful, wretched
Odious	Child, descendant, young
Offspring	Sign, indication, warning, portent
Omen	Threatening, unfavourable, sinister, menacing,
Ominous	Almighty, all-powerful, divine
Omnipotent	Enemy, foe, adversary, competitor, rival, combatant, contender.
Opponent	Harsh, severe, unjust, burdensome, overbearing.

Oppressive	Cheerful, happy, bright, pleasant, radiant, glad, light-hearted, jaunty, carefree.
Optimistic	Voluntary, elective, discretion.
Optional	Experience, test, trial, tribulation.
Ordeal	Usual, customary, conventional, traditional, accepted, proper, correct.
Orthodox	Shown, flashy, pretentious, overdone, garish, fancy, swanky, fashionable.
Ostentatious	Homeless, friendless, abandoned, deserted, forlorn, forsaken, derelict, rejected, disowned
Outcast	Result, consequence, effect, upshot, fruit, conclusion
Outcome	Odd, queer, peculiar, curious, strange, weird
Outlandish	Yield, production proceeds, crop, harvest
Output	Shocking, insulting, absurd, nonsensical, ridiculous, foolish, crazy, preposterous, bizarre, excessive
Outrageous	Frank, unreserved, unrestrained, open, vocal, candid, straightforward, direct, forthright.
Outspoken	Important, well known, great, eminent, famous, prominent, distinguished.
Outstanding	Masterful, domineering, dictatorial, autocratic, arbitrary, arrogant, bossy.
Overbearing	Supervise, manage, direct, superintend, administer, preside, boss
Oversee	Error, slip, negligence, omission
Oversight	Crush, overcome, defeat, surmount, conquer, vanquish, astonish, surprise, amaze, astound, bewilder, startle, dumbfound
Overwhelm	Quiet, calm, tranquillise, soothe, appease, placate, mollify.
Pacify	Show, spectacle, pomp, display, entertainment, exhibition, presentation, parade, review
Pageant	Careful, particular, thorough, elaborate, diligent, exciting, meticulous, scrupulous, precise.

Painstaking	Humour, favour, indulge, cater to, oblige, coddle, spoil, fondle.
Pamper	Fear, fright, scare, alarm, dread, awe, terror, phobia
Panic	Scene, vista, lookout, sight
Panorama	Deaden, numb, desensitise, disable, cripple
Paralyse	Most important, chief, foremost, principal, main, leading, dominant, primary, top, uppermost, maximum
Paramount	Departure, going away, leaving, exit, withdrawal
Parting	Pitiful, touching, moving, sad, distressing
Pathetic	Loyal, nationalistic, chauvinistic
Patriotic	Back, sponsor, finance, promote, support
Patronise	Poor man, beggar, destitute,
Pauper	Strange, odd unusual, queer, curious, special, distinctive, characteristic, typical.
Peculiar	Waiting, until, during.
Pending	Pierce, enter, puncture, bore, perforate, understand, perceive, see through
Penetrate	Sorrow, repentance, penance.
Penitence	Handwriting, script, calligraphy
Penmanship	Poor, destitute, down-and-out, bankrupt.
Penniless	Thoughtful, contemplative, meditative, deliberating, absorbed, engrossed, melancholy, serious.
Pensive	Sense, observe, feel, experience, detect, recognise, distinguish, make out
Perceive	Continuous constant, perpetual, steady, regular, immortal, imperishable, deathless.
Perennial	Pierce, penetrate, punctuate, bore.
Perforate	Die, decease, disappear, vanish, decay
Perish	Penetrate, spread through, pervade, saturate.
Permeate	Harmful, hurtful, damaging, injurious, detrimental, malignant, deadly, destructive, fatal, mortal
Pernicious	Puzzle, bewilder, baffle, confound, mystify

Perplex	Harm, oppress, torment, harass, molest, torture, antagonise, badger
Persecute	Persist, endure, continue, carry on, keep on
Persevere	Last, stay, continue, endure, prevail, persevere
Persist	Identity, individuality, character, nature.
Personality	Sweat, exude,
Perspire	Convince, convict, convert, win over, induce
Persuade	Belong, relate, be appropriate, e connected, refer, apply, concern
Pertain	Disturb, trouble, distress, bother, agitate, upset
Perturb	Examine, study, inspect, review, read carefully, scrutinise, analyse.
Peruse	Fill, permeate, penetrate, overrun
Pervade	Distorted, twisted, warped, contorted
Perverted	Unhappy, cheerless, joyless, gloomy, cynical
Pessimistic	Annoy, vex, trouble, torment, molest, bother, harass badger, tease, nag.
Pester	Stroke, pat, caress, fondle.
Pet	Request, demand, requisition, appeal, solidify
Petition	Unimportant, small, trivial, puny, minor.
Petty	Charitable, kindly, benevolent, generous, giving, humanitarian
Philanthropic	Feast, outing, festivity, barbecue.
Picnic	Steal, thieve, take, filch, rob.
Pilfer	Plunder, rob, loot, burglarise.
Pillage	Religious, devout, reverent, faithful, believing
Pious	Stealing, pillaging, plundering, looting.
Piracy	Calm, peaceful, quiet still, tranquil smooth, pacific, untroubled.
Placid	Disease, epidemic, pestilence, annoy, vex, bother, torment, molest, trouble, harass, badger, worry, pester, haunt
Plague	Reasonable, logical, sound, sensible, believable
Plausible	Pleasing, enjoyable, likeable, desirable, agreeable, gratifying, delightful, charming, appealing,

	enchanting, cheerful.
Pleasant	Promise, vow, oath, assurance, guarantee.
Pledge	Ample, enough, abundant, generous, sufficient, lavish
Plentiful	Predicament, pinch, complication, muddle, difficulty, dilemma
Plight	Fat, round, stuffed, stout, obese, fleshy, corpulent, chubby, stocky, chunky, tubby
Plump	Rob, steal, loot, pillage, fleece.
Plunder	Dive, plummet, drop, fall, swoop down
Plunge	Composed, collected, balanced, confident assured.
Poised	Toxic, deadly, destructive, noxious, harmful, malignant, venomous.
Poisonous	Plan, program, procedure, course, principles, line, platform.
Policy	Refined, courteous, civil, gracious, respectful, well mannered, tactful.
Polite	Contaminate, infect, taint, tarnish, defile, foul, poison.
Pollute	Spectacle, display, sight, exhibition, show, pageant, ostentation, magnificence
Pomp	Consider, contemplate, study, reflect, deliberate, meditate, think over, muse, brood
Ponder	Forewarning, omen, sign, premonition,
Portent	Part, share, division, segment, section,
Portion	Represent, picture, depict, illustrate, characterise, impersonate, describe
Portray	Own, have, hold, control, maintain, occupy
Possess	Likely, conceivable, imaginable, feasible, probable, credible, achievable, attainable.
Possible	Delay, put off, defer, suspend, hold over, table, shelve, stall, procrastinate
Postpone	Powerful, strong, forceful, might.
Potent	Jump, swoop, leap, spring, hop, bound, hurdle, vault, plunge, dive.

Pounce	Usefully, profitably, advantageously
Practically	Compliment, command, laud, approve of, extol, glorify, flatter
Praise	Mischief, trick, caprice, whim, antic, caper
Prank	Babble, chatter, jabber, blab
Prattle	Lecture, sermonise, advise, urge, expound
Preach	Dangerous, unsafe, uncertain, hazardous, critical, ticklish, touchy, delicate, unsure, unsound, shady
Precarious	Forewarning, notification
Precaution	Lead, head, come first, forerun
Precede	Rule, saying, belief, axiom, principle, proposition
Precept	District, boundary, limit, community, vicinity, neighbourhood.
Precious	Valuable, expensive, costly, dear, loved, priceless, adored, cherished, admired, prized, special
Precious	Exact, accurate, definite, careful, strict, positive, absolute, meticulous, detailed, explicit, clear-cut
Precise	Advanced, forward, premature
Precocious	Leader, forerunner, forefather.
Predecessor	Mess, complication, plight, embarrassment, pinch, dilemma.
Predicament	Foresee, foretell, prophesy, divine, forecast, portend
Predict	Introduction, preamble, foreword, preliminary
Preface	Biased, opinionated, partial, influenced.
Prejudiced	Prior, preceding, introductory.
Preliminary	Early, advanced, forward, too soon, hasty.
Premature	Planned, forethought, intended, plotted,
Premeditated	Absurd, senseless, foolish, ridiculous, nonsensical, crazy, outrageous, unreasonable, silly.
Preposterous	Order, direct, assign, advise, recommend, suggest, advocate
Prescribe	Protect, keep, maintain, guard, defend, save,

	shelter, shield, screen, harbour, uphold, support, reserve, conserve sustain, retain
Preserve	Direct, administer, officiate, govern
Preside	Urgent, compelling, crucial, necessary, driving,
Pressing	Importance, greatness, distinction, prominence, significance, superiority, mastery, power, influence, authority
Prestige	Suppose, assume, surmise, guess, think, imagine, fancy, imply, infer
Presume	Daring, bold, arrogant, insolent, brazen
Presumptuous	Make-believe, act, feign, bluff, sham, fake
Pretend	Showy, ostentatious, flashy, fancy, affected
Pretentious	Widespread, common, fashionable, popular, customary, current, standard, usual, well-known, general, universal
Prevalent	Prohibit, forbid, deter, keep from, preclude, stop, block, thwart, inhibit, hinder
Prevent	Prior, earlier, former, one-time, preceding
Previous	Valuable, invaluable, precious, dear, expensive, costly.
Priceless	Rule, law, standard, belief, dogma, doctrine, truth, proposition, precept.
Principle	Advantage, license, favour, liberty, freedom.
Privilege	Likely, liable, apt, presumable, promising, hopeful
Probable	Test, trial, try, check
Probation	Examine, investigate, search, explore
Probe	Process, course, measure, custom, practice,
Procedure	Progress, advance, go forward, go head
Proceeds	Operation, procedure, course, step, act, way, manner, means, mode
Process	Declare, announce, herald, publicise, voice, advertise
Proclaim	Obtain, get, acquire, secure, purchase, buy

Procure	Wasteful, lavish, extravagant, spendthrift, squandering
Prodigal	Great, huge, vast, immense, stupendous, enormous, colossal mammoth gigantic
Prodigious	Marvel, wonder, miracle, phenomenon, rarity, curiosity, genius.
Prodigy	Fruitful, fertile, yielding, prolific, creative, inventive, gainful, profitable.
Productive	Claim, allege, maintain, contend.
Profess	Skilled, expert, adept, apt, clever, masterful, ingenious, deft, effective, competent.
Proficient	Deep, great, extreme, intense, serious
Profound	Lavish, extravagant, abundant, generous, liberal, free, unsparing, bountiful, big-hearted, magnanimous, prodigal
Profuse	Forbid, bar, ban, disallow, veto, deny, prevent, deter, thwart, restrict, foil.
Prohibit	Protrude, stick out, bulge
Project	Productive, rich, plentiful, fruitful, creative
Prolific	Extend, stretch, lengthen, elongate, drag out
Prolong	Well-known, important, outstanding, distinguished, great, eminent, famous, popular, celebrated.
Prominent	Indiscriminate, uncritical, loose, mixed, combined, scrambled, unorganised, haphazard, random
Promiscuous	Hopeful, encouraging, favourable, probable, likely,
Promising	Punctual, quick, instant, immediate, ready
Prompt	Inclined, liable, willing, ready
Prone	Sound, utter, articulate, voice, enunciate, express
Pronounce	Distinct, marked, decided, plain, clear, obvious, evident, definite, clear-cut, visible, downright, absolute, conspicuous, noticeable, prominent,

	bold, striking, outstanding, flagrant, glaring
Pronounced	Produce, increase, breed, multiply, generate, procreate
Propagate	Correct, right, fitting, decent, respectful, accurate, perfects, faultless, tasteful
Proper	Predict, foretell, forecast, divine, foresee, soothsay.
Prophecy	Plan, scheme, suggestion, offer, intent, project, design, motion.
Proposal	Complete, carry out, fulfil, discharge, execute, transact, practice, exercise, pursue, follow,
Prosecute	Expected, anticipated, awaited, coming, promised, due, future, eventual
Prospective	Successful, thriving, fortunate, triumphant, comfortable, flourishing, wealthy, rich, opulent, affluent.
Prosperous	Prone, horizontal, flat, lying, reclining
Prostrate	Object, squawk dispute, challenge, dissent
Protest	Project, stick out, bulge
Protrude	Anger, vex, excite, stir, irritate, annoy, incense, exasperate, ruffle, enrage, infuriate.
Provoke	Daring, courage valour, gallantry, heroism, boldness, skill.
Prowess	Agent, substitute, deputy, alternate, replacement, representative, surrogate.
Proxy	Careful, sensible, discreet, cautious, guarded, judicious.
Prudent	Meddle, mix, busybody, peek, peep, search, grope, snoop.
Pry	Divulge, reveal, make known, circulate, broadcast, spread, advertise, print, issue
Publish	Prompt, quick, immediate, speedy, exact, precise.
Punctual	Pierce, perforate, penetrate, stab, bore, impale,
Puncture	sharp, biting, bitter, acid, stinging, tangy,
Pungent	Cleanse, clarify, clean, clear, refine, filter.

Purify	Plan, aim, intention, design, object, goal, target, resolution, determination, will.
Purpose	Chase, follow, seek, go after, shadow, trail, heel, hunt, quest
Pursue	Rotten, foul, bad, decayed, spoiled, stinking, smelly, rancid, awful, atrocious,
Putrid	Perplexity, quandary, dilemma, confusion, bewilderment, mystery, enigma, problem.
Puzzle	Impostor, pretender, charlatan, fake
Quack	Shake, tremble, guzzle
Quake	Competent, fit, capable, efficient, able, suited,
Qualified	Uneasiness, doubt, scepticism, misgiving, question, suspicion, apprehension, anxiety
Qualm	Dilemma, perplexity, predicament, confusion, suspicion, apprehension, anxiety
Quandary	Shake, tremble, vibrate, quake, quaver, shudder
Quaver	Odd, strange, peculiar, curious, eccentric, weird, deviant.
Queer	Stop, extinguish, put out, stifle, suppress.
Quench	Question, ask, inquire, demand, interrogate, quiz.
Query	Search, hunt, pursue, seek explore.
Quest	Doubtful, uncertain, dubious, improbable, unlikely, implausible
Questionable	Stop, leave, cease, discontinue, en, halt, desist, refrain, withdraw, retreat, abandon, resign, vacate.
Quit	Shake, shiver, tremble, vibrate, quake, quaver, shudder.
Quiver	Shining, bright, beaming, luminous, gleaming, luminous, gleaming, glowing, lustrous,
Radiant	Anger, passion, violence, storm, frenzy, furore, fit, delirium, excitement
Rage	Torn, worn, shabby, shoddy, tattered, frayed, frazzled, seedy
Ragged	Wander, roam, rove, gad, drift, stray, meander

Ramble	Racket, commotion, hubbub, tumult, uproar, disturbance, fracas, ado fuss, rumpus, stir, row.
Rampage	Haphazard, aimless, irregular, unorganised
Random	Search, rummage, forage, pillage, plunder, loot, raid, rifle.
Ransack	Redeem, reclaim, recover, retrieve, regain
Ransom	Joy, delight, ecstasy, bliss, elation, enchantment, glee, happiness
Rapture	Scarce, sparse, uncommon, infrequent, peculiar, unusual
Rare	Rogue, scoundrel, devil, scamp, impulsive, sudden, imprudent, brash, inflammation, breaking-out
Rascal	Confirm, approve, validate, certify, support, uphold, authenticate, substantiate, endorse, accept, pass,
Ratify	Allowance, portion, share, quota, allotment, budget, measure, supply, amount
Ration	Sensible, reasonable, thinking, logical, sound, level-headed,
Rational	Clatter, patter, confuse, disturb, upset, fluster, ruffle, unsettle
Rattle	Harsh, hoarse, husky, gruff, coarse
Raucous	Damage, destroy, devastate, devastate,
Ravage	Hungry, starved, famished, empty, greedy, grasping, piggish, hoggish, gluttonous.
Ravenous	Enchanting, delightful, lovely, appealing, charming, beautiful, stunning, dazzling, gorgeous, alluring, enticing, fascinating
Ravishing	Immature, inexperienced, green, undeveloped, callow, crude.
Raw	Destroy, tear down, level, flatten, demolish
Raze	Understand, grasp, conceive, comprehend, follow, appreciate.
Realise	Reject, renounce, deny, repudiate, disown,

	disclaim, spurn, scorn, disdain, snub
Rebuff	Scold, disapprove, reprove, reprimand, lecture, correct, chide, berate.
Rebuke	Retreat, withdraw, regress
Recede	Narrate, tell, relate, recount, rehearse, review, repeat.
Recite	Rash, careless, heedless, thoughtless, inconsiderate, hasty, unmindful, impetuous
Reckless	Think, consider, judge, suppose, hold, regard, deem, imagine, fancy, believe,
Reckon	Advise, suggest, advocate, instruct, direct, urge.
Recommend	Pay, reward, compensate
Recompense	Settle, harmonise, bring together, mend, fix up
Reconcile	Recite, narrate, tell, relate, review
Recount	Enlist, draft, sign up, enrol, muster
Recruit	Adjust, remedy, fix, regulate, set right, amend, correct
Rectify	Repair, remedy, rectify, correct, right, mend, fix, relieve
Redress	Lessen, lower, decrease, diminish, cut, moderate
Reduce	Avoid, abstain, forego, shun
Refrain	Argue, dispute, contradict
Refute	Consider, think of, judge
Regard	Notwithstanding, despite
Regardless	Bemoan, bewail, be sorry for, rue
Regret	Manage, govern, handle, direct, rule, control, organise, run, command
Regulate	Practice, repeat, train, drill, exercise, prepare
Rehearse	Strengthen, fortify, brace, intensify
Reinforce	Repeat, recount, retell, review
Reiterate	Return, reverse, slop back
Relapse	Associated, connected, affiliated, allied, akin
Relate	Rest, ease up, loosen
Relax	Carry, deliver, pass, transfer, had on, impart
Relay	Yield, bend, give, relax, submit, give in

Relent	Harsh, without pity, merciless, unsympathetic, ruthless, heartless, cruel, strict, firm, rigid, inflexible, unyielding, uncompromising, persevering, persistent,
Relentless	Pertinent, applicable, apropos, suitable, connected, fitting
Relevant	Trustworthy, dependable, faithful, steadfast, loyal, true, devoted, safe, sure, stable
Reliable	Give up, surrender, yield, waive, forego, abandon, release, sacrifice
Relinquish	Unwilling, grudging, disinclined, loath
Reluctant	Depend on, trust, confide, count on
Rely	Unusual, noteworthy, extraordinary, exceptional, wonderful, marvellous, great, striking, notable, special.
Remarkable	Cure, correct, fix, rectify, heal, treat, doctor
Remedy	Leftover, remains, residue, balance
Remnant	Regret, sorrow, grief
Remorse	Far, distant, removed, secluded, isolated, hidden
Remote	Give, present, grant, allow, allot
Render	Meeting, appointment, session, get-together
Rendezvous	Give up, relinquish, surrender, yield, waive, abandon, release, reject, deny, disclaim, discard, spurn, scorn
Renounce	Recondition, redo, remake
Renovate	Famous, celebrated, popular, distinguished, notable, notorious, well-known
Renowned	Withdraw, abolish, take back, revoke, recall, cancel, annul, invalidate, rescind, overrule,
Repeal	Drive back, rebuff, hold off,
Repel	Regret, be sorry
Repent	Fill again, provide, supply, furnish
Replenish	Copy, reproduction, duplicate, double
Replica	Rest, sleep, recline, lounge
Repose	Keep down, restrain, suppress, quell, crush,

	squash, smother, stifle, hush up, censor, muffle, squelch
Repress	Blame, accuse, denounce, condemn
Reproach	Scold, blame, lecture, reprimand, chide, rebuke
Reprove	Reject, renounce, deny, disclaim, disown, discard, spurn, scorn, disdain, exclude
Repudiate	Ugly, repelling, horrible, hideous, horrid, frightful, disgusting, dreadful, terrible, repugnant, offensive, ghastly, revolting, gruesome
Repulsive	Honourable, repeatable, well-thought-of, upstanding, upright, principled, moral, honest
Reputable	Save, free, recover, redeem, salvage, retrieve, release, liberate, extricate
Rescue	Investigate, inquire, hunt, explore, look into search, dig, delve
Research	Likeness, similarity, sameness
Resemblance	Displeasure, irritation, annoyance, vexation, bitterness, wrath, anger, indignation
Resentment	Remains, leftovers, rest, dregs, sediment, balance
Residue	Firm, bold, resolved, decided, persevering, obstinate, wilful, unyielding, unbending, adamant, game, spirited
Resolute	Determine, decide, settle
Resolve	Skilful, clever, deft, adept, ingenious, smart, cunning
Resourceful	Admire, regard, esteem, appreciate, value, revere,
Respect	Rest, relief, lull, pause, recess, reek, interruption, intermission, breather, reprieve
Respite	Bright, shining, splendid, brilliant, vivid, dazzling, glorious, flamboyant, gorgeous
Resplendent	Hold back, deep down, control, check, arrest, inhibit, suppress, smother, stifle, retard, impede, limit, confine
Restrain	Confine, limit, retrain, bound, cramp, hamper,

	impede
Restrict	Reciprocate, retort, strike back, revenge, avenge
Retaliate	Delay, hinder, detain, keep back, impede, inhibit. Curb, check, arrest
Retard	Reply, answer, respond, retaliate,
Retort	Withdraw, repeal, revoke, rescind, recall, cancel, annul, invalidate
Retract	Recover, regain, recoup, get back, reclaim, repossess, retake, salvage, rescue, redeem, save
Retrieve	Retaliate, get even with.
Revenge	Love, respect, honour, admire, value, idolise, adore, esteem, cherish, worship, prize
Revere	Regress, change, back, reverse, return
Revert	Examine, inspect, survey, observe, look at, consider, criticise, size.
Review	Restore, refresh, bring back, renew, regenerate., resurrect, resuscitate
Revive	Repeal, cancel, withdraw, rescind, retract, recall, abolish, annul, invalidate, overrule
Revoke	Compensate, pay, remunerate, award
Reward	Mock, deride, laugh at, scoff, jeer, taunt, sneer at
Ridicule	Nonsensical, foolish, crazy, preposterous, outrageous, bizarre, unbelievable, ludicrous
Ridiculous	Stiff, firm, unbending, unchanging, hard, stubborn, unyielding, adamant, strict, taut, tense
Rigid	Harsh, strict, severe, rigid, relentless, hard
Rigorous	Strong, sturdy, healthy, mighty, powerful, potent, stalwart, rugged, hardy, vigorous, husky, heavy
Robust	Rascal, scamp, scoundrel, mischief-maker, imp, elf, pixie, villain
Rogue	Impolite, rough, coarse, discourteous, uncivil, disrespectful, insolent, ill-mannered, ill-behaved, vulgar, boorish, gruff, brusque, curt, bunt, harsh, surly, impudent, impertinent, saucy, crude, crass, flip, cocky, cheeky

Rude	Foundation, basis, groundwork, beginning, origin, seed
Rudiment	Rowdy, rogue, cad, tough, bully, brute, hoodlum
Ruffian	Disturb, annoy, provoke, irk, vex, excite, fluster, upset, shake, trouble, perturb, agitate, rattle, rile, fold, crease, wrinkle, furrow
Ruffle	Noise, uproar, disturbance, commotion, tumult, fracas, ado, fuss, pandemonium, din, clamour, row
Rumpus	Cruel, merciless, heartless, cold, unfeeling, brutal.
Ruthless	Story, tale, yarn, epic, account, anecdote, narrative
Saga	Wise, knowing, learned, profound
Sage	Beneficial , healthful, advantageous, wholesome
Salutary	Save, rescue, recover, redeem, retrieve
Salvage	Permit, approve, allow, authorise, support, license, accept.
Sanction	Hopeful, expectant, confident, cheerful, optimistic.
Sanguine	Clean, hygienic, sterile, pure, prophylactic, spotless, healthful.
Sanitary	Sneering, cutting, stinging, bitter, sharp, caustic
Sarcastic	Fill, load, stuff, pack, cram, gorge, soak, drench.
Saturate	Rude, impudent, impertinent, pert, disrespectful, flippant, cocky, flip, cheeky.
Saucy	Uncivilised, barbarous, fierce, cruel, wild, untamed, ruthless, inhumane
Savage	Scurry, rush, tear, dash, dart, run, scoot, race
Scamper	Meagre, scarce, parse, inconsiderable, small, slight, negligible, skimpy.
Scanty	Frighten, alarm, startle, unnerve, terrify horrify, appal.
Scare	List, index, enumerate, slate, program, line-up
Schedule	Mock, jeer, taunt, deride.
Scoff	Blame, reprove, reprimand, chide, lecture, admonish.
Scold	Mocking, disdainful, contemptuous
Scornful	Villain, rascal, rogue, devil

Scoundrel	Whip, beat, thrash, spank, flog, lash
Scourge	Hurry, scoot, scurry, scamper, hasten, rush, tear, dart, hustle, scuttle, bustle
Scramble	Scrape, mark, cut, graze, score, scar, engrave
Scratch	Scribble, scratch
Scrawl	Yell, cry, shout, howl, shriek, screech, wail, squall, bawl, shout
Scream	Scrawl, scratch
Scribble	Careful, meticulous, exacting, particular, lprecise, fussy, fastidious.
Scrupulous	Inspect, examine, look at, observe, study, contemplate, review
Scrutinise	Struggle, fight, tussle, melee
Scuffle	Concealed, hidden, covered, obscured, secret, private, intimate, undisturbed
Secluded	Get, obtain, acquire, close, fasten, shut, lock, seal, fix, attach
Secure	Tempt, persuade, lure, entice, lead on
Seduce	Clutch, grasp, grab, grip, clasp, snatch
Seize	Rarely, infrequently, hardly, not often
Seldom	Egotistical, self-centred, possessive
Selfish	Exciting, startling, superb exquisite, magnificent, marvellous, wonderful, glorious
Sensational	Wise, intelligent, understanding, rational, bright, sound, sane, logical, practical, realistic
Sensible	Emotional, tender, affectionate
Sentimental	Lazy, inefficient, do-nothing, indolent, laggard
Shiftless	Tricky, sneaky, sly, furtive, deceitful evasive, crafty, foxy, cunning, artful, shrewd, canny
Shifty	Shake, quiver, quaver, quake, tremble
Shiver	Lack, deficiency, want, need, deficiency, want, need, deficit, absence
Shortage	Fault, defect, flaw, weakness, failing, imperfection, inadequacy, deficiency.
Shortcoming	Keen, clever, sharp, smart, artful, cunning, knowing, crafty, foxy, smooth, canny.

Shrewd	Yell, cry, call shout, howl, scream, screech
Shriek	Piercing, sharp, screechy, squeaky, harsh, grating
Shrill	Withdraw, recoil, pull back, retreat, flinch.
Shrink	Mix, combine, scramble, jumble
Shuffle	Avoid, evade, dodge, snub, slight, inore
Shun	Sort, separate, divide, screen, filter, refine, strain
Sift	Meaning, connotation, implication, drift, substance, gist, effect, importance, consequence
Significance	Boil, stew, cook,
Simmer	Wrongdoing, misconduct, crime, vice, offence, evil, error, indiscretion.
Sin	Genuine, real, honest, authentic, legitimate, bonfire, unaffected.
Sincere	Bad, evil, dishonest, wrong, corrupt, fraudulent, corrupt.
Sinister	Expert, adept, proficient, apt, handy, masterful, able, capable
Skilful	Lean, spare, scrawny, lanky, gaunt, bony
Skinny	Argument, conflict, clash, scuffle, brush, struggle, encounter, engagement, melee
Skirmish	Libel, slur, discredit, smear
Slander	Butchery, massacre, killing, carnage, genocide,
Slaughter	Bondage, servitude, serfdom
Slavery	Lazy, sluggish, do-nothing, shiftless, indolent.
Slothful	Untidy, slipshod, unkempt
Slovenly	

ANTONYMS – WORD AND OPPOSITE

Mastery of Antonyms – Words and Opposites – not only helps writers and speakers to clearly express themselves well. It is another way of increasing our “Word Power.” There is need to

learn new words – no matter their complexity or simplicity. You also learn their correct spelling.

Antonym means opposite of something (Cf. Words and opposites). It can refer to any part of speech

Verb: come – go; increase – decrease; run – walk; cry – laugh; happy – sad

Noun: man – woman; question – answer; boy – girl

Adjective – permanent – temporary; correct – wrong; good – bad; hot – cold.

Adverb – slowly – quickly; loudly – softly

WORD	OPPOSITE	WORD	OPPOSITE
Abandon	Keep	Adore	Reject
Abate	Increase	Adorn	Hate
Abbreviate	Lengthen	Adroit	Unskilful
Abdicate	Retain	Adult	Immature
Abhor	Love	Advantages	Disadvantages
Ability	Inability	Adversity	Prosperity
Able	Incapable	Advertise	Conceal
Abnormal	Normal	Advocate	Oppose
Abolish	Retain	Affable	Unfriendly
Abominable	Pleasant	Affection	Dislike,
Abound	Scarce	Affirm	Veto, deny
About	Below	Afflict	Soothe
Absolute	Partial	Affluent	Poor
Absolve	Blame	Afraid	Courageous
Abstain	Pursue	Against	With
Abstract	Concrete	Aggravate	Pacify
Absurd	Meaningful	Aggressive	Peaceful
Abundance	Insufficient	Agile	Dull, slow
Abuse	Appreciate	Agony	Peace
Accelerate	Slow down	Agree	Disagree
Accept	Deny	Agreement	Disagreement
Acclaim	Disapprove	Ahead	Behind

Accomplish	Neglect	Aid	Hindrance
Accord	Disagreement	Airy	Grave, gloom,
Accurate	Wrong	Ajar	Closed
Accuse	Absolve	Alarm	Calm
Achieve	Fail	Alert	Dull
Acknowledge	Dissent	Allay	Excite
Acquire	Lose	Allow	Deny
Acquit	Blame	Alone	Accompanied
Bitter	Sweet	Aloof	Friendly
Active	Idle, lazy	Alter	Maintain
Actual	Non-existent	Altogether	Partly
Adamant	Yielding	Always	Never
Acute, shrewd,	Dull	Amateur	Professional
Add	Subtract	Ambitious	Indifferent
Adequate	Inadequate	Amble	Rush
Admirable	Objectionable	Ample	Insufficient
Admit	Deny	Ancient	Young, new
Ado, fuss	Peace, calm	Angelic	Devilish

Animosity	Love	Attend	Be absent
Annoy	Please, calm	Attractive	Unattractive
Antagonise	Soothe	Audacious	Shy, humble
Antipathy	Love	Audible	Inaudible
Antique	New	Augment	Decrease
Anxious	Relaxed	Auspicious	Unfortunate,
Apathy	Interest	Austere	Soft, lenient
Apex	Lowest point	Authentic	False, artificial
Apparent	Hidden	Automatic	Manual
Appease	Irritate	Average	Unusual
Applaud	Reject	Average	Extreme
Appreciate	Repel	Averse	Willing
Apprehensive	Relaxed	Aversion	Love
Apprentice	Experienced	Avert	Invite

Approach	Retreat	Avoid	Seek
Appropriate	Inappropriate	Awful	Pleasant
Approve	Disapprove,	Awkward	Graceful
Approximate	Correct	Awry	Right, straight
Apt	Unlikely	Bad	Good
Arbitrary	Fair	Bald	Hairy, covered
Ardent	Apathetic	Baleful	Harmless
Arduous	Easy	Balk	Be willing
Arid	Wet, fertile	Ban	Allow
Arid	Colourful	Barbarian	Civilised
Arrest	Release	Barren	Fertile
Arrive	Leave	Bashful	Aggressive
Arrogant	Humble	Battle	Peace
Artful	Artless	Bedlam	Peace, calm
Artificial	Authentic	Beautiful	Ugly
Artless	Artful	Beefy	Weak
Ascend	Descend	Before	After
Ashamed	Proud	Begin	End, finish
Ask	Answer	Behind	Ahead
Askew	Straight	Belated	Early
Assemble	Scatter	Believe	Doubt
Assent	Dissent	Belittle	Overrate
Associate	Disconnect	Belligerent	Peaceful
Assuage	Excite	Below	Above
Asunder	Together	Beneath	Above
Atrocious	Kind, good	Beneficial	Harmful
Attach	Detach	Benevolence	Ill will

Best	Worst	Buoyant	Heavy,
Better	Worse	Buoyant	Gloomy, sad
Bewilder	Clarify	Burly	Weak
Big	Little, small	Bury	Uncover
Birth	End, death	Commotion	Calm
Bitter	Pleasant	Busy	Idle, inactive
Blame	Absolve	Button	Open

Blameless	Guilty	Buy	Sell
Bland	Harsh	Callous	Sensitive
Bland	Disagreeable	Calm	Excited
Bleak	Cheerful	Canny	Artless
Blend	Separate	Capability	Inability
Bless	Curse	Capture	Free
Bliss	Sadness	Care	Neglect
Blithe	Gloomy	Carefree	Unhappy
Bloat	Deflate	Careful	Careless
Block	Clear	Careless	Careful
Blunt	Sharp	Carp	Praise
Boisterous	Serene	Cede	Acquire
Bold	Modest	Celebrity	Unknown
Bootless	Useful	Censure	Approve
Borrow	Lend	Certain	Uncertain
Bottom	Top	Cessation	Continuation
Boundless	Limited	Champion	Loser
Bounteous	Scarce	Chaos	Order
Bountiful	Scarce	Charming	Obnoxious
Brake	Accelerate	Chaste	Impure
Brave	Cowardly	Cheap	Dear
Brawn	Weakness	Cheap	Scarce
Brazen	Modest	Cheer	Sadness
Breezy	Gloomy	Chilly	Warm
Brevity	Length	Chubby	Skinny
Brief	Long	Civil	Uncivil
Bright	Dull	Clarify	Confuse
Brisk	Dull	Clash	Agree
Brittle	Strong	Clean	Dirty
Broad	Narrow	Clear	Apprehend
Broken	Repaired	Clemency	Harshness
Bruise	Heal	Clench	Release
Brusque	Courteous	Close	Open
Brutal	Kind	Close	Start

Close	Far	Conflict	Peace
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Coarse	Fine, smooth	Confound	Clarify
Coarse	Refined	Confuse	Clarify
Colourful	Colourless	Congeval	Melt, soften
Colossal	Insignificant	Congested	Empty
Combine	Separate	Congregate	Disperse
Comical	Tragic	Connect	Separate
Commend	Criticise	Conscientious	Neglectful
Common	Private	Conscious	Unaware
Common	Odd	Consecutive	Interrupted
Common	Refined	Conservative	Changing
Commotion	Order	Considerable	Insignificant
Compassion	Harshness	Consistency	Changing
Competent	Incompetent	Constantly	Seldom
Complacent	Dissatisfied	Constrict	Expand
Complete	Incomplete	Constructive	Destructive
Complicate	Simplify	Contain	Exclude
Comply	Dissent	Contaminate	Purify
Composure	Excitement	Contemptible	Angelic
Compress	Expand	Contented	Dissatisfied
Comprise	Exclude	Continue	Discontinue
Conceal	Disclose	Contraband	Legal
Concede	Refuse	Contradict	Agree
Conceivable	Doubtful	Contract	Expand
Concentrate	Wander	Contrary	Agreeable
Concentrate	Weaken	Convalesce	Relapse
Conciliate	Irritate	Convene	Disperse
Conclude	Begin	Conventional	Unusual
Concrete	Abstract,	Convict	Acquit
Concur	Disagree	Cool	Warm
Concur	Approve	Cool	Excited
Condense	Enlarge	Copious	Scarce
Confess	Deny	Cordial	Unfriendly
Confident	Doubtful	Corpulent	Thin
Conflict	Agree	Counteract	Agree

Counterfeit	Authentic	Dark	Light
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Countless	Limited	Dark	Cheerful
Courage	Cowardice	Dark	Open
Courteous	Rude	Daunt	Encourage
Courtly	Ill-bred	Dauntless	Fearful
Cover	Uncover	Dawdle	Rush
Cover	Exclude	Dawn	Ending
Convert	Open	Dead	Alive
Coward	Hero	Dear	Inexpensive
Coy	Bold	Dearth	Abundance
Cosy	Uncomfortable	Debase	Lift
Cranky	Good-humoured	Decay	Flourish
Crazy	Sane	Decent	Improper
Credulous	Doubting	Decent	Inadequate
Crest	Base	Decline	Strengthen
Crestfallen	Cheerful	Decline	Accept
Crisp	Strong	Decrease	Increase
Critical	Approving	Deduct	Add
Critical	Unimportant	Deface	Improve
Cross	Good-humored	Defect	Perfection
Crown	Base	Deficient	Complete
Crucial	Unimportant	Defile	Purify
Crude	Refined	Definite	Indefinite
Cruel	Kind	Deform	Beautify
Crush	Expand	Deft	Unskilful
Cry	Laugh	Defy	Obey
Culpable	Innocent	Dejected	Cheerful
Cultured	Uncouth	Deliberate	Hasty
Cumbersome	Manageable	Delicate	Gross
Current	Past	Delightful	Unpleasant
Curtail	Lengthen	Demolish	Restore
Cut	Increase	Demure	Bold
Cute	Unattractive	Denounce	Commend
Cute	Dull	Dense	Empty
Daft	Sane	Dense	Bright

Dainty	Gross	Deny	Admit
Dally	Rush	Depart	Arrive
Damage	Remedy	Deposit	Withdraw
Dampen	Encourage	Depress	Increase
Dangerous	Safe	Deprive	Give
Dank	Dry	Descend	Ascend
Daring	Cautious	Desist	Continue

Desolate	Dense	Discreet	Indiscreet
Desolate	Cheerful	Disdain	Respect
Despise	Love	Disease	Health
Despondent	Cheerful	Dishearten	Cheer
Destitute	Wealthy	Dishevelled	Neat
Destroy	Restore	Dismal	Bright
Detach	Join, attach	Dismiss	Enlist
Detain	Hurry	Dispel	Assemble
Deter	Encourage	Display	Conceal
Determined	Doubtful	Dispute	Agree
Detest	Love	Dissent	Agree
Devoid	Full	Dissipate	Save
Devotion	Hatred	Distance	Nearness
Devotion	Infidelity	Distend	Contract
Die	Live	Distinct	Indefinite
Different	Same, alike	Distress	Please
Difficult	Easy	Distribute	Collect
Dignified	Undignified	Divide	Unite
Dilate	Contract	Dizzy	Steady
Dilly-dally	Hurry	Docile	Stubborn
Dilute	Strengthen	Doff	Don, put on
Dim	Bright	Dogged	Yielding
Diminish	Increase	Doldrums	Cheerfulness
Din	Quiet	Dormant	Active
Dingy	Bright	Doubt	Believe
Dirty	Clean	Dowdy	Tidy
Disable	Enable	Downcast	Cheerful

Disadvantage	Advantage	Downfall	Success
Disagree	Agree	Drab	Bright
Disappear	Appear	Drag	Speed
Disappoint	Satisfy	Drain	Replenish
Disapprove	Approve	Drastic	Mild
Disarm	Strengthen	Draw	Repel
Disaster	Fortune	Drawback	Advantage
Disband	Assemble	Dreadful	Splendid
Disclaim	Accept	Dreary	Pleasant
Disclose	Hide, conceal	Droll	Dull
Discomfort	Comfort, please	Drop	Rise
Discord	Agreement	Drop	State
Discord	Quiet	Drop	Much
Discount	Add	Drowsy	Awake
Discourage	Encourage	Dry	Wet

Dubious	Certain	Engaging	Dull, boring
Due	Unfair	Equal	Unequal
Due	Paid	Equilibrium	Instability
Dull	Sharp	Erect	Bent
Dull	Bright	Erratic	Constant
Dull	Clever	Erroneous	True
Dull	Interesting	Ethereal	Dense
Dull	Busy	Evacuate	Arrive
Durable	Perishable	Even	Uneven
Dusk	Dawn	Everlasting	Temporary
Dwindle	Increase	Evermore	Temporarily
Dynamic	Weak	Evident	Doubtful
Eager	Unconcerned	Evil	Good
Early	Late	Exact	Vague
Earnest	Insincere	Exaggerate	Minimise
Ease	Aggravate	Exalt	Condemn
Easy	Uncomfortable	Except	Accept
Easy	Formal	Exceptional	Ordinary
Easy	Strict	Excess	Lack

Ebb	Increase	Excite	Compose
Eccentric	Normal	Exclude	Include
Efficacy	Inability	Exempt	Liable
Eject	Receive	Exhale	Inhale
Elated	Unhappy	Exhaust	Save
Elastic	Inflexible	Exhilarate	Sadden
Elder	Younger	Exile	Admit
Elementary	Advanced	Exit	Enter
Elegant	Vulgar	Exodus	Entrance
Eligible	Ineligible	Exorbitant	Cheap
Eliminate	Include	Exotic	Dull
Elongate	Shorten	Expand	Contract
Emancipate	Enslave	Expedient	Unwise
Embark	Disembark	Expedition	Delay
Embody	Exclude	Expel	Admit
Eminent	Unknown	Expend	Store
Emit	Receive	Expensive	Cheap
Enable	Forbid	Experience	Inexperience
Encourage	Discourage	Expert	Incompetent
Encumber	Relieve	Expire	Continue
Endear	Embitter	Explicit	Indefinite
Enemy	Friend, ally	Export	Import
Energy	Weakness	Expose	Hide, conceal
Express	Slow	Fasten	Separate
Expulsion	Admittance	Fat	Thin
Exquisite	Ugly	Fatal	Unimportant
Exquisite	Dull	Fealty	Disloyalty
Expand	Decrease	Feasible	Impossible
Expand	Take	Feeble	Strong
Exterior	Interior	Female	Male
Extravagant	Meagre	Ferment	Calm, pacify
Extraordinary	Ordinary	Ferocious	Gentle
Extreme	Moderate	Fetching	Displeasing
Extreme	First	Feud	Peace
Extricate	Capture	Few	Many

Exult	Lament	Fib	Truth
Fable	Truth	Fickle	Constant
Fact	Lie	Fiction	Truth
Fail	Succeed	Fidelity	Disloyalty
Face	Avoid	Fierce	Calm, kind
Faint	Clear, strong	Fiery	Unemotional
Fair	Cloudy	Fell	Empty
Honest	Unfair, unjust	Final	Beginning
Fake	Genuine	Finale	Beginning
Fall	Ascend	Find	Lose
Fallow	Cultivated	Fine	Coarse
False	Loyal	Cease	Begin
False	Real, genuine	Fire	Hire
Familiar	Unknown	Fire	Calm
Familiar	Distant	Fire	Soothe
Familiar	Unfamiliar	Firm	Flexible
Famine	Plenty	First	Last
Fan	Soothe	Fit	Improper
Fan	Calm	Fit	Unfit
Fancy	Dislike	Fitful	Regular
Fancy	Simple	Fix	Break
Fantastic	Ordinary	Flamboyant	Simple
Far	Near	Flat	Uneven
Farewell	Hello	Flat	Exciting
Farewell	Arriving	Flaunt	Hide
Far-reaching	Limited	Flaw	Perfection
Fascinate	Bore	Fleet	Slow
Fast	Slow	Flex	Stiffen
Fast	Eat	Flimsy	Strong, sturdy
Fast	Changing	Flippant	Polite
Float	Sink	Free	Taxed
Flop	Succeed	Frenzy	Calmness
Flourish	Fade	Frequent	Infrequent
Fluid	Solid	Fresh	Old, stale
Foe	Friend	Fresh	Dull

Fog	Clarify	Friction	Harmony
Fold	Unfold	Friend	Enemy
Follow	Lead, precede	Fright	Fearlessness
Follow	Ignore	Frigid	Warm
Folly	Cleverness	Frigid	Warm
Fond	Disliking	Frivolous	Serious
Foolhardy	Cautious	Front	Back
Foot	Top	Froth	Important
Forbear	Indulge	Frown	Smile
Forbid	Encourage	Frugal	Wasteful
Force	Weakness	Frustrate	Aid, help
Forfeit	Retain	Fugitive	Permanent
Forget	Remember	Full	Empty
Forgive	Blame	Full	Thin
Forgo	Retain, keep	Full	Skimpy
Formal	Informal	Furious	Calm, placid
Former	Latter	Furl	Unfold
Formidable	Easy, simple	Further	Hinder
Forth	Back	Furtive	Open, honest
Fortify	Weaken	Fuse	Separate
Fortitude	Unlucky	Futile	Useful
Forward	Backward	Future	Past
Foul	savoury	Gain	Lose
Foul	Good	Gain	Deteriorate
Foul	Fair	Gallant	Cowardly
Foxy	Artless	Gallant	Mannered
Fraction	Whole	Game	Unwilling
Fragile	Sturdy, strong	Gather	Scatter
Fragment	Whole	Gaudy	Tasteful
Frail	Strong	Gay	Dull
Frank	Deceitful	Gear	Mechanism
Frantic	Calm	Generous	Selfish
Fraternal	Unfriendly	Generous	Small
Fraught	Lacking	Genial	Unpleasant
Free	Enslave	Gentle	Harsh, mean,

Free	Restrained	Gentle	Ill-bred
Free	Restricted	Gentle	Rough
Genuine	Fake	Great	Insignificant
Get	Give	Green	Ripe
Ghastly	Lovely	Green	Experienced
Ghastly	Ruddy	Grim	Relaxed
Giant	Tiny, minute	Grim	Pleasant
Gibe	Approve	Grip	Release
Giddy	Serious	Gross	Refined
Gigantic	Tiny, minute	Gross	Petite
Gird	Untie	Gross	Slight
Give	Take	Grotesque	Natural
Glad	Sad	Group	Disassemble
Glamorous	Unattractive	Grow	Shrink
Glee	Sadness	Grudgingly	Willingly
Gloomy	Cheerful	Gruff	Polite
Glorify	Belittle	Hale	Weak
Glorious	Terrible	Hamper	Help
Glum	Cheerful	Handicap	Asset
Go	Come	Handsome	Ugly
Golden	Dull	Handsome	Meagre
Golden	Inferior	Handy	Inconvenient
Good	Bad	Haphazard	Planned
Good-by	Hello	Hard	Pleasant
Gorgeous	Hideous	Hardy	Weak
Gossamer	Coarse	Harm	Help, improve
Grace	Dishonour	Harmonious	Conflicting,
Grace	Tactlessness	Harrow	Soothe
Gracious	Rude	Harsh	Soothe
Gradual	Sudden	Hasty	Slow
Graduate	Fail	Hasty	Planned
Grand	Small	Hate	Love
Grand	Unimportant	Haughty	Modest
Grant	Deny	Havoc	Restoration
Grapple	Release	Hawk	Buy

Grateful	Ungrateful	Hazy	Clear
Gratify	Ungratefulness	Head	Follow
Grave	Cheerful, gay	Headfirst	Cautiously
Grave	Unimportant	Headway	Setback
Great	Small	Heal	Damage

Heart	Cowardice	Hook	Release
Hearten	Dishearten	Horrible	Splendid
Heartfelt	Insincere	Hospitable	Unfriendly
Heartily	Indifferently	Hostile	Friendly
Heat	Cool	Hot	Clod,
Heave	Subside	Hot	Bland
Heaven	Hell	Hot	Stale
Heavy	Light, thin	Hubbub	Calm
Hectic	Calm, study	Huddle	Scatter
Heed	Ignore	Huge	Tiny
Height	Bottom	Hum	Inactive
Help	Hinder	Humane	Cruel
Herd	Scatter	Humble	Vain, showy
Here	There	Humid	Dry
Here	Absent	Humiliate	Honour
Here	Later	Hurt	Soothe
Heroic	Cowardly	Husky	Smooth
Hide	Expose	Hysterical	Composed
Hideous	Beautiful	Ideal	Faulty
High	Low	Identical	Different
High-stung	Calm, steady	Idle	Busy
Hind	Front	Idle	Ambitious
Hinder	Help	Idle	Worthwhile
Hinge	Separate	Ignoble	Noble
Hire	Fire	Ignorant	Knowledgeable
Hiss	Cheer	Ignore	Mind, heed
Hit	Miss	Ill	Healthy
Hit	Failure	Illegal	Legal
Hitch	Separate	Illiterate	Learned

Hoard	Use	Illegible	Legible, clear
Hoarse	Smooth	Ill-natured	Pleasant
Hoary	Young	Illogical	Logical
Hoist	Lower	Immaculate	Dirty
Hold	Release	Immature	Mature
Hollow	Occupied	Immeasurable	Later
Hollow	Bulging	Immense	Tiny
Hollow	Sincere, full	Immigrate	Leave
Homage	Disrespect	Immoral	Moral
Homely	Attractive	Immovable	Movable
Honest	Dishonest	Immune	Subject
Honour	Dishonour	Impair	Improve
Hook	Unhook	Impartial	Prejudiced

Word	Opposite	Word	Opposite
Impossible	Possible	Inattentive	Attentive
Impoverish	Enrich	Incapable	Capable
Impractical	Practical	Incessant	Interrupted
Impregnable	Vulnerable	Incipient	Final
Imprison	Free, release	Inclement	Pleasant
Improbable	Probable	Include	Exclude
Improper	Proper	Incomparable	Comparable
Improve	Worsen	Incompetent	Competent
Imprudent	Careful	Incomplete	Complete
Impure	Clean	Inconceivable	Believable
Inability	Ability	Inconsiderate	Considerate
Inaccessible	Accessible	Inconsistent	Consistent
Inaccurate	Accurate	Inconspicuous	Conspicuous
Inactive	Active	Inconvenient	Convenient
Inadequate	Enough	Incorrect	Correct, right
Inadvisable	Wise	Increase	Decrease
Inappropriate	Appropriate	Incredible	Believable
Incurable	Curable	Indefinite	Definite
Independent	Dependent	Infallible	Unreliable
Indescribable	Ordinary	Infamous	Virtuous

Indifferent	Concerned	Inferior	Superior
Indigenous	Foreign	Infidel	Believe
Indignity	Respect	Infinite	Limited
Indirect	Direct	Infirm	Strong,
Indiscreet	Careful	Inflame	Soothe, Calm
Indispensable	Unnecessary	Inflate	Deflate
Indisposed	Well, willing	Inflexible	Flexible
Indistinct	Clear	Infrequent	Frequent
Indivisible	Divisible	Infuriate	Calm
Indolent	Ambitious	Ingenious	Dull
Indomitable	Yielding	Ingenuous	Secretive
Industrious	Lazy	Ingenuous	Sophisticated
Inedible	Edible	Inhale	Exhale
Ineffectual	Effective	Inhospitable	Friendly
Inefficient	Efficient	Inhuman	Kind
Inequality	Equality	Iniquity	Justice
Inert	Active	Initial	Final
Inexact	Exact	Inject	Extract
Inexcusable	Excusable	Injure	Correct
Inexhaustible	Limited	Injustice	Justice
Inexpensive	Expensive	Innocent	Harmful
Inexperienced	Experience	Innumerable	Few
Insane	Sane	Keep	Discard, lose
Insensible	Sensitive	Kind	Cruel
Inseparable	Separable	Kindle	Extinguish
Insert	Extract	Kindle	Calm, pacify
Insignificant	Meaningful	Lament	Rejoice
Insincere	Sincere	Languid	Energetic
Insolent	Polite	Lank	Chunky
Insoluble	Solvable	Large	Small, little
Inspire	Discourage	Last	First
Insufferable	Tolerable	Latter	Former
Insufficient	Enough	Laud	Belittle
Insurrection	Compliance	Lavish	Stingy
Intake	Outgo	Lax	Rigid, firm

Intangible	Tangible	Lazy	Active
Integrate	Segregate	Lean	Bulky, fat,
Integrity	Dishonesty	Least	Most
Integrity	Incomplete	Leave	Arrive, stay
Intelligent	Ignorant	Legal	Illegal
Intense	Moderate	Legitimate	Illegitimate
Interest	Apathy	Lenient	Harsh, strict
Interesting	Uninteresting	Less	More
Interior	Exterior	Let	Deny
Interlock	Separate	Level	Uneven
Intermingle	Separate	Liberal	Stingy,
Intermittent	Regular	Liberal	Conservative
Internal	External	Light	Heavy
Intolerable	Tolerable	Likeness	Difference
Intolerant	Tolerant	Limber	Inflexible
Intoxicated	Sober	Limp	Stiff
Intrepid	Timid, afraid	Limpid	Cloudy
Intricate	Simple	Link	Separate
Intriguing	Unappealing	Liquid	Solid
Invalid	Valid	Literate	Illiterate
Invaluable	Worthless	Lithe	Stiff
Invariable	Changing	Little	Big
Invigorating	Debilitating	Live	Die
Invincible	Vulnerable	Load	Empty
Involuntary	Voluntary	Loathe	Love
Irregular	Regular	Lock	Unlock, open
Irrelevant	Relevant	Logical	Illogical
Irresolute	Resolute	Long	Short
Irreverent	Respectful	Loose	Tight
Irritable	Soothe	Loose	Definite
Jagged	Smooth	Lose	Win
Join	Separate	Lot	Few
Jolly	Sad	Loud	Soft, low
Jovial	Sad	Low	High
Jubilant	Dejected	Loyal	Disloyal

Judicious	Ignorant	Lucid	Unclear
Jumble	Compose,	Luxury	Poverty
Jumbo	Dwarf,	Muss	Arrange
Junction	Separation	Muster	Scatter
Junior	Senior	Myth	Truth
Just	Corrupt,	Naked	Release
Jut, protrude	Indent	Narrow	Wide
Juvenile	Old, mature,	Native	Foreign
Keen	Dull	Natural	Unnatural
Malignant	Harmless	Near	Far
Malleable	Rigid	Neat	Disorderly
Mammoth	Microscopic	Necessary	Unnecessary
Man	Woman	Negligent	Careful
Manhood	Youth	Neighbourly	Unfriendly
Manifest	Hidden,	Nervous	Calm
Manifold	Few	Neutral	Involved
Man made	Natural	New	Old
Many	Few	Nimble	Slow
Martial	Peaceful	Noble	Common
Massive	Big	Noise	Quiet
Maternal	Paternal,	Normal	Abnormal
Mature	Immature	Now	Later
Maximum	Minimum	Noxious	Harmless
Meagre	Generous	Numerous	Few
Mean	Pleasant	Obey	Disobey
Meek	Aggressive	Objection	Approval
Meet	Separate	Obliging	Discourteous
Melancholy	Cheerful	Oblivious	Mindful
Melt	Solidify	Obnoxious	Pleasant
Mend	Break	Obscene	Decent
Merge	Separate	Obscure	Clear
Merry	Sad	Observe	Neglect
Microscopic	Huge	Obsolete	Recent
Midget	Giant	Obstinate	Flexible
Migrant	Stationary	Obstruct	Aid

Mighty	Weak	Obtain	Lose
Mild	Harsh	Obtuse	Sharp
Militant	Peaceful	Obvious	Hidden
Mind	Ignore	Odd	Usual
Minimum	Maximum	Odious	Pleasant
Minor	Major	Offend	Please
Minute	Large	Often	Seldom
Mirth	Gloom	Old	Young
Misbehave	Behave	One-sided	Neutral
Miser	Spendthrift	Omit	Include
Miserable	Happy	Onset	End
Misfortune	Fortune	Onward	Backward
Mishap	Good luck	Opaque	Clear
Mislay	Find	Open	Close
Misplace	Get	Openly	Secretly
Mistrust	Trust	Opponent	Ally
Mix	Separate	Optimistic	Pessimistic
Mobile	Immobile	Optional	Required
Moderate	Extreme	Original	Special
Modest	Showy	Orthodox	Unorthodox
Moist	Dry	Outdated	Stylish
Monotonous	Interesting	Outspoken	Shy
Monumental	Insignificant	Outstanding	Unimportant
Moody	Cheerful	Overbearing	Humble
Mope	Rejoice	Overcast	Clear
Moral	Immoral	Overjoyed	Depressed
Morbid	Healthy	Overlook	Note
More	Less	Overture	Finale
Morose	Cheerful	Qualified	Unfit
Mother	Father	Quarrelsome	Peaceful
Mount	Remove	Queer	Normal
Mourn	Rejoice	Quell	Incite
Mumble	Shout	Query	Answer
Murky	Light	Question	Answer
Murmur	Shout	Quick	Slow

Pacify	Anger	Quiet	Noisy
Pack	Unpack	Quit	Continue
Pale	Bright	Racket	Peace
Particular	Ordinary	Radiant	Dull
Parting	Arriving	Radical	Moderate
Pass	Fail	Rage	Calm
Peaceful	Troubled	Ragged	Neat
Pep	Apathy	Raise	Destroy
Perfect	Imperfect	Rally	Disperse
Permanent	Temporary	Rampage	Peace
Pernicious	Harmful	Random	Planned
Perpetual	Short-live	Rank	Wholesome
Persuade	Dissuade	Rapid	Slow
Pert	Courteous	Rapture	Distress
Pessimistic	Optimistic	Rare	Common
Petite	Big	Ratify	Veto
Philanthropic	Selfish	Rational	Irrational
Pinnacle	Bottom	Rattle	Calm
Pious	Atheistic	Raucous	Melodious
Pique	Soothe	Ravage	Restore
Plague	Soothe	Ravenous	Satisfied
Plain	Complex	Ravishing	Unattractive
Plane	Uneven	Raw	Developed
Plastic	Rigid	Raze	Build
Plausible	Unbelievable	Ready	Unprepared
Playful	Serious	Real	Untrue
Plentiful	Scarce	Rear	Front
Pliable	Rigid	Reasonable	Unreasonable
Plucky	Fearful	Rebel	Obey
Plump	Thin	Rebuff	Accept
Plush	Poor	Rebuke	Praise
Poised	Upset	Recall	Forget
Polite	Rude	Recede	Advance
Pomp	Modesty	Receive	Give
Ponderous	Light	Reckless	Cautious

Poor	Rich	Recover	Lose
Popular	Unpopular	Recreation	Work
Portion	Whole	Reduce	Increase
Portly	Thin	Refrain	Indulge
Possible	Impossible	Refuse	Accept
Potent	Weak, puny	Refute	Agree
Precarious	Sure	Regular	Irregular
Precede	Follow	Reinforce	Weaken
Precious	Cheap	Reject	Accept
Preclude	Allow	Rejoice	Grieve
Predicament	Comfort	Relapse	Advance
Prejudiced	Impartial	Release	Hold
Premature	Late	Relentless	Lenient
Premeditated	Spontaneous	Relevant	Unconnected
Preserve	Destroy	Reliable	Undependable
Presumptuous	Modest	Relinquish	Hold
Pretentious	Modesty	Remain	Leave
Prevent	Allow	Remarkable	Ordinary
Previous	Following	Remember	Forget
Prim	Casual	Remote	Near
Primary	Secondary	Remove	Keep
Primitive	Modern	Renounce	Keep
Prior	After	Repair	Break
Probable	Improbable	Repel	Please
Prodigious	Ordinary	Reproach	Absolve
Productive	Sterile	Repulsive	Pleasing
Proficient	Inefficient	Reputable	Dishonest
Profuse	Scarce	Resist	Comply
Prohibit	Allow	Resolute	Wavering
Prolong	Shorten	Responsible	Exempt
Project	Recede	Restless	Calm
prominent	Unknown	Restrict	Free
Promiscuous	Selective	Retard	Accelerate
Promising	Hopeless	Retiring	Outgoing
Prompt	Slow	Retreat	Advance

Prone	Standing	Reveal	Hide
Pronounced	Unnoticeable	Revere	Despise
Proper	Improper	Reverse	Advance
Prosperous	Unsuccessful	Revolt	Delight
Prostrate	Fallen	Rich	Poor
Protest	Agree	Rickety	Steady
Protrude	Recede	Ridiculous	Sensible
Proud	Humble	Right	Wrong
Provoke	Pacify	Righteous	Immoral
Prowess	Fear	Rigid	Flexible
Prudent	Careless	Rigorous	Lenient
Puffy	Deflated	Ripe	Unripe
Pull	Push	Rise	Go down
Punctual	Late	Robust	Weak
Pungent	Tasteless	Rough	Smooth
Puny	Strong	Rowdy	Well-mannered
Purify	Soil	Rude	Polite
Push	Discourage	Rugged	Smooth
Put	Remove	Run	Slow up
Putrid	Clean	Rush	Slow up
Sad	Happy	Rustic	Sophisticated
Saddle	Relieve	Ruthless	Kind
Safe	Endangered	Soggy	Dry
Sage	Ignorant	Soil	Clean
Salutary	Harmful	Solemn	Happy
Salvage	Lose	Solid	Flimsy
Same	Different	Sombre	Cheerful
Sanction	Deny	Sore	Healed
Sanguine	Pessimistic	Sorrow	Happiness
Sanitary	Dirty	Sound	Unhealthy
Saturate	Empty	Sour	Pleasant
Saucy	Polite	Spacious	Confining
Savage	Civilised	Spare	Stout
Save	Spend	Special	Ordinary
Scarce	Plentiful	Spellbound	Bored

Scatter	Gather	Splendour	Dullness
Scramble	Separate	Split	Join
Scramble	Husky	Spontaneous	Planned
Scrupulous	Careless	Sprightly	Dull
Seal	Open	Spry	Dull
Secluded	Accessible	Squalid	Clean
Secret	Open	Square	Crooked
Section	Unsafe	Stable	Unsettled
Seize	Release	Stagnant	Active
Seldom	Often	Staid	Flighty
Selfish	Good-natured	Stale	New
Sell	Buy	Stall	Hurry
Send	Receive	Stalwart	Weak
Senior	Junior	Stand	Sit
Senseless	Bright	Static	Active
Sensible	Senseless	Stationary	Movable
Shiftless	Ambitious	Stay	Proceed
Shifty	Honest	Steady	Changing
Short	Long	Stealthy	Open
Shortage	Abundance	Stern	Lenient
Show	Conceal	Stick	Stop
Showy	Dull	Stiff	Flexible
Shrewd	Ignorant	Still	Noisy
Shrill	Soft	Stimulate	Suppress
Shroud	Reveal	Stingy	Generous
Shut	Open	Stocky	Lean
Shy	Aggressive	Stop	Start
Sick	Healthy	Stout	Thin
Significance	Unimportance	Straight	Crooked
Silent	Noise	Strange	Ordinary
Silly	Sensible	Strapping	Weak
Simple	Difficult	Strength	Weakness
Sincere	Insincere	Strenuous	Inactive
Sinister	Righteous	Strict	Lenient
Skilful	Unable	Strife	Peace

Skimpy	Chubby	Striking	Unattractive
Skinny	Chubby	Strip	Cover
Skip	Include	Strong	Weak
Slack	Busy	Stubborn	Yielding
Slavery	Freedom	Stubby	Lanky
Slender	Stout	Stuff	Empty
Slight	Large	Stuffy	Airy
Slim	Stout	Stunning	Unattractive
Sloppy	Neat	Stupid	Smart
Slow	Fast	Sturdy	Weak
Sluggish	Quick	Stylish	Drab
Smart	Stupid	Subordinate	Superior
Smile	Frown	Subsequent	Preceding
Smooth	Rough	Subside	Increase
Smug	Modest	Substantial	Vague
Snag	Release	Subtle	Gross
Snap	Release	Subtract	Add
Snug	Roomy	Succession	Failing
Soak	Dry	Succumb	Conquer
Sociable	Unfriendly	Sudden	Planned
Sober	Extreme	Sufficient	Lacking
Suitable	Unsuitable	Sullen	Cheerful
Superficial	Thorough	Summarise	Expand
Superior	Inferior	Summit	Bottom
Supple	Stiff	Sunny	Dull
Supplement	Subtract	Sundown	Sunrise
Suppress	Foster	Superb	Inferior
Surface	Interior	Unable	Able
Surmount	Succumb	Unarmed	Armed
Surplus	Lack	Unassuming	Boastful
Suspect	Trust	Unavoidable	Uncertain
Suspend	Continue	Unaware	Aware
Sustain	Succumb	Unbearable	Tolerable
Swarm	Disperse	Unbend	Bend
Sweet	Bitter	Unbiased	Prejudiced

Swift	Slow	Unbroken	Broken
Symmetrical	Unbalanced	Uncertain	Certain
Synthetic	Natural	Unchanged	Change
Tale	Truth	Uncivilised	Civilise
Take	Give	Unclean	Clean
Tangible	Vague	Unconcern	Concern
Taper	Increase	Unconditional	Unqualified
Taut	Relaxed	Unconscious	Conscious
Temperate	Extreme	Uncouth	Genteel
Temporary	Permanent	Uncover	Cover
Tenacious	Lax	Uncultivated	Cultivated
Tender	Harsh	Undecided	Certain
Tense	Relaxed	Under	Above
Terminate	Begin	Underhanded	Open
Terrible	Wonderful	Underneath	Overrate
Terse	Lengthy	Undesirable	Desirable
Testy	Pleasant	Undisturbed	Disturbed
Thankful	Thankless	Undress	Dress
Thaw	Freeze	Undying	Fading
Thick	Narrow	Unearth	Bury
Thin	Fat	Uneasy	Calm
Thirsty	Satisfied	Unemployed	Employed
Thorough	Shallow	Unequal	Equal
Thrifty	Wasteful	Unexpected	Expected
Thrill	Bore	Unfailing	Unreliable
Thrive	Shrivel	Unfair	Fair
Thwart	Help	Unfaithful	Faithful
Tie	Untie	Unfamiliar	Familiar
Tight	Loose	Unfasten	Fasten
Timid	Bold	Unfavourable	Favourable
Tiptop	Inferior	Unfeeling	Sensitive
Tiny	Large	Unfit	Fit
Together	Alone	Unforeseen	Expected
Tolerate	Prohibit	Unforgettable	Ordinary
Top	Bottom	Unfortunate	Fortunate

Topsy-turvy	Orderly	Unforgettable	Friendly
Torrid	Cold	Ungainly	Graceful
Total	Partial	Ungracious	Gracious
Tough	Weak	Ungrateful	Grateful
Tranquil	Noisy	Unhappy	Happy
Tremendous	Awful	Unhealthy	Healthy
Trifle	Abundance	Unheeded	Heeded
Trigger	Conclude	Uniform	Uneven
Triumph	Defeat	Unify	Separate
Trivial	Important	Unimportant	Important
Trouble	Calm	Uninhabited	Occupied
True	False	Unnecessary	Necessary
Trust	Distrust	Unnoticed	Noticed
Tumult	Quiet	Unoccupied	Occupied
Ugly	Pretty	Unpack	Pack
Unprincipled	Honest	Unpaid	Paid
Unprofitable	Profitable	Unpleasant	Pleasant
Unravel	Tangle	Unpopular	Popular
Unreal	Real	Unprepared	Read
Unreasonable	Reasonable	Vacant	Occupied
Unrest	Rest	Vague	Clear
Unrestrained	Restrained	Vain	Successful
Unruly	Orderly	Valiant	Cowardly
Unsafe	Safe	Valid	Invalid
Unsatisfactory	Satisfactory	Valour	Cowardice
Unseemly	Proper	Vanish	Appear
Unselfish	Selfish	Vast	Tiny
Unshaken	Shaken	Veil	Unveil
Unsightly	Attractive	Vend	Buy
Unskilled	Skilled	Verbal	Written
Unsound	Sound	Vicious	Kind
Unstable	Stable	Victory	Defeat
Unsteady	Steady	Vigorous	Weak
Unsuitable	Proper	Virgin	Unchaste
Unthinkable	Believable	Virtuous	Sinful

Untidy	Tidy	Visible	Invisible
Untie	Tie	Vital	Unimportant
Untrained	Trained	Vivacious	Lethargic
Untried	Tried	Vivid	Dull
Untrue	Right	Vociferous	Quiet
Unused	Used to	Void	Filled
Unusual	Usual	Voluminous	Skimpy
Unveil	Hide	Vulgar	Refined
Unwelcome	Welcome	Wan	Ruddy
Unwell	Well	Wane	Increase
Unwholesome	Wholesome	Wanton	Careful
Unwieldy	Manageable	Warm	Cold
Unwilling	Willing	Wax	Decrease
Unwise	Wise	Wayward	Steady
Unwittingly	Aware	Weak	Strong
Unyielding	Flexible	Wealth	Poverty
Uplift	Lower	Weary	Lively
Upright	Prone	Weighty	Trivial

CHAPTER FOUR

FIGURES OF SPEECH

Figure of Speech, word or group of words used to give particular emphasis to an idea or sentiment. The special emphasis is typically accomplished by the user's conscious deviation from the strict literal sense of a word, or from the more commonly used form of word order or sentence construction. From ancient times to the present, such figurative locutions have been extensively employed by orators and writers to strengthen and embellish their styles of speech and composition.

There is need to consider some of the figures of speech in this chapter before embarking on **Essay writing, Comprehension and Summary exercises**. A number of the more widely used figures of speech, idiomatic expressions etc are as follows:

(1) Anticlimax,

This refers to sequence of ideas that abruptly diminish in dignity or importance at the end of a sentence or passage, generally for satirical effect. The following sentence contains an illustration of anticlimax: "Among the great achievements of Benito Mussolini's regime were the revival of **a strong national consciousness, the expansion of the Italian Empire, and the running of the trains on time.**" (Compare with climax, below.)

(2) Antithesis,

This is a juxtaposition (comparison, matching) of two words, phrases, clauses, or sentences contrasted or opposed in meaning in such a way as to give emphasis to contrasting ideas. An example of antithesis is the following line by the English poet Alexander Pope: "To err is human, to forgive divine." "United we stand; divided we fall." "God made the country; man made the town."

(3) Apostrophe

This is a device by which an actor turns from the audience or a writer from readers, to address a person who usually is either absent or deceased, an inanimate object, or an abstract idea. The English poet John Milton, in his poem *Il Penseroso*, invokes the spirit of melancholy in the following words: “Hail, divinest Melancholy whose saintly visage is too bright to hit the sense of human sight.” Another example may be that of an oppressed widow who turns to her dead husband to plead for help against her enemies.

(4) Climax

This refers to the arrangement of words, clauses, or sentences in the order of their importance, the least forcible coming first and the others rising in power until the last, as in the following sentence: “It is an outrage to bind a Roman citizen; it is a crime to scourge him; it is almost parricide to kill him; but to crucify him—what shall I say of this?” (Compare with anticlimax, above.)

(5) Conceit

This is an elaborate, often extravagant metaphor or simile (see below) making an analogy between totally dissimilar things. The term originally meant “concept” or “idea.” The use of conceits is especially characteristic of 17th-century English metaphysical poetry. An example occurs in the poem “A Valediction: Forbidding Mourning,” by the English poet John Donne, in which two lovers’ souls are compared to the legs of drawing compasses.

(6) Euphemism

This is the substitution of a delicate or inoffensive term or phrase for one that has coarse, sordid, or otherwise unpleasant associations, as in the use of “lavatory,” “bathroom” or “rest room” for “toilet,” and “pass away” for “die.”

(7) Exclamation

This is the sudden outcry or interjection expressing violent emotion, such as fright, grief, or hatred.

(8) Hyperbole

This is a form of **inordinate exaggeration** according to which a person or thing is depicted as being better or worse, or larger or smaller, than is actually the case, as in the sentence from an essay by the English writer Thomas Babington Macaulay: “Dr. Johnson drank his tea in oceans.” (Compare with litotes, below.). “The woman wept bitterly at the death of her only son. Tears were running down her cheeks like a river”.

(9) Irony

This is a dryly humorous or lightly sarcastic mode of speech, in which words are used to convey a meaning contrary to their literal sense. An instance of irony is the suggestion, put forward with apparent seriousness by the English satirist Jonathan Swift in his *Modest Proposal*, that the poor people of Ireland should rid themselves of poverty by selling their children to the rich to eat.

(10) Litotes

This is an understatement employed for the purpose of enhancing the effect of the ideas expressed. The understatement is intentional for the sake of emphasis and also to create humorous effect. It is the opposite of hyperbole. E.g. His illiterate uncle speaks English better than the lecturer. A Primary One school boy writes better than our teacher.

(11) Metaphor

This is the use of a word or phrase denoting one kind of idea or object in place of another word or phrase for the purpose of **suggesting a likeness between the two**. Thus, in the biblical Book of Psalms, the writer speaks of God’s law as “a light to his feet and a lamp to his path.” Other instances of metaphor are contained in

the sentences “He uttered a volley of oaths” and “The man tore through the building.” (Compare with simile, below.). In metaphor, direct comparison of two things is made more or less in a non-formal way, e.g. Okafor is a lion. All the world is a stage.

(12) Metonymy

This is the use of a word or phrase for another to which it bears an important relation, as the effect for the cause, the abstract for the concrete and similar constructions. Examples of metonymy are “He was an avid reader of Chaucer,” when the poems of the English writer Geoffrey Chaucer are meant, and “The hostess kept a good table,” when good food is implied. (Compare with synecdoche, below.)

(13) Onomatopoeia

This is the imitation of natural sounds by words. Examples in English are the italicised words in the phrases “the *humming* bee,” “the *cackling* hen,” “the *whizzing* arrow,” and “the *buzzing* saw.”

(14) Oxymoron

This is the combination of two seemingly contradictory or incongruous words, as in the line by the English poet Sir Philip Sidney in which lovers are said to speak “of living deaths, dear wounds, fair storms, and freezing fires.” (Compare with paradox, below.)

(15) Paradox This is a statement or sentiment that appears contradictory to common sense yet is true in fact. It expresses something seemingly absurd; a statement appearing foolish, yet in reality can be true. E.g. The first shall be the last. The boy is the father of the man. (Compare with oxymoron, above.)

(16) Personification

This is the representation of inanimate objects or abstract ideas as living beings, as in the sentences “Necessity is the mother of

invention,” “Lean famine stalked the land,” and “Night enfolded the town in its ebon wings.”

(17) Rhetorical question

This is asking of questions not to gain information but to assert more emphatically the obvious answer to what is asked. No answer, in fact, is expected by the speaker. The device is illustrated in the following series of sentences: “Did you help me when I needed help? Did you once offer to intercede in my behalf? Did you do anything to lessen my load?”

(18) Simile

This is a specific comparison by means of the words “like” or “as” between two kinds of ideas or objects. Examples of the simile are contained in the sentence “Christianity shone like a beacon in the black night of paganism” and in the line by the English poet William Wordsworth: “But, like a thirsty wind, to roam about.” (Compare with metaphor, above.)

(19) Synecdoche

This is a figurative locution whereby the part is made to stand for the whole, the whole for a part, the species for the genus, and vice versa. Thus, in the phrase “50 head of cattle,” “head” is used to mean whole animals, and in the sentence “The president’s administration contained the best brains in the country,” “brains” is used for intellectually brilliant persons. (Compare with metonymy, above.)

(20) Allegory

A fictional literary narrative or artistic expression that conveys a symbolic meaning parallel to but distinct from, and more important than, the literal meaning. Allegory has also been defined as an extended metaphor. The symbolic meaning is usually expressed through personifications and other symbols. Related forms are the **fable and the parable**, which are didactic, comparatively short

and simple allegories. Although modern authors generally favour less abstract, more personal symbolism, allegories are still written. One extremely popular example is *Animal Farm* (1945) by the English writer George Orwell.

Allegory can also be used as a technique for critical interpretation, even of works that were not originally intended to be allegorical. Thus, underlying beliefs that are present in a text without an author's conscious awareness can be examined as a way of better understanding the culture from which the text comes. In art, an allegorical painting or sculpture is one that has a symbolic meaning underlying the surface image.

(21) Fable

A short literary composition in prose or verse, conveying a universal cautionary or moral truth. The moral is usually summed up at the end of the story, which generally tells of conflict among animals that are given the attributes of human beings. The fable differs from the parable, also a short narrative designed to convey a moral truth, in that the fable is concerned with the impossible and improbable, whereas the parable always deals with possible events. Both fables and parables are forms of allegory.

(22) Parable A name given originally by Greek rhetoricians to a literary illustration. In the New Testament it signifies a short, fictitious narrative, designed to illuminate a spiritual truth; it has been used similarly by later writers to convey a moral point.

(23) Epigram

In literature, a terse, pointed, frequently witty observation - *To look is much less easy than to see. To be clever is good. To be brave is best.*

LITERARY DEVICES

Literary devices are tools, which enable dramatists, or playwrights execute their construction. Some are:

1. **Theme** – This is the subject matter. This is the central point in the plan and construction of a literary work
2. **Plot** – This is the plan, the structure of the actions of a drama or a narrative work. It is also referred to as “the story line.”
3. **Characters** – These are people we read about in a literary work.
4. **Setting** – This refers to the environment and time that the action takes place.
5. **Diction** – This refers to the choice of words (or phraseology) made by the author to convey his message.
6. **Tone** – This is the characteristic voice by which a writer or player conveys his thought and feelings.
7. **Mood** – This is the feeling or emotional effect of a play or a writing on the audience
8. **Pun** – A play on sound of words that sound alike but different in meaning, e.g. had and hard.
9. **Pathos** – A scene or passage in drama meant to elicit deep feelings of sympathy from the audience.
10. **Hero** – The main character in a play. The central character around whom the action revolves. **Heroine** – The female main character – protagonist.
11. **Antagonist** – The character who opposes the protagonist.
12. **Drama** – A piece of literary work meant to be acted on the stage
13. **Pantomime** – A play acted without words. A dumb show not necessarily by the dumb.
14. **Dramatic irony** – A situation in which the audience shares with the author knowledge which a character is ignorant of
15. **Stage** – A platform for drama presentation – An arena – Can be a play field, stadium, an amphitheatre, coliseum.
16. **Cast** – The names of the dramatists or actors in a play.
17. **Action** – The series of incidents which comprise the action of a play.
18. **Climax** – The highest point of tension in a drama

19. **Crisis** – The turning point in an action [turning point (figure of speech) – point in place, time, or development in an incident or story which is critical. “To reach a turning point in one’s life, or in negotiations.]
20. **Catharsis** – A time the audience is purged of emotions in a tragedy
21. **Suspense** – A point of no action in a play
22. **Catastrophe** – A point of failure or disappointment for an actor
23. **Comic relief** – A situation in a tragic play where the humorous characters are brought in to relieve tension or to bring laughter.(see: clown, jester, humorist)
24. **Anachronism** – Event or thing that is outlandish (awkward) or old-fashioned (out of date)
25. **Demagogue** – A political leader who tries, by speeches appealing to the feelings of, instead of reason, to stir up the people
26. **Didactic** – intended to teach – In reference to a moral lesson to be learned from a literary work of art.
27. **Nemesis – Retributive Justice** – Punishment for an action or a crime someone commits. (Just punishment for wrong-doing.) Nemesis – goddess of vengeance (retaliation) e.g. Nemesis has caught with the man who planted the bomb. He was killed in the blast.
28. **Soliloquy** – A situation in which a character – alone or on stage – utters his thoughts aloud – [solo –alone: loquor – to speak]
29. **Hallucination**: seeming to see something not present; something imagined. Drunken people are sometimes subject to hallucinations.
30. **Prologue** (introduction, preamble) – Opening remarks
31. **Epilogue** (summary, recapitulation) – Closing remarks
32. **Disguise** – changing ones gender by dressing, speech or body movement.
33. **Epitaph** – A statement written on the tombstone of a dead person.

34. **Audience** – The spectators or observers of a play.
35. **Mime** – An acting without words – only gestures
36. **Verse** – Often used in drama by major characters to express strong feelings
37. **Prose** – Used by minor actors to express less strong feelings.

SOME FIGURATIVE EXPRESSIONS

1. *To pull the wool over somebody's eye* – to deceive or mislead someone
2. *If wishes were horses, beggars might ride* – If all that people wish came true everyone would be rich.
3. *To throw in the towel* (also “*To throw in the sponge.*”) – To acknowledge defeat. George Bush, the United States presidential candidate was at last declared winner of the November 2000 controversial elections. Al Gore, the Democratic candidate threw in the towel after the announcement of results by the Secretary of state of Florida.
4. *To turn the table* – To reverse the conditions.
5. *To call a spade spade* – To be brutally frank, outspoken, blunt in speech.
6. *All and sundry* - Everybody
7. *To see red* – to be mad with anger.
8. *To smell rat* – to suspect something.
9. *A stitch in time saves nine* – If we give attention to the little details of life, in the long run we will save ourselves from considerable time, worry and expense.
10. *In the nick of time* – at the right moment; just before too late.
11. *To read between the lines* – to detect the hidden meaning
12. *Machiavellian policy* – a policy in which any means, however unscrupulous or treacherous, may be employed to achieve an end.
13. *Let the sleeping dogs lie* – Do not recall matters which are likely to cause pain or grief or embarrassment to those concerned.
14. *Look before you leap* – think before acting.

15. *To turn over a new leaf* – to change one's mode of life or conduct for the better.
16. *To be at the wheel* - to be driving a vehicle
17. *A bird's eye view* – to have a casual look at something
18. *To breed bad blood* – to cause enmity, ill-feelings
19. *To take the law into one's hands* – to try to gain revenge or satisfaction by force, and without recourse to the law courts.
20. *To have too many irons in the fire* – to be attempting too many projects at the same time.
21. *To blow hot and cold* – to change one's mind frequently
22. *To be in hot water* – to be in trouble or difficulty.
23. *To flog a dead horse* – to try to put life into a business or movement which is past all hopes of resuscitation, to make fruitless efforts.
24. *To have a bone to pick* – to complain about everything.
25. *Hear or straight from the horse's mouth* – from the most reliable source.
26. *To be behind the times* – to be old-fashioned, primitive
27. *To burn midnight oil* – to spend sleepless nights
28. *To beat the air* – to waste time
29. *Clarion call* – an urgent need to pay attention, give heed
30. *Behind one's back* – without one's knowledge
31. *To buy over someone* – to bribe someone
32. *To be buried in one's books* – studious, to study seriously
33. *To pick holes in* – to find fault with.
34. *To be at the crossroads* – to be undecided
35. *To be eye-catching* – attractive
36. *To elbow one's way through* – to push one's way through.
37. *To give someone edge of the tongue* – to scold bitterly
38. *To fish in troubled waters* – to take undue advantage of a confused situation to achieve selfish ends
39. *To leave a place for good* – to leave finally
40. *To take to one's heels* – to run at great speed.
41. *To make hay while the sun shines* – take advantage of all opportunities.
42. *To follow one's nose* – to go straight

43. *A die-hard* – one who yields a point only after a struggle.
44. *A wild-goose chase* – a vain attempt.
45. *All that glitters is not gold* – Things are not always as attractive as they appear.
46. *To jump from the frying pan into the fire* – to come out of one's trouble and get into a worse problem.
47. *The game is up* – All is lost – everything has failed.
48. *This story is fishy* – The truth of the story is doubtful.
49. *To have at one's finger tips* – to know thoroughly.
50. *To sit on the fence* – to remain neutral – to take neither side in a controversy
51. *To follow in the footsteps of someone* – to take example from someone.
52. *To fish for information* – to try by indirect means to get information.
53. *To fight one's way* – to struggle
54. *To get done with* – to be over with
55. *Not to go down well with* – not well accepted
56. *At a give-away price* – very cheap
57. *A gold mine* – a place for accumulating wealth
58. *A fish out of water* – anyone in an awkward embarrassing situation.
59. *To fall upon* – to attack. The soldiers fell upon the villagers and killed many.
60. *To fall through* – to fail. All our plans fell through. We did not gain anything.
61. *To fall out* – to quarrel. The director fell out with his workers, because they did a poor job.
62. *In good faith* – with honest intentions.
63. *To save one's face* – to avoid disgrace.
64. *To see eye to eye* – to be in complete agreement with the view of another.
65. *To keep an eye on* – to watch carefully
66. *To make both ends meet* – to keep expenses within one's income.
67. *A bad egg* – a worthless person.

68. *To throw dust in one's eyes* – to try to deceive someone.
69. *Ups and downs* – varying fortunes – changes and chances of life
70. *To be on the horns of a dilemma* – to be in such a position that it is difficult to decide what to do.
71. *To give the devil his due* – give a person credit for his good qualities however worthless he may be.
72. *By hook and crook* – by fair means or foul.
73. *Crocodile tears* – hypocritical tears.
74. *To commit to memory* – to learn by heart.
75. *To throw cold water upon anything* – to discourage efforts.
76. *A cock and bull story* – a foolishly incredible story.
77. *To carry coal to Newcastle* – to do anything superfluous.
78. *To square the circle* – to attempt something impossible.
79. *Close fisted (also tight fisted)* – mean, miserly
80. *To pick and choose* – to make a careful selection.
81. *To take the chair* – to preside a meeting.
82. *To catch one's eye* – to attract attention.
83. *To rain cats and dogs* – to rain incessantly
84. *To fight like cats and dogs* – to be always quarrelling
85. *To let the cat out of the bag* – to expose the trick, to let out the secret.
86. *To build castles in the air* – to think of something impossible of realisation – daydream – to conceive fanciful ideas.
87. *To stand aloof* – to keep to oneself and not mix with others.
88. *The apple of discord* – a cause of strife, contention or quarrel.
89. *To keep a person at arm's length* – to avoid coming in contact with a person, refuse to be on familiar terms with that person.
90. *To receive with open arms* – to welcome cordially
91. *To have an axe to grind* – to have some selfish motive in view.
92. *To backbite a person* – to slander or speak ill of someone.
93. *Bag and baggage* – with all one's belongings
94. *To keep the ball rolling* – to keep things going – to keep up a conversation and prevent it from flagging.
95. *To call to bar* – to admit as a barrister
96. *To lose one's bearings* – to be uncertain of one's position.

97. *To beat about the bush* – to approach a matter in an indirect and roundabout manner.
98. *To be deadbeat* – worn out by fatigue.
99. *Bed and board* – lodging and food.
100. *As you make your bed, so you must lie on it* – you will have to bear the consequences of your mistakes or misdeeds.
101. *By leaps and bounds* – with remarkable speed
102. *A bone of contention* – a cause of dispute
103. *To have a bone to pick with someone* – to have something to say to someone which might cause a quarrel.
104. *A bolt from the blue* – a sudden and unexpected occurrence.
105. *Once in a blue moon* – a very rare occurrence.
106. *To blow hot and cold* – to do one thing at one time and the opposite soon after.
107. *A wet blanket* – a person who discourages others.
108. *To see something in black and white* – to write something down.
109. *In the light of* – compared with
110. *To hit below the belt* – to act unfairly in a contest
111. *To bell the cat* – to undertake something which is extremely dangerous – to undertake a hazardous task with the object of rendering a common enemy harmless.
112. *In the same boat* – in the same misfortune or circumstances.

IDIOMATIC EXPRESSIONS

These are expressions, which have special meaning usually different from the ordinary meaning. Idioms cannot be translated into other languages without losing the original meaning.

IDIOM	MEANING
To kick the bucket	Cease to live; to die
Break new grounds	To start something new
Out of touch with someone	No longer familiar with

Break the ice	Make a move to ease the tension
Stand on ceremony	To be very formal
Keep an open house	Ready to welcome guests any time into one's home
Lose control of oneself	Act rashly
To mend fences	Repair damaged relationship
Stepping on someone's toes	Offend a person
Sitting on the fence	Uncommitted to a course
Taking law into one's hands	Acting at personal liberty
Throwing in the towel	Surrendering in a contest and admitting a defeat
To be beside oneself	Unable to control emotions – joy, anger, excitement
Mincing no words	Saying exactly what one means – no quibbling
Take someone to task	Discussing a matter with someone, while putting him in a difficult and defensive position
To pick bones with	Criticise something one has done wrongly or failed to do
Cross words with someone	Have serious disagreement with someone
To leave no stone unturned	To do every conceivable thing to find the truth
To close ranks	To undermine differences for some mutual interest
To turn down (request)	To refuse
To back out of	To withdraw
To step on someone's toes	To make one grow angry

CHAPTER FIVE

INTRODUCTION TO CONTINUOUS WRITING

Most Nigerian secondary school students fail English language because they get low marks in **Essays, Comprehension and Summary**. Some do not even attempt questions from this part of their examination papers. Those who get P7 or P8 can only boast of Ordinary Pass in English from what they are able to secure in the **Objective test**, most of which is guesswork!

It is high time teachers of English in Nigerian Secondary Schools, as well as students paid serious attention to this part of English Language. There is need to begin early enough to make it clear to students that they should improve their performance in English by paying attention to **Essay writing, comprehension and summary**.

They should show remarkable ability to express in a few words and clearly too, passages that have been set in examinations. There is no way they can expect an honest A2, A3 or Cs in English if they ignore this important part of English tests.

Whatever type of piece of writing that is involved, there is need to emphasise the importance of “Mechanical accuracy.”

MECHANICAL ACCURACY

This refers to the following:

- Handwriting
- Spelling
- Paragraphing
- Setting the margins
- Punctuation marks
- Special forms or format - like in letter writing – addressing – salutation – closing etc.

We take a close look at the punctuation marks, and the use of capitals here.

PUNCTUATION MARKS

Students do not need to know how to apply all the punctuation marks immediately. Only the most important ones should be known right away. It is recommended that students completely avoid the punctuation marks they can't use properly.

Full stop (.)

Full stop must be put at the end of every sentence, which contains a finite verb, no matter how short the sentence might look. E.g. I am present. He is. We visited the students who were admitted in St James' hospital yesterday. Students should not confuse a full stop with a comma.

Comma (,)

Often students use comma improperly or indiscriminately to separate groups of words, especially when clauses or sentences appear too long. This should be discouraged. They should limit the use of comma to the separation of words in the enumeration of items or names, e.g. 1,2,3,4,5,6... James, John, Jude...Mango, orange, grape... Other uses of comma can be introduced later. Students should be encouraged to write short sentences, put full stop and begin another short sentence again with a capital letter, instead of writing long sentences and trying to shorten them by the use of comma.

The colon – (:)

Usage should be limited to enumeration – The following are the names of the boys who dodged labour yesterday: Chika, Ejike, Udoka etc.

Question mark (?)

Should be treated in class. Often students forget to put this sign when the written statement is a question. How are you? When will you visit us? Is my mother well?

Dash (-)

Should be used only in a sort of 'explanation' e.g. Peter – the father of Mike – came here in the morning. It is also used to join compound words, e.g. Pin-up, Parents-Teacher-Association, commander-in-chief, father-in-law.

Brackets ()

Used in writing to enclose parenthetical matters (digression, comment, addition etc.) and interpolations (additional or extraneous matters). Brackets indicate too that the enclosed quantity is to be treated as a unit. **Should be treated in class for clarity.**

Apostrophe (‘)

Should be treated in class. – Re – apostrophe (‘s) and ‘s’ apostrophe e.g. “The town’s roads.” “The towns’ roads.” Students should be cautioned never to use apostrophe in expressions like “sincerely Yours” “faithfully Yours”

Hyphen –

Used to mark off additional information. Should be treated in class. Better seen in a written passage.

Semi colon (;)

-To separate co-ordinate clauses.

-To indicate a degree of separation marked by the comma and less than that marked by the period.

Should be treated in class

Exclamation mark (!) –

Should be treated in class.

Quotation marks: (‘Pink’) (“Pink”)

Used to ‘mark off’ the actual words of the speaker. (“Oh I am lost!”) Revisit Quotation marks in “Reported speech.” e.g “I will not come.” John said that he would not come.

Capital Letters

Many students don’t know the use of capital letters or when to apply them. In the beginning of this book, great emphasis was placed on correct formation of letters (Script-copying) – Capitals and Small letters. Students should take note when to use capital letters in continuous writing. Capital letters are used:

1. To begin a sentence – My brother gave me the school fees.
2. To begin names of people and places – Peter, Owerri
3. To begin direct speech – The principal said, “Every student must pay the examination fee.”
4. To begin words in title – We will read **The Animal Farm** this term and will read **Oliver Twist** next term.
5. To begin lines of poetry.
6. To begin words of exclamation – “What!” shouted the teacher.
7. To write the pronoun “I”

SENTENCES – PHRASES – CLAUSES

To write well, students should not only observe the rules of syntax; they should distinguish between **phrases** and **clauses**, **sentences** and other **groups of words**. A sentence containing a **finite verb**, making a meaning must be followed by a full stop; while the next sentences begins with a capital letter. Most students fail woefully in this area. Some write long groups of words, separated by commas. Some of the “groups of words” are simply phrases and clauses!

SENTENCE

A sentence is a group of words making a complete sense, containing a finite verb, no matter how long e.g. I am. I do. Do you love me? I do. I wish to visit my brother who lives in Spain.

- A sentence must begin with a **capital letter**
- It must end with a full stop and not a comma.
- A sentence must contain a finite verb.

Parts of the sentence.

There are two or more parts. **Subject – Predicate – Verb – Direct object – Indirect object.**

Subject	Predicate
The students and the teachers	Went to the stadium
Chika's mother	Gave us money
Peter	Has written the letter

Subject	Verb	Direct object
The boy	Killed	A snake
The master	Found	The book

Subject	Verb	Direct object	Indirect object
The mother	Gave	Money	To the girl
Mary	Wrote	A letter	To her friend
The hunter	Killed	A lion	With an arrow.
John	Did	The work	For me

Phrases

A phrase is a group of words, conveying some idea but does not make complete sense or thought. A phrase has neither a subject nor a predicate and has no finite verb e.g:

- what to eat now
- in the middle of the road

- near the Church
- from the end of the term
- on top of the table

Types of Phrases

Noun Phrase:

When a phrase stands for the name of a person, animal, place, or thing, that phrase is known as a Noun Phrase. If a phrase performs the function of a noun in a sentence, it is a Noun Phrase.

1. Our teacher taught us how to swim. (Taught what?)
2. My grandmother gave the beggar what to eat.
3. The matron told the girls when to wake up.
4. The teacher told the boy where to find chalk.
5. My mother showed me where she left the key.

Adjectival phrase:

An adjective tells us more about a noun. It qualifies a noun. The woman **in front of the Church** is Mary's mother. The cat **under the table** is mine. The cup **with the broken arm** belongs to Peter.

Adverbial Phrase:

The adverb modifies a verb. The students are standing **outside the school gate** (Place). They arrived **very late in the afternoon**. (Time).

Prepositional Phrase:

The hunter is running with his dog **towards the big bush**. Many students are standing **in front of the classroom**.

CLAUSES

A clause contains subject and predicate and finite verb, but does not make full meaning. Examples:

when I was returning from the market

the money which I received from my mother

the man who was ordained deacon
that she has won a prize
because I was sick.
Since I was not there
because the master was not in class
as he got ready for games

Main or Principal Clause

A main clause makes a complete meaning and can stand on its own. I saw the man who stole the watch. I read the news, which was published in the Daily Times.

Dependent or Subordinate Clause

In the above sentences: “who stole the watch and which was published in the Daily Times” are dependent clauses.

Types of clauses:

They include Noun Clause, Adjectival Clause, and Adverbial clause.

Noun Clause

When the subordinate clause in a given sentence stands for the name of a person, animal, place or thing, the clause is known as a NOUN CLAUSE. Ask the question “What?” to make sure that the right answer is got.

I heard that the thief has been caught. “Heard what?”
We read that the school would reopen next week. “Read what?”
The teacher instructed that the students should do the assignment.

Adjectival Clause

In adjectival clause, the subordinate clause modifies a noun or its equivalent

The armed robber who stole the car has been caught.”The armed robber has been caught” = main clause. “Who stole the car” = adjectival clause.

The goat which ran into the bush, has been caught

The baby whose mother was injured has been taken to the father.

Adverbial Clause

When a clause modifies a verb or its equivalent in a sentence, that clause is known as adverbial clause

- (a) **Adverbial Clause of Time** – The lecturer will enter the hall when all the students are seated. The teachers will be absent from school, until all the students have paid their fees.
- (b) **Adverbial Clause of Place** – They are looking for the place where the man was buried.
- (c) **Adverbial Clause of Manner** – The teacher spoke so loudly as if the students were deaf.
- (d) **Adverbial Clause of Reason** – I was late because I sent my younger sister to the hospital.
- (e) **Adverbial Clause of Purpose** – We attend evening lessons so that we can prepare well for our exams.

CONCORD – AGREEMENT

“Concord” means “agreement” or “harmony.” In grammar and meaning, there must be agreement **in person, number, gender and case** as the situation dictates.

Here are examples of disagreement and disharmony. Can students detect the “anomalies” or “deviation from the rule?”

- i. The name of my sister is Ngozi. He is the first daughter in the family of eight children.
- ii. The boys is in the classroom.
- iii. The teacher goes to school yesterday.
- iv. The boy’s mother loves his husband.

CONCORD – WRITING WELL – SPEAKING WELL

A **singular subject** with phrases introduced by, “**As well as...**” “**Together with, with, like**” etc, is followed by a singular verb

1. Chika as well as Chidi **is** present.
2. Nigeria **as well as** some other West African countries **is** enjoying democratic rule of government.
3. Ngozi with her friends **is** working in the farm.
4. The bag with its contents **has** been stolen.
5. The man with his wife and children **is** coming to visit us.
6. The hunter with his dog **was seen** going into the forest.
7. Either the contact set or the plugs in the car **is** faulty.

With regard to...As regards...

1. **With regard to** the rules and regulations of the institution, one can say that the students are truly law-abiding.
2. **As regards** the expelled students, it is unlikely that the principal would be ready to recall any of those disobedient boys.
3. **Aim at...Accustomed to... Arrived at...Comprises...Composed of...**
 1. The hunter **aimed at** the deer and shot her dead.
 2. We are **accustomed to** waking up at 4.00 am everyday
 3. The visitor **arrived at** the village late in the evening.
 4. The plane **arrived in** London (New York) very early in the morning. [Large cities...”in.”
 5. The team is **composed of** eleven players.
 6. The committee **comprised** men and women from five countries.
 7. The force **comprised** 500,000 soldiers

Expressions such as everyone of, anybody, nobody, each, each one every, nobody, anything, one, none, etc must be followed by verbs in the **singular**

1. None of the students **was** present.

2. Everybody **was** in the classroom.
3. Every student must pay the fee.
4. Every one of the teachers **was** in the hall.
5. Each girl **was** in the field.
6. Neither of the sisters **was** present.
7. Everybody **knows** the player.
8. Neither of the boys tucks in his shirt.
9. Anything **is** fine for me.
10. Each of the players **has** a wristwatch.
11. One of the boys is a native of Owerri.
12. No one **has** a red hat.
13. None of the thieves has been arrested.
14. Everyone **has** a pair of shoes.
15. None of the boys **was** ready to run the race.

Supposing, assuming, presuming, should, in case, if...

Supposing (assuming, presuming) the governor fails to arrive in time what shall we do? **Should** the governor fail to arrive in time, what will the people do? **If** the governor fails to arrive in time, should the dancers go? **In case** the governor fails to arrive in time will the chairman address the people? *Never* **“Suppose, should, in case, if the governor fails to arrive in time...!”**

Miscellaneous examples

1. The man **asked** who I **was**
2. One of the robbers who snatched the car **has** been arrested.
3. Neither Peter nor Paul **was** present at the meeting.
4. Hardly had the journey started **than (when)** the car engine developed a fault.
5. A student at the back of the class **complained** that he **was** not hearing the teacher.
6. We are **used to** getting up very early in the morning.
7. We are **supposed to** obey our parents, teachers, and seniors.
8. My brother **was supposed to** have sent my fees by the end of the month.

SOME COMMON MISTAKES IN ENGLISH

WRONGLY USED; WRONGLY SPELT WORDS

It is necessary to introduce difficult and confusing words and expressions, which feature in our everyday English. Such expressions must be re-visited by teachers after correcting students' essays and other assignments. We consider some of them here. Students should learn to use and differentiate these words. This is why we have used simple sentences in illustrating their correct usage. To a large extent the context in which the said word is used makes the meaning clearer.

Most of them are **Homonyms** and **Homophones** - words that sound alike or are same in form but are different in meaning, spelling or origin, e.g. **Sum/Some, New/Knew, Hear/Here**. Teachers should take special note of the common words students spell wrongly. The bad spelling arises from the inability of students to pronounce the words correctly. Some other words that belong to this collection called **homograph** - word spelt like another but with a different meaning; e.g. **light/light**: Please we need **light** here. The place is dark. The load is **light** to carry. **Light** – **opposite of dark** – **Light** – **opposite of heavy**. **Dear/dear**: My parents are very **dear** to me (**precious**). He paid a **dear** price for those shoes. (- **Expensive** – **exorbitant**-).

1. **HAD, HARD, HEARD**: (i.) We **had** football practice yesterday. The boy threw a **hard** object on the glass windows and shattered them. (iii.) **Heard**: I heard what our teacher told us to do after classes.
2. **THEY, THERE, THEIR, DEAR**: (i.) **They** (the boys) are living with their aunt in the village. (ii.) **There** are twenty boys and thirty girls in our class. Please keep the cup **there** on the table. (iii.) **Their** parents are dead. (iv.) My **Dear** brother. My aunt is very dear (lovable) to me. That

notebook my sister lost was really very **dear** (precious) to me. The dress John bought is very **dear** (costly).

3. **DIE, DIED, DEAD, DEATH.** (i.) Nobody wants to **die**. (ii.) Their uncle **died** in a fatal motor accident. Their aunt is **dead**. She **died** about ten years ago. The **dead** cannot speak. It is a corporal work of mercy to bury the **dead**. (iii.) The sudden **death** of the football star shocked everyone. “**Death** is a necessary end and come when it will come” Shakespeare – Julius Caesar. The cause of the boy’s death is unknown.
4. **CHOOSE, CHOSE, CHOSEN** (i.) Please **choose** the color you like best. (ii.) Ngozi **chose** a pair of brown sandals. (iii.) I have already **chosen** a blue color.
5. **OTHER, ORDER, ORDERED, IN ORDER TO** (i.) Please give me the **other** book. (ii.) The soldier obeyed the **order** given by the commander. (iii.) The commander **ordered** the soldier to shoot the thief. (iv.) I must study hard **in order** to pass the test. (**In order** are two words and must be written separately. Never **INORDER**!
6. **AWAY, AWARE** (i.) Go **away** from here! (ii.) I was not **aware** of the assignment given by the teacher.
7. **BEEN, BEING** (i.) I have **been** to Lagos at least four times this year. The food has **been** served. (ii.) The students are **being** punished because they came late to school.
8. **GRATEFUL** (not **GREATFU!**): I am very **grateful** to my brother for the handset he bought for me.
9. **WHY, WHILE, WERE, WHERE:** (i.) **Why** are you standing there? (ii.) The thieves broke into the man’s shop in the night **while** the security men were sleeping. (iii.) The students **were** in class when the supervisor arrived. (iv.) The policemen found the place **where** the thieves used to keep their stolen articles.
10. **BY, BUY, BYE:** (i.) The chair was removed **by** the teacher. (ii.) We must **buy** the recommended books. (iii.) Before she left for the United States of America we wished our sister a safe journey and good **bye**!

11. **CAUSE, CURSE, COURSE** (i.) Careless driving and over speeding can **cause** fatal accidents. Nobody knew the **cause** of the man's death. (ii.) Is it a **curse** for a man to be born blind? (iii.) In the **course of** the discussion (conversation) a fight broke out. As a matter **of course** the heavy rains brought down many electric poles. Would you like to take JAMB examination this year? **Of course**, I would! (iv.) I am taking a Computer **course** at 'New Life Academy'.
12. **FAIL, FALL, FELL, FALLEN** (i.) I will study hard in order to pass the examination. I do not want to **fail**. (Past tense: **failed**). My sister **failed** English in the West African School Certificate Examination. She got F9. (ii.) Take care of the baby; otherwise she will **fall** into the pool of water. (Past tense: **fell**). The dog **fell** into the tank and we are trying to rescue it. The rope we use for drawing water has **fallen** into the well. (**Fallen: Perfect tense of fall**). **Now** "I am falling". **Everyday** "I fall". **Yesterday**, "I fell down from the high wall and broke an arm." "**Already**, the boy had fallen from the mango tree before the owner arrived."
13. **FILL, FEEL:** (i.) Jesus told the servers to **fill** the pots with water. The water turned into wine. All the pots were **filled** with water (**past tense of fill = filled**). I do not **feel** well whenever I eat mangoes. The patient **felt** worse when the nurse gave her some liquid to drink. The fainted athlete **felt** better when he drank some water. (**Feeling-feel-felt-felt**).
14. **SIGHT, SITE, CITE:** (i.) The boy has bad **eyesight**. He uses a pair of glasses. We all ran to the market square to catch **sight** of the thief. The **sight** of the mangled bodies of the accident victims made most of us sick for days. Our new family home is located at a very good **site** facing the 'Independence Avenue'. I don't know whether he contractor advised our parish priest not to **site** our new Church building near the busy market square. (iii.) The

devil can even **cite** (quote) the Bible to deceive people. Please, do not fail to cite the Chapter and verses of the Bible whenever you preach..

15. **EXCEPT, ACCEPT, EXPECT.** (i.) Everyone is in class **except** Chika. (ii.) Banks do not **accept** unsigned cheques. The teacher did not **accept** the student's apologies. (iii.) We do not **expect** to win the game, because we did not practice well. We are **expecting** our uncle who is returning from London this week.
16. **WHETHER, WEATHER:** (i.) I don't know **whether** our Biology teacher will come to class today. She was not feeling well yesterday. **Whether** the baby likes it or not she must drink the milk. (ii.) The **weather** is too hot today. It may rain later in the evening. People should not drive fast when the **weather** is foggy. One may not see well.
17. **LATE, LATER, LATTER:** (i.) Most lazy students come **late** to school everyday. Better **late** than never. My uncle's **late** (dead) wife was a very kind woman. (ii.) I will see you **later** on. A few hours **later** the policemen returned to arrest the criminals. (iii.) I want the **latter** sample of the cloth and not the **former** one (previous). The farmer plants corn usually at the **latter** part of the planting season.
18. **TAUGHT, THOUGHT:** (i.) Our teacher **taught** us Biology in the morning. (Past tense of "teach"). [Teaching - teach - taught - have taught]. (ii.) I **thought** the game had ended. I **thought** he was the pastor of that Church. [Thinking - think - thought - have already thought about the matter].
19. **LIVE, LEAVE:** (i.) We **live** at number 6 Awka street, Onitsha. (ii.) Please **leave** me alone; I am doing my assignment. I must **leave** this place before noon.
20. **ONCE, ONES:** (i.) We have Moral Instructions **once** a week. **Once** the teacher leaves the classroom, I must go

and ease myself. (i.) We must allow our younger ones to eat before our elder ones.

21. **FIT, FEET, FEAT:** (i.) If the cap **fits** you, wear it. He is not **fit** to be a class prefect. This meat is not **fit** for human consumption. (ii.) Please keep your **feet** under your desk. (iii.) Pulling out all the wounded passengers trapped under the crashed lorry was a great **feat** for the policemen. (feat = a big task).
22. **MEET, MET, MEAT, MATE:** (i.) I used to **meet** that beggar at the street corner everyday I come to school. Please **meet** me after class. We have something to discuss. (ii) I **met** Mary in the Church last Sunday. We have not seen each other for quite a time. (iii.) I don't eat rotten **meat**. There was no **meat** in their soup. The family is poor. (iv.) Jude was my class-**mate** in St. John's Academy. Mike is Peter's play-**mate** (companion.) (iv.) Some animals and birds **mate** during the dry season, others during the rainy season. (Animals **mate**, i.e. have sexual intercourse for the purpose of producing babies.)
23. **HIRE, HIGHER:** (i.) My father **hired** a vehicle for the journey. Some schools cheat during soccer competitions. They **hire** professional players who are not their students. (ii.) The pillar is **higher** than the wall. (adj. High – higher – highest).
24. **SEE, SEA:** (i.) The man is old. He does not **see** well.(ii.) They crossed a big **sea** before they got into the town. Many boats are sailing on the **sea**.
25. **SELL, SALE, SAIL:** (I) Ngozi's mother does not **sell** fish anymore. (ii.) That big house at Oguta Street is not for **sale**. (iii.) The passenger ship sails from Lokoja to the Niger Delta.
26. **NEW, KNEW:** (i.) Joe's father has bought a **new** car. (i.) I **knew** Joy would take the first position in class again. She is very intelligent. (**know – knew- known**).

27. **NO, KNOW:** (i.) **No!** I will not do the work. **No** one wants to wash the bathrooms. (i.) I do not **know** the man who took the bicycle. I **know** her name. She is called Jacinta.
28. **PEACE, PIECE :**(i.) There is now **peace** between the two former warring villages. We must live in **peace** with our neighbours. (ii.) I used a **piece** of cloth to wipe the blackboard.
29. **FULL, FOOL:** (i.) The pot is **full** of water. That forest is **full** of wild animals (ii.) I am not a **fool**. You can't deceive me. A **fool** at 40 is a **fool** for ever.
30. **ROAD, RODE:** (i.) Please, drive carefully. The **road** is narrow. Paul **rode** his bicycle to school. (ride – rode-ridden). Christ the king **rode** on a donkey
31. **SOW, SEW:** (i.) Farmers don't usually **sow** their crops in the dry season. What we **sow**, we must reap. (ii.) I sent my new cloth to the tailor to **sew** for me. Chika's sister **sews** clothes. She is a seamstress. Chigozie's brother **sews** clothes too. He is a tailor.
32. **TEST, TEXT, TASTE:** (i.) We will begin the mid term **test** on Monday. He scored 80% in the Biology **test**. (ii.) Have you read the **text** of the president's address to the nation? Show me the **text** containing the new guidelines on the payment of school fees. (iii.) Come and **taste** the rice my mother cooked. **Taste** and see that the Lord is good!
33. **SHUT, SHOT, SHORT:** (i.) Kindly **shut** (close) the door when you come out. **Shut** up your mouth! The university has been **shut** down (temporarily closed) as a result of the students' riot. (**Shutting** – **shut** – **shut** – **shut**). (ii.) I heard a gun **shot** in the room. I had a nice **shot** (photograph) with our teacher. The thieves **shot** indiscriminately at the passengers whom they tried to rob. (**Shot** = **past tense of shoot**). [**Shooting** – **shoot** – **shot** – **shot**] My grandfather often puts on **short** pants. The animal has **short** legs.
34. **RISE, RAISE, RAZE:** (i.) The sun **rises** from the East and sets in the West. You must **rise** early from bed so that you

will not be late for classes. (rising – rise- rose – risen. Jesus **rose** from the dead on the third day. (ii.) **Raise** your hand if you have paid your school fees. Please **raise** the flag so that everyone can see it. (iii.) Great fire **razed** the building to a big rubble. The earthquake **razed** the city to the ground.

35. **PAST, PASS, PASSED:** (i.) It is good to remember things that happened in the **past** (sometime ago). What is the **past** tense of ‘eat’? (ii.) Nobody should **pass** in front of the coffin. (iii.) Many mourners **passed** behind the coffin. You must **pass** the test if you hope to be promoted to a new class.
36. **MARCH, MATCH:** (i.) **March** 20th is my birthday. The soldiers **marched** into the city. There was **march-past** by all school children in the stadium. They **marched** the thief away. (ii.) Please strike a **match** so that we can see well in the room. There is a box of **matches** in my bag. Umuorji girls are not our **match** (equal in strength) in a football game. I must watch the football **match (contest, game)** between Arsenal and Manchester United.
37. **MADE, MAID:** (i.) The tailor called Joe **made** the clothes for me. (**making- make – made – made**). Aunt’s house-**maid** ran away with all her clothes and a lot of money, too.
38. **LOOSE, LOOSEN, LOSE, LOST, LOSS.** (i.) The dog has got **loose** from its rope and has bitten someone. (ii.) Do not **loosen** the knots (screws) (i.e. to make them loose). (iii.) I am always unhappy when I **lose** any money (**losing – lose – lost – lost**). (iv.) The man **lost** one of his legs in a motor accident. The accident victim **lost** a great quantity of blood and later died. (v.) The **loss** of one of his teeth in a boxing match pained my brother much.
39. **SEIZE, CEASE:** (i.) The principal always **seizes** handsets which students bring to class (**take by force**). (ii.) Mr. Ugorji has **ceased** to be the chairman of the Power to the

Powerful People Party (P.P.P.P.). He has joined the Hungry People's Alliance (H.P.A.). (**cease = stop**)

40. **GET, GATE:** (i.) I do not want to **get** into trouble with my uncle. Please, **get** me the key here. (ii.) Our security men used to lock the school **gate** at 7.00 p.m. everyday.
41. **TELL, TALE, TAIL:** (i.) Please, **tell** me the truth, nothing but the truth. (ii.) I don't like fairy **tales**. (iii) The monkey has a long **tail**. If you touch the **tail** of uncle's dog, she will bite you.
42. **CUT, CAUGHT:** (i) Please, **cut** the meat into small pieces. (ii.) They have **caught** the thief. (catching – catch – caught – caught).
43. **MOTHER, MURDER:** (i.) I love my **mother**. She takes good care of me. (ii.) They have arrested the man who committed the **murder** (murder = killing, assassination). The **murderer** was later **murdered** by the angry mob.
44. **PRICE, PRIZE:** (i.) I don't know the **price** of the book. (ii.) John won a **prize** at the inter-house sports.
45. **CLOSE, CLOTHES:** (i.) The bank **closes** at 4.00. p.m (ii.) Most women spend a lot of money on **clothes**
46. **WEEK, WEAK:** (i.) There are seven days in a **week**. (ii.) The old man is very **weak**. He can't even walk.
47. **STILL, STEAL:** (i.) The road is **still** closed to traffic He is **still** weak to attend classes. He has malaria. (ii.) It is not good to **steal**. **Stealing** is a sin.
48. **SOME, SUM:** (i.) **Some** of the students are working; others are playing. (ii.) The man demanded a total **sum** of fifty thousand naira from each of the tenants. Answer got after addition is called the **sum**.
49. **WON, ONE, WARN,** (i.) The 'Green House team' **won** the trophy. (ii.) Give me **one** of the books. (iii.) I must **warn** you against smoking. Smoking can damage your health.
50. **WRITE, RIGHT, RITE:** (i.) I wish to **write** my brother to send my school fees. (ii.) It is not **right** for you to seize his sandals. We must always do the **right** things and not

the wrong ones. (iii.) The last funeral **rites** of the dead uncle were done by the pastor.

51. **TEAM, TEEM:** (i.) Our **team** defeated theirs and we won the trophy. (ii.) Imo River **teems** with large number of fishes (**found in great numbers**). The swamps **teem** with mosquitoes whenever it rains.
52. **POT, PORT:** (i.) My mother uses the large black **pot** for cooking rice. Most Nigerian roads are filled with **pot** holes. (ii.) Nigeria has many sea **ports** and **airports**
53. **RICH, REACH:** (i.) John's father is a **rich** man. He has many cars and large buildings in most Nigerian cities. My father **reached** out for his knife to attack the thief, but it was too late. The thief escaped unharmed. My uncle's land **reaches** as far as the end of that street.
54. **NONE, NON, NUN:** (i.) **None** of the students passed the entrance examination. (ii.) **None** of those students who indulged in examination malpractice will be admitted into the school of nursing. Most countries do not allow **non**-indigenes to contest presidential elections. (iii.) My sister is a **nun**. She lives in a convent.
55. **ROOT, ROUTE:** (i.) That Iroko tree has long and hard **roots**. (ii.) If they take sea **route** to Lokoja, it may take them a week to get there. The shorter **route** is by road.
56. **THREE, TREE:** (i.) I have **three** brothers and two sisters. (ii.) We have a mango **tree** and many orange **trees** in our school compound.
57. **BREAK, BRAKE:** I will **break** the bottle into pieces. (breaking – break – broke – broken). Chidi has **broken** his father's reading glasses. (ii.) Thieves **broke** into his store and stole a lot of things. (ii.) During **break** at school we practice drama and others play football. (iii.) The driver put on the **brakes** suddenly and the some passengers got injured. He **braked** suddenly.
58. **DID, DEED:** (i.) Some students did not watch the drama (doing –do - did – done). (ii.) God will reward us for our good **deeds**. It is a good **deed** to help the poor and needy.

59. **HOT, HURT, HUT: (i.)** Do not drink the tea yet. It is very **hot**. (ii.) The old man **hurt** his back when he fell from the broken chair. (iii.) The poor old widow lives a in small wretched **hut** built some 50 years ago with dried straw.
60. **HIT, HEAT: (I.)** The little boy always **hits** his head on the wall when he is hungry. “Do not **hit** me again,” the driver warned the police, otherwise I will retaliate. (**Hitting – hit – hit- hit**) (ii..) The **heat** of the sun melted the candle wax. Do not **heat** the liquid beyond fifty degrees centigrade. (**Heating-heat- heated- heated**).
61. **TAX, TASK: (I.)** Good citizens pay their **taxes** to support government efforts in the provision of basic amenities for the people. (ii.) The maid finds housekeeping an irksome (tedious) **task (hard work to be done)**. The villagers succeeded in removing the damaged vehicle. It was a very difficult **task** to accomplish without a crane.
62. **BREAD, BRED: (i.)** I take **bread** always at breakfast. Nigerians eat a lot of **bread**. (ii.) The professor is a **well-bred** scholar (**educated, trained**.) (**breeding – breed-bred- bred = for the purpose of producing young ones**). The farmer **breeds** horses, birds, etc. Birds **breed** in summer.
63. **WRONG, RUNG: (i.)** It is **wrong** to disobey our parents. It is **wrong** to spit on the floor. (ii.) Please start climbing the ladder from the lowest **rung** otherwise you will fall. (iii.) The regulator has **rung** the bell for the end of recreation. (ringing-ring-rang- rung).
64. **LED, LAID, LEAD (i.)** The traffic police officer **led** the school children across the busy road (**leading-lead-led-led**). (ii.) The Roman soldiers **laid** a heavy cross on the shoulders of Jesus. The dead man has been **laid** to rest. (laying-lay-laid-laid). (iii.) My mother’s cooking utensils are made of iron, **lead**, copper and silver. These are called metals.
65. **PRAY, PREY: (i.)** We must always **pray** to God and ask for forgiveness for our sins. (ii.) The hungry lion was

devouring its **prey**. The antelope fell a **prey** to the lion (an animal hunted for food).

66. **WET, WAIT, WEIGHT: (i.)** The floor is **wet**. Do not allow the baby to sit on it. Your clothes are **wet**. You must spread them on the sun to dry. (ii.) Please **wait** for me outside the gate. We must **wait** and see what the police would do with the captured thief. (iii.) The **weight** of the luggage is 50 kilos. The passenger must pay N2000 for excess luggage.
67. **PLATE, PLAIT: (i.)** Children should learn to wash their **plates** after meals. (ii.) My sister went to her friend, Dorothy, to **plait** her hair. Girls **plait** their hair to look pretty.
68. **SHEEP, SHIP: (i.)** A flock of **sheep** used to graze in our school field every evening. The soldiers captured a **ship** in the high sea. It was carrying illegal arms and other prohibited or contra banned goods.
69. **FED, FADE: (i.)** Jesus **fed** the multitude with five loaves of bread and a few fishes. The mother **feeds** her baby with breast milk. (**feeding-feed-fed-fed**). (ii.) Flowers **fade** when they are cut. The colours on her new clothes will **fade** soon because they are made of inferior materials. The memories of his childhood have **faded** from his mind.
70. **LUST, LOST: (i.)** His **lust** for material wealth and women is excessive. (**Strong, violent desire to possess something**). The boy is very careless. He **lost** his school fees. (losing-lose-lost-lost)
71. **SAINT, SCENT: (i.)** We ask the **saints** in heaven to pray for us. The Catholic Church will soon declare the Blessed Michael Iwene Tansi a **saint**. The girl is a **saint**. She can't commit such a crime. The woman uses much **scent** on her body. Some flowers have pleasant **scents**.
72. **MOTHER, MURDER: (i.)** My **mother** pays my school fees. My father does not care for me. It is a criminal

offence to commit **murder**. The young men have removed the dead man from the **murder** scene.

73. **AID, AIDE:** (i.) The villagers came to the **aid** of the robbed victim. They gave him some money and food. We must always **aid** the wounded soldiers. (i.) The doctor called in his **aide** when the patient fainted.
74. **REAP, RIP:** (i.) No one should **reap** where he does not sow. The farmer is **reaping** the fruits of his labour. (ii.) Please do not **rip** open (tear) the letter. It does not belong to you. (ripping-rip-ripped-ripped) (reaping- reap-reaped-reaped).
75. **HEAP, HIP:** (i.) Please do not **heap** rubbish on the road. The old woman walks slowing and painfully. He was operated on her **hip**.
76. **LET, LATE:** (i.) Please do not make noise. **Let** me have some rest... (ii.) My **late** grandfather was 95 years old. (iii.) The boy comes **late** to school everyday.
77. **MEN, MAIN:** (i.) Some **men** do not take care of their family. (ii.) I want to know the **main** point of his speech.
78. **DEEP, DIP:** (i.) The tank is **deep** and contains a lot of water. It is dangerous to **dip** a finger into a very hot liquid.
79. **FOUL, FOWL:** (i.) It is a **foul** play in a football game to intentionally touch the ball with one's hand. (ii.) **Fowl** meat is good while red meat can be unhealthy for some people.
80. **LUCK, LOCK:** (i.) Our players had no good **luck** in the game because three important members of the team were given red card. (ii.) Please do not **lock** the room. My clothes are there.
81. **PEN, PAIN:** (i.) Some people write better with a **pen** while others prefer a pencil. (ii.) My grandmother always complains of back **pain**. The injury was big and the man had to endure a lot of **pains**.
82. **RAIN, REIGN:** (i.) A very heavy **rain** fell yesterday in our village. In Southern Nigeria It **rains** hard and almost

everyday in the month of June. The king's **reign** was marked by great cruelty and violence. David **reigned** for many years as king of Israel.

83. **TOO, TWO, TO: (i.)** He is **too** weak to be the leader of the group. You, **too** must knell down and ask for forgiveness. There was **too** much rice in the sand. (ii.) **Two** of the students did not do the assignment. (iii.) Happy birthday **to** you!
84. **WHERE, WERE, WEAR: (i.)** **Where** was the man buried? (ii.) There **were** 120 presidential candidates in the April 2007 elections in Nigeria. (iii.) Girls should never **wear** tight clothes to Church.
85. **TIGHT, TITHE: (i.)** The fat man always puts on **tight** trousers. (ii.) It is our duty as Christians to pay our **tithe** as the bible directs. That means we must donate one-tenth of our income to God to help the poor people among us and to support the Church, too.
86. **WHEAT, WITH, WIT: (i.)** My uncle makes bread from **wheat**. (ii.) The teacher flogged the stubborn student **with** a big stick. (iii.) The man hasn't **wit** enough to realize that his enemies were after him. The boy hasn't the **wits** of his father (**wit = intelligence, understanding, quickness of mind**).
87. **SIN, SCENE: (i.)** It is a **sin** to steal. (ii.) The police arrived late at the **scene** of the accident. Most of the wounded had already died.
88. **WEEP, WHIP: (i.)** The baby **weeps** each time the knife is taken away from him. (ii.) Jesus made **a whip** and drove the sellers from the temple. Please do not **whip** the cows too much. They may faint and die.
89. **NOUGHT, NOT, NUT: (i.)** My friend got **nought** (0%) in the test. (ii.) I do **not** want to offend our teacher. (iii.) The cause of his wicked action was a hard **nut** to crack. I like palm **nuts**.
90. **BIRD, BED, BADE: (i.)** Most **birds** of the air sing sweet songs. (ii.) Some children sleep on **beds** while others

sleep on mats. Some sleep even on the floor. (iii.) We **bade** our brother farewell and safe journey when he was leaving for Germany. [(bidding-bid-bade(bid)-bidden(bid)]

91. **SICK, SEEK:** (i.) We must visit **sick** people in the hospital. Whenever I am **sick** my mother sends me to the hospital. (ii.) I will **seek** my mother's approval before I join the club. The beggar is **seeking** shelter from the sun. (seeking-seek-sought-sought).
92. **FEAST, FIST:** (i.) The father of the Prodigal Son organized a big **feast** for the son when he came back. (ii.) The prefect raised his **fist** and struck the boy on the head.
93. **BATH, BIRTH:** (i.) Please wait for me I must take my **bath** first. Our **bath-room** is always clean. (ii.) My sister gave **birth** to a bouncing baby girl. Please tell me your **birthday** so that I can send you some present.
94. **HEAD, HERD:** (i.) My uncle is the **head** of the institution. The students were **heading** for the principal's office when the prefect arrived. In the accident the driver hit his **head** on the wind screen of his car and was unconscious for hours. (ii.) A large **herd** of cattle was crossing the road when the trailer hit them. A fatal accident was the result!
95. **PART, PATH:** (i.) I have finished the first **part** of the assignment. The man does not wish to **part** with smoking and drinking. My sister does not want to **part** company with her boy friend. (**part = leave, abandon**). (ii.) The boy led the police to the armed robber suspect through a narrow **path** leading to the thieves' hideout. The foot-**path** leads to the village stream.
96. **EARTH, ATE:** (i.) God created heaven and **earth**. The **earth** is one of the planets. (ii.) We ate a lot of rice at the wedding feast.
97. **SHED, SHADE:** (i.) Some trees **shed** their leaves during the dry season. The boy **sheds** tears whenever his brother beats him. We should not commit murder. We should not **shed** blood. The **shed** where my mother sells food in the

market is made of wood. (ii.) His speech has many **shades** of meaning. The tree provided a good **shade** for the beggars.

- 98. WORD, WARD:** (i.) We should always listen to the **word** of God. Students must learn to spell difficult **words**. (ii.) Government has created three **wards** in our community. Therefore our community has three councilors representing us. Adults must treat their **wards** well like their sons and daughters.
- 99. HAT, HEART:** (i.) My grandmother puts on a very large **hat** on her head whenever the day is hot. The **hat** is too big for his small head. (ii.) The man has had **heart** problems for a long time. We must love our neighbors with our whole **heart** and mind.
- 100. NIGHT, KNIGHT:** (i.) It is very dangerous to travel out during the **night**. (ii.) My uncle has been made a **Knight** of the Church.
- 101. ROB, RUB:** (I.) The old woman was **robbed** of handbag by a boy. (ii.) You must **rub** the oil and the cream all over your body after taking your bath.
- 102. ROBBER, RUBBER:** (i.) Four of the armed **robbers** who tried to rob a bank were captured by the police. Two were shot dead.(ii.) The company that manufactures leather bags and shoes has a large rubber plantation in our village. Rubber is a raw material used to manufacture a lot of wares.
- 103. LICK, LEAK:** (i.) The hungry boy **licked** the plate and the spoon clean. The baby always **licks** her fingers. (ii.) There is a **leak** in my grand mother's roof. Water drops whenever it rains. No one knows who **leaked** the news of the chief's death.
- 104. PICK, PEAK:** (i.) Everyone should **pick** the pieces of paper and rubbish littered all over the school compound. Jane won a big prize. She **picked** the correct number. (ii.) The tourists climbed and got to the **peak** of the mountain.

- 105. AIR, HEIR:** (i.) Everyone needs fresh **air** to survive. People should be allowed to **air** their views without any intimidation. We are in a democratic society. (ii.) The little boy, the first son of his father is the **heir** to the throne. He becomes the king when his father dies.
- 106. ALTAR, ALTER:** (i.) Sacrifices are made on the **altar**. (ii.) Please do not **alter** the order of the march past. Boys should march first; then followed by the girls.
- 107. EACH, ITCH:** (i.) **Each** student must run round the field two times. (ii.) The mosquito's bite **itches** me. He has an **itch** to travel to overseas. He has great **itch** to get rich quickly. [**itch = longing, restless desire**]
- 108. TORN, THORN:** (i.) His clothes are torn. He must buy new ones. (**tearing-tear-torn-torn**). (ii.) The soldiers placed a crown of **thorns** on the head of Jesus and mocked at him. Take care. There are **thorns** on that plant.
- 109. TRADE, THREAD:** (i.) Nigeria has **trade** agreements with Japan. My uncle **trades** on building materials. (ii.) The tailor uses **threads** to sew clothes.
- 110. POOR, POUR:** (i.) There are many **poor** people in our town. Some eat only once a day. (ii.) Please **pour** the dirty water into the gutters. It never rains, but it **pours**.
- 111. WEST, WASTE, WAIST:** (i.) The four cardinal points are – East & **West**, North and South. Lagos is in the **west** region of Nigeria. (ii.) Please hurry! Do not **waste** my time. In many parts of Northern Nigeria one finds large areas of **waste** lands. They are uncultivated. People should not throw **waste** matters into the streets. (iii.) In the fatal accident, the man got big injuries from head to **waist**. The thieves were stripped to the **waist** by the angry mob. (=they were left naked).
- 112. WEEK, WEAK, WICK:** (i.) There are seven days in the **week**. (ii.) The boy is very **weak** to carry the load. He has not eaten anything today. (iii.) Please trim down the **wick** of the oil lamp. The light is too bright.

113. **MIGHT, MITE:** (i.) The principal **might** decide to expel the student who was caught cheating in the examination. (**may – might**). Please accept my financial contribution. It is only a widow's **mite**. (= **modest contribution**). (ii.) **Mites** carry diseases.
114. **GUN, GONE:** (i.) We heard **gun** shots and everybody took to their heels. Thieves use **guns** to scare people and rob their victims. (ii.) The messenger had **gone** before the principal returned. (**going-go-went-gone**).
115. **THRONE, THROWN:** (i.) The dead king's son ascended the **throne** at the age of 15. (ii.) Our teacher has **thrown** the rotten mangoes into the rubbish dump. (**throwing-throw-threw-thrown**)
116. **OUR, HOUR:** (i.) **Our** principal is a very kind man. (ii.) We should hurry up and not wait until the eleventh **hour**. We have an **hour** to finish the assignment.
117. **BELL, BAIL, BALE:** (i.) The regulator has **rung** the bell for the end of classes. (ii.) The accused was granted **bail** by the Judge. (iii.) My uncle sells some **bales** of used-clothing as well as **bales** of stockfish to his customers.
118. **MALE, MAIL:** (i.) My sister has already given birth to four **male** and three female children. (ii.) I always stop at the post office to pick up **mail**. My brother **mailed** two letters to our uncle. Uncle Mike said he did not receive any of the letters.
119. **LOAN, LONE:** (i.) The bank gives **loans** only to its customers. Can you **loan** me your jacket. It is very cold. (ii.) The Super Eagles of Nigeria scored only a **lone** goal in their match with Ivory Coast.
120. **BLEW, BLUE:** (i.) The referee **blew** the whistle to stop the match when two of the players started fighting. (ii.) My mother puts on her **blue** shoes on Sundays.
121. **ROWS, ROSE:** (i.) Our teachers arranged the difficult words in **rows** and columns for easy recognition. (ii.) My sister likes **rose** flowers. Our school uniform has both **rose** and blue colours.

- 122. LOOK, LUKE:** (i.) “You must **look** before your leap”. Our teacher **looks** angry. Some students were making noise while he was teaching.(ii.) My brother’s name is **Luke**. The Evangelist **Luke** wrote one of the gospels.
- 123. FAIR, FARE:** (i.) It is not fair to maltreat our house servants. The convicted criminal was given a fair hearing in the court. (ii.) The Road Transport Union has increased the transport fare to N50. The fare was formerly N30 from Orlu to Mgbidi.
- 124. PAUSE, PAWS:** (i.) Let us pause for a minute to welcome our visitors. The cat has sharp paws. It kills every rat that passes here.
- 125. ALLOWED, ALOUD:** (i.) My mother does not **allow** me to go out in the night. Female students in our school are not **allowed** to plait their hair. The headmaster **allowed** the pupils to pluck the mangoes. (ii.) Please read **aloud** so that everyone can hear you.

GENERAL EXERCISES.

Try to identify some of the commonly **misused, misunderstood, and badly spelt words** in the following passage. Find other words that may resemble those you have identified. Use them in sentences to show their correct meaning. Try also to identify as many **Nouns, Adjectives, verbs, pronouns, adverbs, prepositions, conjunctions and interjections** you can.

The Elephant

The elephant is not only the largest land animal but also one of the most intelligent creatures. In size, The African elephant when full grown is about twice the height of a man and about as many times the full length of a horse. Pound for pound, it would yield more than seven times as much meat as a full grown cow would. On account of its size and strength, the Indians have found a way of making it carry as many as eight people, all seated comfortably.

It is not surprising that the elephant is one of the most intelligent creatures, considering the fact that it has a very massive brain. It is amazing how well organized an elephant family could

be. Studies have shown that the mother elephant takes as much care of her baby as a human female does. Wherever the family is moving to, you would see the baby elephant walking right under its mother's body and, between her legs, imitating her majestic movement. If a young elephant strays away from the group, which is very rare, the rest of the family would stop moving and get back the errant baby into its position, usually after giving it a corrective thrashing with the trunk.

It is thought that the elephants do have a sort of language in which they discuss and take common decisions. Two incidents should bear this out. In India when the railways were being newly constructed, a group of elephants which had hitherto run away each time a train was approaching, gathered one day and attacked this new invader of their territory. Gathered on one side of the rail line, they ran collectively and gave it a powerful head-butt. They succeeded in derailing the train although some of them broke their skulls in the attack.

Then there was the experience of some Safari hunters in East Africa some decades ago. One of a group of three elephants was shot. The other two, taken by surprise, contemplated the unprovoked aggression for a moment and then ran away. Moments later, joined by four others, they came back and descended on the hunters, charging everybody in a mad rage. The man who shot the elephant was pierced to death with a tusk but the others fled. The elephants bent their heads, perhaps as a final salute to their comrade. Then they felled several young trees to cover the dead body and silently marched away. The elephants certainly do reason and act jointly.

I failed to know...

I failed to know why my parents sent me to school and what makes me a student. I thought coming to school is to copy notes. I never read what my teachers teach. I always take my books home and bring them back to school the following day. Whenever I go to Maria's house, I see her reading her books most of the time. She

doesn't come to my house. No wonder Maria and other students answered better than I did in class. I am a fool.

My parents sent me to school in order to become good and reliable person in the society, to raise their morale and dignity. When there is no money or enough food at home, my parents at times borrow to pay my school fees. Instead of reading my books, I made a gang of bad friends. I leave school unnoticed before the closing hour to watch movies, play games and drink alcohol with my friends. Some girls also leave school before the closing hour as well. They put other clothes in their bags when coming to school and dress in them when they are out of the school compound. Some are now dropouts from school and in early marriage with improper life planning. I failed to realize and appreciate the love my parents have for me. I regularly steal money from my parents and lie when they ask me. I consider myself now an idiot and a demon. Yes, anyone who doesn't like good things or spoil good plans is equally an idiot and a demon. I have spoilt my parent's good plans for me, hope and my dreams.

As hoes, shovels or knives are to a farmer, so are textbooks to students. I buy expensive clothes, handsets and all sorts of perfumes, while I have no textbooks and novels. I carry about tattered dirty exercise books in which I scribble what I call teachers' notes. No one can read the rubbish I write. I failed to realize that it is the future that matters a lot. If the future is good, I can buy with ease anything I want. In short better things are more to come. When a student has various textbooks he understands better what the teacher teaches in class. With textbooks you have different ideas and better understanding of subjects treated in class. Chika, the wise and intelligent student who always takes the first position in class has more than two textbooks in each school subject. He has many novels – African and non-African novels. He spends a lot of money on magazines and even national newspapers. I spend money on things that are useless, articles that corrupt my mind instead of helping me be a good student.

CHAPTER SIX

LETTER AND ESSAY WRITING

Language is an important aspect of communication. Communication can be done either by speech or writing. It can be through discussion, advising, informing or instructing. Writing can be done only by educated people. A lot is involved.

As we have already observed, many Nigerian students fail English language every year because they get low marks in Essays or composition. Poor English expression and poor arrangement of materials contribute a lot to failure, even though most of the topics are repeated every year in one form or the other.

There are many familiar topics and a lot of options open to students, yet many fail woefully in English composition. Surely not everybody can attempt some of the topics even though they are repeated every year. There is need to consider the most suitable essays for low-grade students.

It is obvious that only those students who have written or attempted those familiar topics in class work and assignments find essay writing easier during examinations. Practice makes perfect.

TYPES AND CATEGORIES OF ESSAYS

1. Narrative essay

This may be a story or report of an event – fact or fiction in proper order

- i. How I spent the last weekend
- ii. A visit to the Pure Water packaging company
- iii. A visit to a baking factory
- iv. Activities of our debating club – dancing club
- v. “Mbe na Eghu” The tortoise and the goat
- vi. Why the tortoise is a slow walker.
- vii. My Industrial Training Program.

2. Descriptive essay

Can be an article for publication in a named newspaper or magazine:

- i. “Igba Nkwu Nwanyi in Igboland” Marriage tradition in Igboland.
- ii. A named annual festival in your community.
- iii. The Nigerian political system.
- iv. Ikwe Ezi ceremony in Mgbidi
- v. Farming in the United States of America
- vi. Farming in a rural Igbo village
- vii. The National Electric Power Authority (NEPA) has failed the people of Nigeria.
- viii. The need for national sovereign conference in Nigeria.
- ix. Sacrifice in Igbo Traditional Religion.
- x. How to wipe out corruption in Nigeria

3. Argumentative essay :

A debating exercise: (The aim is to convince the other party to accept our view)

- Standard of education has fallen in Nigeria
- Why Nigerian students fail English in WAEC.
- Co-education is better than separate schools for boys and girls
- Why Sharia – Moslem moral code of conduct - should not be allowed in Nigeria.
- Should Nigeria remain a single political entity?
- Should the security of the state be entrusted to ‘Bakassi boys?’
- Aids did not originate in Africa

4. Expository essay (to explain, expose, teach, make clear a concept to the ignorant, the uninformed.)

- i. Homeopathic medicine
- ii. Acupuncture
- iii. Aids
- iv. Polygamy in Africa
- v. “Nsi” - Poison in Igboland

- vi. New Yam festival in Igboland
- vii. Mmanwu – Okonko
- viii. The computer age.
- ix. The Internet
- x. Electronic Mail (e-mail)

Making Your Choice

What type of essay should one attempt?

There are a lot of choices. But surely not every student can attempt “high class” essays, for example, articles for publication in local or national newspapers and magazines. Only a few can reasonably attempt **argumentative or expository essays**. Perhaps only students who have taken part in debating clubs can attempt questions from that section.

Whatever the case may be, it is necessary to select a topic which one is familiar with and can reasonably handle, and to the point.

LETTER WRITING

From many options in essay writing, most students select “Letter Writing.” This is relatively easier than the rest – Descriptive, Argumentative, and Expository essays.

But whichever topic they choose, it is obvious that all the rules and guidelines in continuous writing should be observed.

Having learnt some new and common words and expressions as well as the correct use of punctuation marks, it is time to begin continuous writing exercises with simple **informal or unofficial letters**. Honestly speaking most students are not yet ready at this stage to engage in any serious essay writing or speech-making in a debating club.

It is wise to begin with **letter writing**. Informal letters are personal letters we write to our close relatives and friends. Students write letters regularly to their parents and guardians

requesting their school fees and other needs. Others write their friends in other schools and discuss their family and personal problems.

Regrettably most students, even those in tertiary institutions write poor personal letters. They have learnt some hackneyed (banal, dull, insipid, worn-out, boring) expressions from friends or even teachers. Students should be discouraged from using such expressions, which often appear in “market pamphlets or literature.”

They include expressions such as:

1. “How is your present condition of health which is very important to me? Hope fine. If so doxology.” OR
2. “Before I begin or before I continue this letter, let me first of all ask about your present condition of health which is the most important thing in life”

HELPING STUDENTS WRITE GOOD LETTERS

It might help a lot if the teacher begins by warning students to avoid those old expressions and ‘mannerisms’ which make their letters dull and uninteresting. Students should take note of important requirements in letter writing.

1. Setting up the margins

Some students often use un-ruled sheets of paper in letter writing. They begin from one end of the sheet of paper to the other. Letters written on papers without margin lines look untidy. Students must never forget to draw margin lines (usually one-inch) on the left side of their writing sheet. They should set the left margin before they begin writing

2. Paragraphing Some students fail to organise their thoughts in paragraphs. A paragraph should contain only one thought or message. A mixture of thoughts can make a letter boring and

uninteresting. A better organisation of thoughts in paragraphs can take the following pattern or model:

First paragraph – Opening

It is best to begin with a reference to a past letter written some time ago or one received. “Thank you for your last letter which I received a few days ago. It is a pity I have not had time to reply you. We have been so busy in school since we resumed two weeks ago. We are preparing for our inter-house sports. I hope you are not annoyed with me for not writing in time.”

Second paragraph

It is time to address the main topic, why one has decided to write at all. “I wish to thank you for sending my school fees and pocket money through your friend Mr. Nwankwo. Your letter and the money came just two days before the principal sent students who had not paid their fees home. I paid mine immediately and bought a few things I needed. I was so happy.

Third paragraph

There may be one or two other reasons for writing. Address the issues. They may include news about family, one who has wedded, one who died, someone apprehended by the Bakassi boys or the security agents and so on.

Fourth paragraph

This may be the proper place and time to ask about the “present condition of health,” business, family, friends and so on.

Ending

It is proper to end the letter with some pleasantries, including promises to write again, more often, or hope to hear from the person again and soon. With the expression of good wishes, the letter comes to end.

3. The Layout or Format

Some students ignore the traditional layout, arrangement or ‘technicalities’ in informal or personal letter writing. This must be re-visited by the teacher. The layout would include:

- (a) **Writer’s address** at the right hand side of the writing paper
- (b) **Salutation.** E.g. “My Dear John” “Dear Daddy” “My Dear Brother”
- (c) **Opening**
- (d) **Main body of the letter (1)**
- (e) **Body of the letter (2)**
- (f) **Closing.**

Yours sincerely

Nota bene

- i. No apostrophe before or after “Yours.”
- ii. No signature required
- iii. Only the first name or nickname should be written
- iv. “Your loving daughter” should appear in one single line.
- v. Your name should appear in another single line.

INFORMAL LETTER WRITING

1. Write a letter to your father requesting your school fees and other needs
2. Write a letter to your friend in another school, telling him or her about changes in your school since the beginning of the academic year.
3. Write a letter to your uncle informing him that you would like to spend your next vacation with his family at Lagos.

Format – Important Notes

1. **Correct full address and date** (no “Ditto” – or ‘the same’!)
2. **Salutation (Greeting)** – “My Dear Father” (or ‘Daddy’) My Dear Jane” “Dear Ngoo” (Nothing like My Dear Friend!)
3. **Opening** – Do not begin with questions! e.g. “How are you? Hope fine. If so doxology! Do not begin with asking about conditions of health “together with children etc. This will come last! Begin by referring to the last correspondence you had with the person. E.g. “Thank you for your last letter which I received last week...OR I am sorry I have not been able to write you since we re-opened this term...(Give reasons for your inability to write.) The **Opening** could include your main purpose of writing the letter, right away! “I am writing to let you know that mummy is sick and that we have taken her to hospital...”
4. **Main body** of the letter (a paragraph)
5. **Another body** of the letter (a paragraph)
6. **Pleasantries** (Greetings – those to greet and thank – small stories and questions, jokes, not serious matters etc
7. **Closing** – Express the wish to write again, to receive a reply, to visit, expect a visit etc.
8. **Subscript** – Your loving son, daughter. Yours sincerely etc (Your familiar of first name only) e.g. Peter, Ngozi, Chiichii.

An example of “Informal Letter: “

Write a letter to your friend in another school, or your brother studying overseas telling him about some changes that have taken place in your school since the beginning of the academic year.

Holy Rosary School
P.O. Box 23
Isieke – Mbanu
Imo State
23.04.2001

My Dear Cynthia

Thank you for your last letter, which I received a few days ago. I am happy to hear that your school has reopened for the new academic year and that you are doing well in school. We reopened on the 24th of May 2000 and a lot of reorganisation is taking place in our school now. This is why I am writing you today, to let you know about many changes that have taken place in our school so far.

Our school has a new principal now. He is a Catholic priest and also takes care of St. Joseph's Catholic Church Mgbidi. Since he took over from the former principal – Mr. Ignatius Obinna, a lot of changes have taken place.

Our school now wears a new look. Our school compound is now clean as the Reverend Father does not tolerate any filthy environment. It is impossible now to see any heaps of rubbish on our school compound. The new principal bought dustbins for each class and directs that students should put all rubbish into the dustbins and not on the ground or floor. All the bushes surrounding our school have been cleared and everybody is happy with the development.

Cynthia, you may not believe it, but it is true. Our new principal is a no-nonsense man. He does not tolerate late coming to school. He insists that classes must begin exactly at 8.00 a.m. Students and teachers are struggling to be in time. To check late-coming, the principal without any waste of time built a large gate at the entrance to our school compound. Sometimes latecomers are locked out. But now only few students come late to school.

Most of our teachers are now serious with their lessons as the new principal has sacked five teachers who were not performing well. He employed new ones who are now teaching us very well. Students are happy that our teachers are teaching us well now, much better than in the past. Many students from other schools are coming everyday to look for admission into our school.

On the area of games and sports, the new principal promised to reconstruct the football field for us. Both boys and girls will participate in football game now. He promised to build also basketball pitch, volleyball pitch, and badminton field for us. He wants everybody to participate in every type of physical exercise. The principal says that we shall organise inter-house sports this year. We will invite our parents and guardians as well as friends from other schools.

In fact, Cynthia, if I continue to tell you about new developments in our school since the new principal took over, I will need to write many more pages. I am happy to let you know that I study hard now because everybody is making big effort. Nobody wants to be left behind. I rarely get chance these days. We are given homework and other assignments almost everyday.

Before I end this letter, I would like to know how you are doing in school. Are there any significant changes in your school? I will be glad to hear from you soon. Kindly extend my greetings to Joy and Maureen. I hope to visit you during the holidays.

I wish you God's blessing and guidance.

Yours sincerely

Ngozi

FORMAL LETTER - OFFICIAL LETTER

LAYOUT

- Full address of writer at the right hand side
- Name or title and full address of the official
- Salutation – e.g. (Dear) Sir,
- Title of the official letter
- Body
- Closing – Yours faithfully
- Signature, followed by name in full.

Some suggested titles:

- (a) **Application for the post of typist.**
- (b) **Menace of armed robbers in our community.** (Letter to the Divisional police officer – D.P.O)
- (c) **Poor state of roads in Imo State** (to the Minister of roads and transport).
- (d) **Erosion menace in Mgbidi.** (to the Local Government Chairman – Oru West LGA).
- (e) **Poor state of schools in Imo State.** (to Minister of Education).
- (f) **Poor postal services in Nigeria.** (to the Post Master General).
- (g) **Increase in price of petroleum products.** (Addressed to the Minister of Mines and Power.) The title of the letter must be underlined.

- Opening
- Main Body (I)
- Main Body (II)
- Closing: Yours faithfully – Signature – (name of writer) - John Amadi (full name)

Simple Official letters addressed to:

The Senior Prefect of the School or Teacher or Principal excusing oneself from work or school.

Letter to the president of your sports club complaining about poor management of funds by the financial secretary.

Letter to the president of your debating society suggesting new topics for debate next session.

Letter to the labour prefect complaining about poor dirty environment in your school.

Letter to the school librarian complaining about of lack of books in your school library.

Letter to the chairman of the Parents and Teachers Association of your school complaining about the students' bad behaviour towards their teachers.

An example of an official letter [1]

St. Joseph's Secondary School,
P.O. Box 195 Mgbidi,
Oru West LGA

The Manager,
United Postal Services (UPS)
No 10 Owerri – Onitsha Road, Mgbidi
Oru West LGA.

April 2, 2003

Sir,

Application for the Post of Typist.

I wish to apply for the post of typist in your company as advertised in the *Vanguard* of 24th October, 2000. I am a girl of 21 years old and a past student of St Joseph's Commercial Institute Mgbidi in Oru West Local Government Area of Imo State.

I sat for the National Business and Technical Examination Board – NABTEB – exams in 1998 and obtained three 'Alphas' in Typewriting, Office Practice, and Economics. I got "Credit" in English Language, Mathematics, Commerce, Accounts, and Social Studies. I can type about 85 WPM and was the best student in typing in our class. I also sat for GCE and got two Alphas, five credits, and two passes.

As for my character and other qualities, my principal, form mistress, and other teachers in my school can provide further useful information. I was class prefect for three years in our school. I was also the president of our debating society and helped to arrange debates with other schools. During the end-of-year or send-off party organised for the members of our class I got prize as the best student of the year. That prize speaks for itself, since I was known to be very obedient, punctual, honest, hardworking, clean, and humble.

I enclose copies of the Statement of my NABTEB and G.C.E results, as well as my school testimonial, and the certificate of “The Best Student” of the year. More information about me and other necessary credentials can be obtained from the school authorities of St Joseph’s Commercial Institute.

I hope to receive a favourable reply from you as I promise to put in my best in your company if employed.

Yours faithfully
(Signature)
Maria Obioha

An Official Letter [2]

No 5 Iweka Road
P.O. Box 75 Onitsha
March 25th 2006

The Manager
CGG & Co. Plc
No 87 Onitsha/Owerri Road, Mgbidi
Oru West L.G.A

Sir,

Letter of Resignation

I wish to let you know that as a result of the incidents of the last few days, I am no more in the mood to continue working in your office. I wish to resign today. I am unable to accept the conditions you have put forward to me. It is a pity that these conditions were not made clear to me right from the day I began to work in your office.

I am unable to accept three responsibilities at the same time, namely that of your clerk, typist, and messenger. Remember, too that you did not make it clear to me before the man who brought me that on top of the above responsibilities that I would also be serving the barrister who shares the same office with you. All these extra responsibilities are presumed to be undertaken at the meagre monthly salary of one thousand naira (N1000).

I am ready to forgo any salary or remuneration due to me since I began work in your office, provided I retained my peace of mind. I have already informed the man who brought me to your office.

Thanks.

Yours sincerely
(Signature)
Dorothy Ngoka

ESSAY WRITING – SOME PAST QUESTIONS

These and other similar topics appear regularly in WASSC, NECO, GCE, JAMB, and NATEB examinations. Teachers should discuss the topics with students in class as part of the remote or proximate preparations for these examinations. Students should as well attempt these essays and send them to their teachers for correction.

1. A nagging problem in your family has so far defied all solutions. Write a letter to an uncle of yours stating what the problem is and giving reasons why he should intervene.
2. Your younger sister in S.S. II has written for your advice on what subjects she should study for the S.S.C. Examination. As someone who knows her ability in the different subjects, write a letter to her giving advice on why she should choose certain subjects rather than others.
3. A friend of yours has written to you asking about some of the changes noticeable in the educational sector since the new government took over. Write a reply to this letter, describing these changes and showing how far they have affected school programmes in your area.
4. There have been several incidents of armed robbery in your area giving rise to insecurity of lives and property. Write a letter to the Divisional Police Officer complaining about this

social malady and giving suggestions as to what can be done to arrest the situation.

5. Write a letter to the Director of the Environmental Protection Agency in your country complaining about the environmental pollution of your area and requesting that urgent action be taken to improve the situation.
 6. Write an article for publication in your school magazine on the topic: "Why I should be..." Choose an occupation or career and give at least **three** reasons it appeals to you.
 7. There has been an outbreak of an epidemic in your area. Write an article for publication in a health magazine stating the causes and effects, and suggesting what should be done in order to check it.
 8. Write an article to be published in one of the national newspapers on "The problems of health care services in my village or town".
 9. Write an article suitable for publication in a national magazine describing an annual festival in your community.
 10. During the last holidays, you went to your village. You accompanied your uncle to the bush for a hunting expedition. It was tiring but exciting and rewarding. Write an account of the exciting hunting expedition.
 11. You were an eye-witness to a fight in your dormitory to which a junior student was given a black eye and the principal had threatened to expel all the boarders unless the facts of the matter were made known to him. Write a letter to the principal stating what actually happened.
 12. Write a report to be presented at a seminar organised by the Ministry of Education in your State on the topic: "How to make Business and Technical Education more attractive."
 13. Write a story ending with the words: "Indeed, it was a blessing in disguise."
 14. You are a speaker in an inter-school debate on the topic: "It is better to attend a school near your home than one outside your neighbourhood." Write your speech for **or** against the proposition.
-

15. The topic of debate organised by the Directorate for Mass Mobilisation for senior secondary schools is: The open ballot system is better than the secret ballot system for Nigeria. Write your contribution for or against the motion.
 16. Recently, there was a rainstorm which caused a lot of damage in your locality. Write an article for publication in your school magazine, describing the rainstorm, the damage caused and its effects on the people
-

WHAT EXAMINERS LOOK OUT FOR IN ESSAY WRITING

English composition has a **purpose**. It is designed to test a candidate's ability to use English as an effective means of communication in given situations i.e. the candidate's to express himself with clarity and coherence in a manner appropriate to the audience, purpose, topic and situation.

The paper aims to present topics covering a wide variety of writing skills; such as, for example, argument, narration, exposition, description, and possibly imaginative writing. Topics are carefully selected to fall within candidate's experience or knowledge acquired either first hand, through his native language or second hand, through his reading. Worthless introductions and digressions can render a topic irrelevant.

The merit of a piece of writing must be judged in terms of the writer's success in achieving his purpose, be it to entertain, instruct, inform, admonish or persuade.

1. **Content or Subject matter** - Subject matter: amount of fact narrated - richness, depth of materials presented or described.

2. **Presentation or organisation :**

How you try to make the topic interesting and impressive to the examiner. Method adopted – step by step presentation – what comes first, second – sequence of events.

3. **Expression:** The positive qualities to be looked for under expression include:-

- (a) Clarity and general appropriateness of style (including, for example, range and aptness of vocabulary);
- (b) Effective arrangement and variation of sentence structure;
- (c) Judicious and imaginative use of figurative language;
Expression is usually enriched by the amount of **idioms** and **figures of speech** used (in Igbo 'ilulu'). Chinua Achebe says in 'Things Fall Apart' that proverb is like oil used in eating roasted yams.
- (d) Appropriate words, collocations and sentence types.
- (e) Skilful and sophisticated use of punctuation.

4. Mechanical Accuracy:

The main categories of error which the examiner looks out for include:

- (a) Undeniable errors in grammatical structure;
- (b) Punctuation errors;
- (c) Spelling errors

Some of the **undeniable grammatical errors** under this section include the following: wrong tense, wrong tense sequence, misuse of modal operators (may/might/can/could, etc.), misuse or omission of articles, confusion between countable and uncountable nouns; wrong prepositions, misuse of relatives, subordinators, conjunctions; errors of concord, active for passive, and vice versa, intransitive for intransitive and vice versa.

Punctuation Errors

The following **punctuation errors** should be taken note of:

1. Each full stop, question mark or exclamation mark omitted or wrongly used; the misuse or omission of quotation marks; (errors at the beginning and end of a quotation count as one error; both single and double quotation marks are accepted, but consistency is to be demanded.

2. Insertion of comma between adjective and noun, or verb and adverb, omission of comma used to separate items in a list of words, phrases, or clauses.
3. The use of a small letter for the personal pronoun 'I'; the use of a small letter at the beginning of a proper noun or sentence.
4. Abbreviations: Initial letters: In conformity with modern practice, forms with or without the full-stop should be accepted, e.g. O.A.U. or OAU. W.A.E.C. or WAEC, NECO OR N.E.C.O.

Spelling Errors:

Each spelling mistake must be punished; repetition of the same spelling error should be ignored. American spelling, if consistent, should be accepted.

Some Past Questions

Question 1

Your younger sister in S.S. II has written for your advice on what subjects she should study for the S.S.C. Examination. As someone who knows her ability in the different subjects, write a letter to her giving advice on why she should choose certain subjects rather than others.

1. Requirements

The requirements here are straightforward:

- (i) Write a letter
- (ii) The audience is the candidate's sister
- (iii) The purpose is to get advice or directives from one, who is in the position to offer them.

2. Content

As an outline of possible ideas has been given, credit is reserved for the candidate who develops these ideas effectively and who introduces his own ideas. The information expected here simply is a help in the choice of subjects that would lead to a useful career.

3. Presentation

There is not much that can go wrong here in presentation, except that logical presentation and good paragraph structure are expected. There may be need to state subject areas, and why some subjects should be preferred to others.

This is a personal letter and some formalities have to be complied with. A format is demanded, which is accepted in such letters i.e. address, and date, salutation – preferably ‘Dear’ and a term of endearment like ‘My Dear...’

Subscript – Your loving brother or sister, and a signature – first name only. Other possibilities are Yours, and sincerely Yours, followed by first name or nickname, and no surname.

4. Expression

This is a personal letter to a friend and the natural thing to expect is endearment and familiarity, which should be reflected in the choice of vocabulary and sentence types in which the candidate should be rewarded. Sentences may be long but there is great advantage if they are controlled. Students should write short sentences to avoid punishment for poor expression and grammatical mistakes.

Question 2

There have been several incidents of armed robbery in your area giving rise to insecurity of lives and property. Write a letter to the Divisional Police Officer complaining about this social malady and giving suggestions as to what can be done to arrest the situation.

This is another letter, but of a different kind. It is an official letter meant for the Divisional Police Officer.

Requirements

The requirements are different from those of the previous letter. The candidate is required to:

- (i) Write a letter.
 - (ii) The audience is the Divisional Police Officer and possibly any other Chairman of a Security Organisation.
-

- (iii) The purpose is to complain about the menace of armed robbers and suggest ways of arresting the situation.

Content

The candidate is required to decry the incidents of armed robbery in his area and should be able to enumerate such incidents and high risk to lives and property involved. It is expected that at least three such incidents should be discussed, giving strong reasons why the attention of security agents is urgently required.

There should be a preamble in which the candidate establishes the right atmosphere in which insecurity should be a cause for great concern, for example the number of people killed by armed robbers or property lost; how people are deserting the village or town etc. The he should be able to suggest what should be done.

The mark obtained here should reflect the candidate's ability to show damages done to the community and people and the consequences of further delay for action on the part of the security officials.

Organisation

An official letter format is mandatory here with an address, date, Dear Sir, or simply Sir, title, Yours faithfully, full name, address of the correspondent.

A logical arrangement of the required information has been provided and most candidates will follow it. Credit will be reserved for good paragraphing, development and linking. There must however be an introduction, argument and conclusion in a logical sequence for the letter to have the desired effect.

Expression

As this is an official letter a clear and unambiguous language is required. The candidate may be personally involved and personal feelings should reflect those of the community in general.

The choice of vocabulary should indicate great concern for lives and property and the effects of armed robbery on the nation at

large. Examiners are concerned here with clarity of thought shown in the use of correct sentence structure and the choice of the appropriate Lexis.

Question 3 - Write an article for publication in a national daily or magazine discussing the poor sanitary condition in your town or village

Content

The candidate is required to write an article discussing the poor sanitary condition in his town or village. This is what most students will do, but credit should be given to the student, who in the discussion suggests what can be done to improve the situation. The candidate who concludes by asking the authorities to do something about the situation may also get more marks.

There should an introduction, followed by, at least, three areas of poor sanitary condition – refuse dumps, gutters, toilets etc, described, and the extent indicated. A conclusion should follow.

Organisation

This is an article and not a letter to the editor. Examiner will take paragraphing and a logical presentation of ideas into account in the award of marks.

Expression

A simple expository prose is expected in this essay. Vocabulary must be chosen for its aptness of collocation and the justice they do in creating the right kind of atmosphere.

ARGUMENTATIVE ESSAY [1]

Why educational standard has fallen in Nigerian schools.

If we take a close look at our schools and universities nowadays, we can see that our educational standard is really falling. Let us consider our secondary schools. In the past a student must secure a

minimum average mark of 50% before he or she could be promoted to a new class. But today students are promoted to new classes whether they sit for class or promotion exams or not. Why is there laxity in educational administration today in our school? Why are teachers and students not showing interest and enthusiasm in schoolwork today? Many factors contribute to this ugly situation. Let us examine them and see what could be done to stop the falling standard of education in our schools today.

Indiscipline among students is the head that carries the ear in the falling standard of education in Nigeria. Some students are not disciplined right from their families since charity begins at home. Some parents are not literate and therefore are not capable of giving their children sound home education, which is an essential ingredient in the formal school education and training.

Unqualified teachers create problems for students. Teachers nowadays use money to solve every problem. Because they are not qualified to teach, they offer bribe to education authorities that employ a lot of half-baked teachers. Those of them who attended colleges of education can never be trusted with their certificates. When they come to teach, the type of English they speak will frighten any literate person who listens to them. What are the consequences of such a tragedy? They are many. The blind fellow cannot lead the blind, as both would fall into a ditch. Students can't afford it without qualified teachers.

Strike or industrial action is another snag in our educational system. When teachers are not paid, they go on strike and some students usually take to one type of business or the other when they get bored at home. That is one of the reasons why many Nigerian youths today prefer business to education. When some stay at home for long without going to school or doing anything, they embark on crimes, because an idle mind is the devil's workshop. Some male students join armed gangs while girls take to prostitution and other juvenile delinquencies. What effects this situation would have on our educational system and on society at large can be within anybody's guess.

Good library and laboratory equipment play important role in academic performance of students. We know that a school without good library and laboratory is like soup without salt. How can students in such a school succeed? Surely lack of educational equipment, resource materials, and good learning environment affect the standard of education in our schools.

Bribery and corruption is a canker worm in our educational system. In our universities today, if you are not born with a silver spoon in your mouth, it means you must suffer the whole of your life in Nigeria. Many lecturers in our higher institutions of learning sell handout or notes to their students simply to make money. If a student has no big money he or she will not pass any exam. Those who have no money at all will have to succumb to immoral demands of the lecturers before they succeed in their exams. Worse still most students do not care to learn any more. They depend on the goodwill of their teachers as well as on “EXPO.”

These are the things that bring about falling standard of performance in Nigerian schools and universities. Solutions to these problems are not far-fetched. Government and school authorities must provide healthy learning environment to help students learn and pass their exams. Qualified teachers must be provided and never those who carry large certificates and are never better than students they are employed to teach.

To avoid wasted months, weeks and days caused by industrial action by teachers who want their salaries raised or the so-called “minimum wage” benefits implemented, school authorities and government should be advised to settle such matters once and for all. Only people who do not care about the future of the younger generation embark on endless strikes. So many talents are wasted as many bright students lose their opportunities to learn and get jobs. They should be motivated to learn, as most of these students may become the leaders of tomorrow.

(Chizoba Madunacho – Ex-student)

Choosing Candidates for Public Offices in Nigeria - Need for a Revolution! (By Chidi Akukwe)

If we can find some five men in Nigeria who are truly qualified for the job of leading this nation, why then do we continue recycling the old brigades? Why 'reuse' them? Why treat the already used commodities, namely the 'old' politicians so that further use is possible? Why should some old names that sound distasteful continue to re-surface in the Nigerian political scene when there are too many new faces to consider?

If the old faces, some former army generals, former commissioners of police, former customs officials – turned politicians, and multi-billionaires who rose to power through money politics are no more beautiful, why don't we try the younger and more handsome or beautiful ones – experienced or fresh from school of international and strategic studies? Should the era or tradition of recycling business in Nigerian politics not come to an end?

People that have tasted pills of oppressive governments, poor management of their economy, scandalous embezzlement of public funds, callous display of affluence in communities bedridden with poverty, and arrogant abuse of political power, must hunger for a change of faces of those politicians who have never cared for their welfare. Why should the people not rise, in peaceful demonstration against forces that had left them in perpetual servitude and agony?

Revolution involves change for the better and 'experimenting' on other possible choices. Some risks may be taken, but, no doubt they are often worth the trouble. Oppressed people should in anger or suppressed emotions outline the qualities of future leaders they need. Their protests should manifest their frustrations, boredom with the antics of old politicians and political parties that promise economic boom and soon after replace their goals with economic doom. Rhetoric aside, new politicians who

wish to take up reigns of power and make a change must be the leaders of the revolution, and must be ready to deliver the products with some convincing and transparent lifestyle, right from the beginning of the revolution. It must be crystal clear that the new breed politicians are the men-of-the-people and not wolves in sheep's clothing.

While other developing and developed nations go for the best, Nigerians go for the absurd. In politics for example, names of virtuous, best-qualified, honest, hardworking Nigerians – great professors and professionals, experienced and well-lettered politicians, great economists are never mentioned as possible presidential or gubernatorial candidates or even worthy of minor ministerial posts. They are never employed as 'advisers' to political and even ecclesiastical ministers. Mediocre and non-professionals are preferred for important jobs. Woe to you if you ever suggest the name of any professor, honest and veteran politicians to run for an important post. No! They will fail. Unlettered and inexperienced candidates will surely humiliate and disgrace the best qualified ones at the polls. A contractor with only a Primary School Leaving Certificate will disgrace our learned professor who attended the London School of Economics or International School of Strategic Studies.

Yes in Nigeria! The winner must be well connected. He must have many godfathers to speak on his behalf. His party affiliation may play a major role in his selection. Naturally his religion must count. From the shortest list of possible candidates for the high education office, the winner that eventually emerges may be the last in the row of some possible candidates!

CHAPTER SEVEN

COMPREHENSION AND SUMMARY [EXERCISES]

This is the most difficult and most frustrating part of English language for most Nigerian students. Only a few ‘brave’ ones hurriedly attempt questions on **Summary and Comprehension**. They spend most of their time on **Essay Writing and Lexis and Structure**. No wonder many fail English, as this most ‘expensive’ part of the examination is often neglected by both teachers and students in class work or in revision exercises.

We reproduce some past questions in Comprehension and Summary and encourage teachers and students to attempt the questions. More exercises should be done in class to familiarise students with these ‘tedious’ passages, which they cannot skip if they seriously hope to secure a comfortable credit in English language. A familiar passage is set. Students are expected to read and show the understanding, comprehension of set texts by answering the questions, which follow. Knowledge and meanings of words, including antonyms and synonyms may also be required. This is a test not only in understanding and “comprehending,” but also a test in the ability of the student to re-tell the “story” in a few words. The student is expected to recognise what materials are very important and which ones are less important. The student must be brief and avoid verbosity – using too many words to describe a simple matter.

COMPREHENSION – ONE

Read the following passage carefully and then answer the questions on it. The death last month of Chief Dende has opened my eyes. Throughout his life, we were very close friends. We grew up together, attended the same primary and secondary schools, and joined the civil service the same day. Although we benefited from

different in-service training programmes and at different times during our respective careers, we were never too distant from each other. And we were installed chiefs the same day. Above all, his wife Adamma, and mine have been good friends over the years. All these years, I believed that my friend kept no secret from me. I could, and did occasionally, defend his integrity. Anywhere people discussed him in my hearing, I was ready to take up his case vehemently. Predictably, people stopped discussing him any time I was around. I had assumed, erroneously as it turned out, that people had stopped discussing him because they were sufficiently educated and sincerely convinced about his integrity. Happenings have since shattered that assumption. The first shock came a day after his death. The major national newspaper carried his obituary, as advertised by ‘his wife Ngozi Dende, and her three children.’ If the timing of the advertisement, a day after the event was strange, particularly more puzzling was the advertiser. All my life, I had known only Adamma as his wife and her five children. Besides, the names of ‘his’ three children in the advertisement were entirely different from those of his five children by Adamma. Before I recovered from the first shock, the next bombshell fell. Members of the Apata Fraternity, a most dreaded secret cult, which Dende and I had had despised while he lived, announced in the dailies that they had the exclusive right to bury their ‘departed colleague’. The announcement warned all uninitiated persons to keep off ‘in their own interest.’ And so it was that members of the fraternity, supporting their claim with a hand-written will by Dende, collecting his body from the hospital, performed the last rites on him and buried him in their sacred grove. I have learnt, and I am still learning. I have reached the unpleasant conclusion that his critics were most probably right after all.

-
- (a) Why was the writer always defending Chief Dende?
 - (b) Why was the writer puzzled about the advertisement by Ngozi Dende?
 - (c) Why was he also surprised about the advertisement by the Apata fraternity?

- (d) What lesson can we learn from this passage?
- (e) *The next bombshell fell.*
- (i) What figure of speech is the above expression?
- (ii) What is its meaning?
- (f) ... *that his critics were most probably right after all*
- (i) What grammatical name is given to the above expression?
- (ii) What is its function in the sentence?
- (g) For each of the following words, find another word or phrase that means the same and can replace it as used in the passage:
- (I) Careers;
- (ii) Integrity;
- (iii) Vehemently;
- (iv) Erroneously;
- (v) Shattered;
- (vi) Exclusive;

COMPREHENSION – TWO

Read the following passage carefully and answer the question on it.

Years after he had left home for capital, first as a student and later as a struggling businessman, Oliha returned to his village, having much informed of his Father's failing health. He was amazed that not much has changed since he left as a youth. Every experience shocked him: the coloured water with a strong taste; the electricity and so on. As he went to bed late in the evening, after a meeting with his younger brothers on how he would pay his own share of their father's medical expenses, he prayed for early arrival of the morning. He decided to leave early and put the trying experience behind him.

But morning brought him the greatest shock of his life. Informed by his niece that there was a bucket of water for him in the bath, he hurried down there, half-dressed, holding a towel. The bathroom, located by the side of the building, was an improvised

rectangular enclosure made of palm fronds. Hissing to himself, he went in and used his clothes and large towel to cover some openings in the enclosure. He started bathing. Then it happened. With every inch of his body thoroughly covered with soap later, hardly able to open his eyes, he heard someone removing his clothes and towel. With the corner of his half-opened eyes, he saw a man making away with the clothes and towel. Hardly giving the matter a thought, naked except for the covering of soap later, he ran out and gave the thief a hot chase.

As he ran after the thief, he heard everyone shouting, “The lunatic has broken loose again!” Men, women, children all ran away, seeking refuge in their homes, slamming their doors. By the time he realised what was happening, daring men were after him. Just as Oliha was about to beat a retreat, he was held by strong muscular men who overpowered him and carried him to the quarters of the village’s foremost occult healer who alone knew how to cure lunatics.

- (a) Why did Oliha return to the village
- (b) Mention **two** basic facilities lacking in the village
- (c) What was the subject of the meeting which Oliha held with his younger brothers?
- (d) Why was it possible for the thief to remove the clothes without Oliha stopping him?
- (e)
 - (i) Why was Oliha taken to occult healer rather than to his father’s home?
 - (ii) What is the irony of the entire event in the passage?
- (f) ... *who alone knew how to cure lunatics*.
 - (i) What is the grammatical name given to the above expression?
 - (ii) What is its function in the sentence?
- (g) *the early arrival of morning*.
 - (i) What figure of speech is the above expression?
 - (ii) Why do you consider it so?

- (h) For each of the following words, find another word or phrase that means the same and can replace it as used in the passage.
- (i) Shocked
 - (ii) Trying
 - (iii) Thoroughly
 - (iv) Refuge
 - (v) Foremost

COMPREHENSION - THREE

Read the following passage carefully and answer the questions on it.

It seemed that Joe had just about had it with his wife of three years. He no longer thought her attractive or interesting: he considered her a poor housekeeper who was overweight, someone he no longer wanted to live with. Joe was so upset that he finally decided on divorce. But before he served her the papers, he made an appointment with a psychologist for the specific purpose of finding out how to make life as difficult as possible for his wife.

The psychologist listened to Joe's story and then gave his advice: "Well, Joe, I think I've got the perfect solution for you. From tonight when you get home, I want you to start treating your wife as if she were a goddess. That's right, a goddess. I want you to change your attitude towards her completely. Start doing everything in your power to please her. Listen intently to her when she talks about her problems, help around the house, take her out to dinner on weekends. I want you to pretend that she's a goddess. Then after two months of this wonderful behaviour, just pack your bags and leave her. That should get to her!"

Joe thought it was a tremendous idea. That night he started treating his wife as if she were a goddess. He couldn't wait to do things for her. He brought her breakfast in bed and had flowers delivered to her for no apparent reason. They read books to each other at night and Joe listened to her as never before. It was

incredible what Joe was doing for his wife. He kept it up for the two full months. After the allotted time, the psychologist gave Joe a call at home. “Joe”, he asked, “How’s it going? Did you file for divorce? Are you a happy bachelor once again?” “Divorce?” asked Joe in surprise. “You must be kidding! I’m married to a goddess. I’ve never been happier in my life. I’d never leave my wife in a million years. In fact, I’m discovering new, wonderful things about her every single day. Divorce? Not on your life!” The psychologist hung up wearing a knowing smile.

- (a) Why did Joe consult the psychologist?
- (b) What did Joe think he would achieve by following the psychologist’s advice?
- (c) What is ironical about Joe’s answer to the psychologist’s question towards the end of the passage?
- (d) From this episode, what do you think had really been wrong with Joe’s marriage?
- (e) “...it was a tremendous idea.”
 - (1) What grammatical name is given to this expression as it is used in the passage?
 - (2) What is its function in the sentence?
- (f) “I’d never leave my wife in a million years”.
What figure of speech is contained in the sentence above?
- (g) Why do you think the psychologist “wore a knowing smile”?
- (h) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage.
 - (i) Attractive:
 - (ii) Upset
 - (iii) Solution;
 - (iv) Wonderful
 - (v) Apparent;
 - (vi) Allotted.

COMPREHNSION – FOUR

Read the following passage carefully and answer the questions on it.

I vividly remember that Thursday morning, some twenty – two years ago, when I was operated upon to have an abnormality corrected. For months, the doctors had combated the ailment with drugs of various kinds, many of which sent me on long excursions into slumberland. Yet the ailment had seemed to defy all medical entreaties. They made it clear that only a surgical operation held any hope, otherwise the downward trend was sure to continue until the inevitable quiet end. So, they sought my consent which I promptly gave, stating that at my age I was old enough to accept any eventuality.

For days, I was gradually prepared for the great event. I took various drugs to build me up physically, and I was encouraged to eat well. Besides, a clergyman came regularly to talk to, and pray for me. He assured me that I would sail through the operation safely as God, the greatest of surgeons, would join the medical team. Gradually I steeled myself to face the exercise.

Then the day came. My wife came very early into the ward, looking as if she bore the burdens of all the world. I told her to be a good girl and cheer up. But all my jokes fell flat. So, when a senior nursing sister came and told my wife to go and buy one of the drugs needed, I was somehow relieved. Moments later, my eldest son came, and I told him to brace up for any eventuality. I said I was proud of his achievements as a young engineer, and of his immediate younger brother as a pharmacist. So, if the end should come, they should both rise to the occasion and steer their other brother and sister to good careers. I had not quite concluded when the stretcher was wheeled in and I was helped on to it.

As the journey to the theatre commenced, with my son by my side, I held his hand firmly and smiled. This was the only way I could reassure him that all was going to be well. The stretcher moved on. Then, suddenly, I saw my wife hurrying to catch up with us. As she came along, I told the ward attendants to slow

down so that she could catch up with us. I took her hand and put it in my son's. Apparently, this gesture disturbed rather than strengthened her. She burst into tears. Before I could say anything else, to mother and son, the theatre doors were flung open; and the stretcher was wheeled in.

What did the surgeons seek from the patient?

In what two major ways was the man prepared for the operation?

What do the man's words to his eldest son suggest about his state of mind?

What message did the man intend to convey to his wife by putting her hand in his son's?

What was his wife's reaction?

"Before I could say anything else"

What grammatical name is given to this expression as it is used in the passage?

What is its function in the sentence?

"...the inevitable quiet end."

What figure of speech is used in the expression above?

What does it mean?

How do you know that the patient survived the operation?

For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage. **Combated; Entreaties; Eventuality Steeled; Steer Gesture.**

COMPREHENSION FIVE

Read the following passages carefully and answer the questions that follow.

If present trends continue, the world would face a major crisis by the end of this century: insufficient cheap, convenient energy. For without such energy, industrial production will fall, agricultural output will drop, transport will be restricted and

standard of living in developed countries will plummet. At present, almost all our energy comes from *fossil fuels*. The earth's reserves of *fossil fuels* have been formed from organic matter subjected to enormous heat and pressure for millions of years. But such reserves are finite. Because power demand is increasing very rapidly, *fossil fuels* will be exhausted within a relatively short time. We can estimate the amount of recoverable fuel under the surface of the earth and we know the rate at which it is being extracted. Fairly simple calculations can therefore determine its remaining life. If present trends continue, gas and oil reserves will be exhausted by the middle of the 21st century-about 70 years from now. Similar estimates for coal and wood reserves suggest a projected supply of 250-300 years. Of course, long before *fossil fuels* are exhausted, demand will greatly exceed supply.

For too many years, the world has consumed *fossil fuels* with little thought for the future. In fact, world energy consumption increased almost 100% between 1900 and 1965 and it is projected to increase by another 450% between 1965 and the year 2000. Crude oil has been pumped out of the ground for about 100 years, but over half of it has been consumed in the past 18 years. Coal has been mined for over 800 years, but over a half of it has been extracted in the past 37 years. In sum, most of the world's consumption of energy from *fossil fuels* throughout history, has taken place within living memory.

From the writer's description of the world energy situation, we may conclude that:

1. developing nations will soon experience poverty
2. demand for recoverable fuel will plummet
3. consumption has not affected production
4. decline has not affected demand

The writer seems to suggest that developed nations should

1. always calculate a fossil fuel's remaining life
2. reduce industrial and agricultural production
3. reduce dependence on fossil fuels
4. review industrial dependence on energy.

The writer warns that the world could

1. lose all its oil reserves in a matter of years
2. face energy crisis soon if production is not stepped up
3. experience scarcity and low energy price soon
4. face low energy supply and poor agricultural output.

The expression, standard of living in developed countries will plummet, means:

1. the economy of rich nations will stagnate
2. economic life will improve in rich nations
3. purchasing power will decline sharply in rich nations
4. people in developed nations will experience boom.

Fossil fuels as used in the passage include

1. wood, kerosene and natural gas
2. oil, coal and natural gas
3. lignite, butane and charcoal
4. wood, coal and oil.

COMPREHENSION SIX

In many places in the world today, the poor are getting poorer while the rich are getting richer, and the programmes of development planning and foreign aid appear to be unable to reverse this trend. Nearly all the developing countries have a modern sector, where the patterns of living and working are similar to those in developed countries. But they also have a non-modern sector, where the patterns of living and working are not only unsatisfactory, but in many cases are even getting worse.

What is the typical condition of the poor in developing countries? Their work opportunities are so limited that they cannot *work their way out of their situation*. They are underemployed, or totally unemployed; when they do find occasional work, their productivity is extremely low. Some of them have land, but often too little land. Many have no land, and no prospect of ever getting any. There is no hope for them in the rural areas and so, they drift into the big cities. But there is no work for them in the big cities either-and of course no housing. All the same, they flock into the cities because their chances of finding some work appear to be

greater there than in the villages- where they are nil. Rural unemployment, then, produces mass-migration into the cities; rural unemployment becomes urban unemployment.

The problem can be stated quite simply: what can be done to promote economic growth outside the big cities, in the small towns and villages, which still contain 80 to 90% of the total population? The primary need is workspaces, literally millions of workspaces.

The expression 'work their way out of their situation' means

1. walk from one village to another
2. migrate from village to city
3. work their way out of their village
4. change their circumstances.

Where are the rich getting richer and the poor poorer?

1. In nearly all developing countries.
2. In a majority of countries in the world.
3. In developing countries with modern sectors.
4. In countries with non-modern sectors. Underemployment among the villagers refers to
 1. lack of sufficient land for everyone
 2. low productivity when working
 3. fewer people for many jobs
 4. more people for fewer jobs.

The gap between the rich and the poor widens because there

1. are no jobs in the rural areas
2. are no employment opportunities in the city
3. is no work in the village and the city
4. is low growth rate in productivity.

Migration to the city among villagers is caused by

1. attractions of the city
2. low productivity in the village
3. inadequate opportunities in the village
4. shortage of land for cultivation.

SUMMARY – ONE

Read the following passage carefully and answer the question on it.

The history of warfare reveals that man has come a long way. In the beginning man contented himself with simple hand-hurled missiles. Man threw the stone at other animals and, in warfare, at his enemies. Destruction was minimal, as this was determined by the size and roughness of the stone and the energy of the thrower. Even when man later invented the catapult, destruction was only slightly higher. The primitive catapult was made out of a tough rope at one end of which was tied a big stone. Its most limiting factor was that such a missile, no matter how strong the force behind it, could kill only one person at a time.

Things were relatively easier for the assailant with the invention of the bow and arrow. For the first time, man utilised very little strength to bring down his enemy, even at a fairly distant position. The size of the bow, the elasticity of its string, and the sharpness of the arrow, much more than the crude energy of the thrower, determined how far and fast the arrow travelled. The weapon became even more significant when man later learnt to fix a sharp metal to the tip of the arrow. And when that metal was dyed in highly lethal position, it became even more effective in killing a man.

With the coming of metal, farm implements were developed. But man soon turned some of these, especially the machete, into weapons of combat. The sword is thus a very close cousin of the machete. Used in combat, the sword, especially when carried by a very skilful fighter on a horse, could wreak far more havoc than the bow and arrow. It is hence understandable that the foremost conquerors of the classical period, from Alexander the Great to Julius Caesar, used this simple hand-borne instrument of combat. And this, in its simple scabbard, reigned for centuries.

Things took a dramatic turn with the invention of the gun and the bullet. The arrival of the gun introduces destruction of

human lives at an unprecedented rate with even the most elementary gun. In the hands of foot soldiers, it became possible to count casualties in hundreds in single encounter. With practically no physical effort, apart from the moving of a finger on the trigger, the highly lethal bullet is sent through the barrel at a speed much faster than that of sound. The enemy, at a considerable distance, may thus be brought down without even hearing the sound of the shooting or seeing his assailant

The development of grenades, bombs, missiles, nuclear and chemical warheads have made all previous weapons appear little more than toys. With bombs delivered by last-flying aeroplanes, and nuclear or chemical warheads borne to their distant destinations by unmanned missiles, destruction of cities and in fact, of whole countries within a matter of hours is now a great possibility. Today, man doesn't need to be physically present to haul the stone, or throw the spear, or send the arrow. The missiles have now replaced all these, and it does not need to be physically sent by an individual. Electronics and computers do the launching, and men die in hundreds of thousands.

In **six** sentences, **one** for **each**, summarise the **six** different types of weapons of warfare and their relative effectiveness.

SUMMARY – TWO

Read the following passage and answer the questions on it.

Are you scared of speaking before a large audience or even making a few suggestions in public? This need not be. You can make effective speeches in public. Here are a few pointers.

Perhaps the most important step is to be sure of what you are going to say. This sounds obvious enough, but it is amazing how many people get to speak when, in fact, they have very little to say. After one inconsequential point, they discover they have run out of steam. So to ensure you can speak well get enough points to speak about, examine them in-depth and digest them thoroughly. The more points you have, the more conversant you are with them, the more confident you will be.

How do you present your speech? Certainly before you begin, you will be a little uneasy. Even the most experienced speaker feels the same way before beginning his speech. This is not bad; in fact, it is a good tonic for a successful speech. To overcome this, do not rush headlong into the task. Rather, it pays to breathe in and out, heavily, deeply, calmly. Then begin the speech, slowly, calmly, carefully, with a clear, confident voice. This is when you are going through the salutation. “The Chairman, Honourable Guests of Honour, Distinguished Ladies and Gentlemen ...” By the time you finish this go through the usual ritual of stating that it gives you “great pleasure to stand before this august gathering to discuss a few points”, you would have reached a point of emotional equilibrium. You should now be sufficiently calm to go on with the speech.

Somewhere at the beginning, and at strategic points in your speech, you should introduce flavour into what you are saying. You would not want to serve tea without sugar after all. So, you should inject some humorous remarks once in a while. But this calls for skill. To start with, you cannot introduce humour indiscriminately, otherwise you might sound like a jester. Experienced speakers most often introduce humour early in their speeches, presumably to ease the tension in the hall. But these jokes must be brief, purposeful and closely related to the point.

Many speakers are scared by the countenances of the listeners. Not all their looks are friendly. However, there are bound to be a few friendly ones, and it is advisable to pick them out, look at them from time to time, and ignore the hostile ones. Looking at the friendly faces keeps you at ease.

You are advised to write out your speech in full after which you should read it several times before the day. You could get a willing listener to criticise your delivery. Do this several times until you can almost recite it. Notice that we are not advising you to memorise it, because you could forget vital areas due to anxiety. Writing out and practising the speech would make you much familiar with the content, indeed with every word.

Speech making is an art. While it is true that some are gifted in speech making, it is more correct that any one who doesn't suffer from speech handicaps can learn to deliver effective speeches. And you can become a master in this art.

- (a) In one sentence, state the intention of the writer.
- (b) In five sentences, one for each, summarise the five steps for making a good speech and the reason for each step.

SUMMARY THREE

Read the following passage carefully and answer the questions on it.

We have often heard students making wild assertions that the public examining bodies are their worst enemies. Some, in fact, see the officials of these public-examining bodies as wicked souls scheming day and night to devise ways of failing them. How correct are these assertions? The facts will speak for themselves. The task of setting an examination paper begins long before the examining day. Indeed, months or years before then, seasoned experts in the various subjects are given the teaching and examination syllabuses and requested to set questions. These are compiled for subsequent scrutiny.

Then a second set of experts is invited to examine the questions critically, make necessary modifications and come up with questions that conform with acceptable standards. The result of this exercise is a set of polished and unambiguous questions that are very fair to those being examined. These questions are then securely stored. The next stage is the registration of candidates. This stage involves not just the examining body, but also the candidates, their parents, their teachers, principals and some other members of the public. This is so because apart from the candidate having to fill in the forms, his principal has to endorse them while the parents have to provide the registration fee. Any mistake or inaction on the part of any of these may ruin the candidate's chances. If, for instance, the candidate makes a mistake in his

choice of subjects or in completing his forms, or if the principal does not forward the registration fee at the right time, his chances in the examination may be jeopardized. Next is the conduct of the examination itself.

Again, more officials from outside the examining body than from within it are involved. Think of the supervisors, the invigilators, and even the security officials. They are definitely more in number than the staff of the examining body, and one of them could take an action that might result in the failure of candidates. Take the invigilator for instance. If he is negligent, candidates could swap answer scripts under his very nose; and when this is detected by the markers, as it often is, the results of the candidates may be cancelled. Probably, the most hated person to the candidate is the marker whom they, in their ignorance, regard as a wicked drunkard who delights in failing candidates. What candidates do not realize is that an examiner is trained to score points strictly according to a carefully prepared marking scheme from which he must not deviate. It is his constitution.

Besides, his work is consistently checked by his team leader and the chief examiner. Should he be discovered to have marked inaccurately, he could be removed. So, contrary to candidates' opinion, the examiner is a seasoned teacher, a careful scorer a person always on his guard. The final stage comes with the collation of results. This stage is mainly computerized, and computers do not make mistakes. A candidate's results may not be processed if he is involved in a malpractice, has used a wrong examination number or no number at all, or if he fails to write all the papers that make up a subject. So, when a result is withheld, the fault is mostly that of the candidate. How then should we view the activities of the public examining bodies? Definitely, we should view them with understanding, sympathy and appreciation.

- (a) In **one** sentence, summarise the writer's purpose in this passage.
- (b) In **two** sentences, one for each, state how the actions of the candidate and the invigilator can jeopardise the candidate's chances of success.

- (c) In **three** sentences, one for each, summarise the steps taken by examining bodies to ensure that candidates are given a fair chance of success.

SUMMARY FOUR

Read the following passage carefully and answer the questions on it.

My name is TERROR and I am a lioness, a dangerous wild animal. I am about 30 years old and have begotten many children and grand children. In fact I am already a grand mother. But this does not mean that I am old or cannot capture prey and feed my kids. I am still quite agile and healthy. This is why other animals call me TERROR. In fact whenever I chase any animal for food I have never failed to capture one and tear it to pieces.

My grand mother told me that they had been dwelling in this big jungle called "OKEOHIA" forest located in Southern part of Imo state, near a big river called 'Ogidi'. She told me that this OGIDI River was once a great river like the famous River Niger. But because of rapid development and industrialization this river has dwindled in size to almost a small stream. However a lot of bushes cover the whole area.

For a long time I have lived peacefully with my kinsmen in this shrinking jungle. But since the past three years things have continued to change and our lives are in danger.

In fact our problems are so numerous to tell. I am writing to you people of the world for urgent help because a lot of dangers are facing us now. If care is not taken our generation may be wiped out of existence. Please this is a desperate cry for help. I know that there are many people in the world who would not like us to die completely off. Although they call us dangerous animal, but some people especially white people like to visit us in the jungle or in the zoo. These dangers include problems posed by hunters. The so called development or industrialization has affected our environment. Then there are some more problems being posed by my husband – 'KIMBO JANTA'.

I begin with the problems posed by hunters. I heard from our grand parents that when the white people were ruling Nigeria, people were never allowed to hunt in those thick bushes or jungles. White people like animals, both wild and domestic ones. When the animals lacked water or food the white people provided them with these necessities of life. So have many wild animals survived in this part of Africa or Nigeria.

Unfortunately things have changed since Nigeria got her independence. Nobody cares about us any more. Many hungry black people started hunting, killing animals indiscriminately. We were told white people liked what they called 'tourism'. They used to travel into bushes not to look for animals to kill but to enjoy the sight of these animals.

My children, husband and I don't even fear these hunters. Rather they fear us. They run for their life even when they see our footprints or hear the sound we make. So this is not the main problem. You know that we can only survive and bear children when we feed well. There used to be a good number of hares, antelopes, wild dogs and big rabbits that lived together with us in these forests. Although we have never been friends but we have allowed them to live their own lives. When we are hungry however we run after them, capture they and eat. Without them we cannot survive. We don't eat grass or fruits.

Now famine has set into the animal kingdom. These hungry hunters have killed almost all the prey animals and our kids are starving. So if nothing is done we may die off completely.

Dear people of the world we are crying to you for help. Kindly write the president or the minister in-charge of environment and forests to stop these hunters from coming near our kingdom. Most of our young ones are not very lean because of hunger. We can kill small rodents for food but these are never enough to feed young hungry lions.

The second danger we are facing is that of the dwindling forest. People talk about industrialization. They talk about farming – growing more food for the survival of human beings, but they don't care about the food animals will eat to survive. Since the

present administration of President Ojongo Ukantu of the People's Fraudulent Party [PFD] embarked on the so-called 'Green Revolution' a.k.a. "Food for all by the year 2020" most of the jungles where we live has been converted to farm lands. Most of the big trees have been cut down for timber. Most of the new roads they construct for their vehicles run through the forests. We have no more places to hide except a few patches they have not yet touched. But no one can be sure. They may destroy the whole forests and we will all die.

My Dear People of the World, we are begging you to intervene. Let them stop cutting down the trees and bushes that provide security for us.

Another problem that confronts my generation arises from the attitude of my husband **KIMBO JANTA**. He is now old and very wicked. He does not like to see any male lion in his territory. He is the only one marrying us. If he sees any lion around coming to chase and make friends with us, he will pursue the 'enemy'. He does not allow the females to travel beyond the boundary he has set for us. As he is old, one day these younger males may kill him and we will not have any one to impregnate us so that we can get more young ones.

Please, Dear People of the World, we are begging you to arrange and capture **KIMBO JANTA** so that other males can have free access to us. You can capture him and put him in a zoo. We will not attack anyone we see coming to capture him.

We are sure you will consider these our requests so that lions don't become extinct in this part of Nigeria and Africa. Please help us to survive.

Questions:

1. In three sentences mention three problems which faced the animals.
2. In two sentences mention two urgent requests the animals made to the people of the world.

3. that they had been dwelling in this big jungle called “OKEOHIA’: (i.) What grammatical name is given to the above expression (ii.) What is its function in the sentence
4. If care is not taken: (i.) What grammatical name is given to the above expression (ii.) What is its function in the sentence
5. For each of the following words, find another word or phrase that means the same and can replace it as used in the passage. (i.) shrinking (ii.) desperate (iii.) posed (iv.) unfortunately.
6. Suggest a suitable title for the passage.

CHAPTER EIGHT

COMPUTER FOR BEGINNERS

Computer studies have become part of the course of studies in Nigerian Secondary Schools. There are however few basic textbooks for beginners. In this chapter we have tried to present some essential 'notes' on computer studies. The importance of practical knowledge cannot be overemphasized. Young students should be encouraged to use the conventional typewriters and learn how to type well before they begin to 'play' with the mouse and the computer keyboard.

What a computer is:

In the primitive age (Cf. Early Man), tools of every kind were invented to accomplish difficult tasks. Modern man has continued to improve on those discoveries and a lot of efforts are geared towards making difficult tasks easier than they were in the past. Modern tools in Agriculture, Industry, Transport, and Communications have come to revolutionize ways in which operations are carried out in these fields.

From time immemorial, the basic need of man has been how to count numbers. First tools available for counting were the fingers. Man counted in tens or in heads of ten. Then **ABACUS** – a counting frame with beads was invented. In the 17th century the **Arabic numerals** were invented. Then followed in 1624, **Logarithm Tables (Log)**, and the **Slide Rule**.

In 1645 the first **Counting Machine** or **Calculator** was built by Blaise Pascal and improved upon by Gottfield Leibnitz. In 1939 the first machine called **computer** was invented. All the efforts were directed towards the easiest, quickest, and most reliable way of calculating data.

Computer therefore is a machine that performs tasks, such as mathematical calculations or electronic communication, under

the control of a set of instructions called a program. Programs usually reside within the computer and are retrieved and processed by the computer's electronics, and the program results are stored or routed to output devices, such as video display monitors or printers. Computers are used to perform a wide variety of activities with reliability, accuracy, and speed.

An overview of what a computer can accomplish

The computer was first used as a tool for calculating large numbers by scientists and the military. But today the computer has become a household machine in many offices and private homes for accomplishing many difficult tasks such as writing letters and reports, printing books and magazines, drawing pictures and diagrams, handling financial records, making and playing music, sending messages etc.

Computers have been turned into tools for saving time and simplifying otherwise difficult and complex tasks e.g.

Word Processing – Many people use word processor software to produce essays, brochures, books etc. From **manual typewriter** to **electric typewriter**, people use now **microcomputer** to write simple letters as well as complex textbooks. Cf. MS-Word, WordPerfect applications.

Spreadsheet - Electronic spreadsheets are today available to handle sophisticated calculations and in a matter of seconds – difficult tasks formerly with calculators, ledgers and bookkeepers sheet can be handled by spreadsheet software applications. No need any more for calculators, erasers, pencils, and rulers. Cf. MS-Excel.

Database Management – Collections of records in hierarchical order like students' records library records formerly recorded and stored in file cabinets and files are now things of the past. Today Database Management software can accomplish a lot of records in a split second operation. Cf. MS-Access

Desktop Publishing: With modern Desktop Publishing software, people can produce sophisticated forms of newsletter, greeting cards, combined text-graphic-arts documents as well as camera-

ready-copy writes-up. Cf. MS-Publisher, Page Maker, Corel Draw etc.

Communication – TV, Satellite, Telephone, e-mail and the Internet – The Internet and the World Wide Web. **THE WWW** is part of the international computer network called the **INTERNET**. The Internet, in a sense is just a bunch of wires and cables connecting millions of computers around the world. Like a giant book the web is full of texts, pictures, animated cartoons and computer programs. You get there and surf the web through the computer. The web can give you instant access to electronic versions of many popular magazines and newspapers. Forget the Post office and write and post your mails through the e-mail. Thanks to the modern means of (electronic) communication network!

Other ways of using computers

Architects and Engineers – With the introduction of computer-aided-design (CAD) software, the work of architects and engineers has become quite easy and fast. What used to take months and many men to do is now done by one person in a few minutes. Throw away the rulers, pencils and erasers! Use CAD to complete your plans for small and gigantic skyscrapers in a matter of minutes! Cf Templates.

Map-Making: Complete maps with street names using computer-aided Geographic Information system (GIS) software in a matter of seconds!

Robotics: ‘Humanize’ and ‘Animate’ your constructed Robots with the aid of computer!

Sports: No need for stopwatch, or tapes to measure accuracy or who arrived first, second etc. No more arguments and scruples. Computer-controlled electronic timing and photo-finish equipment are now in common use all over the world and are made use of during national and international sports competitions.

Medicine – More accurate and reliable computer-aided instruments are for X-rays, various tests etc. Surgical operations are now aided by computer-controlled laser equipment.

Transport – Cars, equipped with computerized parts to control gas-flow, breaking etc. Most aircrafts today are equipped with computer-controlled gadgets, which have the capacity to work automatically. Pilots pay little attention as far as the ‘piloting’ of the aircraft is concerned. Aircrafts can take off and land automatically. The pilots only watch the computer monitors. A lot of mesmerizing (stunning) space explorations – to the moon, and other planets have been accomplished and more are planned!

Accounting – Bookkeepers have new stories to tell on how the computer has made their work so simple and easy!

Entertainment – In the music industry everything is possible – Old music is made new – thanks to new discoveries and computer-aided software!

Characteristics of the computer

Speed - Computers work at incredible speeds, performing hundreds, thousands and even millions of calculations per second.

Accuracy – Computer produces accurate or correct answers only to any given problem.

Reliability – The computer can be trusted when the right actions are performed.

Computer has memory like that of human beings. Teach it anything and it will carry out the commands given to it to reproduce. It cannot yet think. Someone has to tell the computer what to do always.

Storage capability - The computer can keep or store large amounts of records or data, in a very little space. A whole set of books can be stored on just one diskette or CD-ROM. Forty four volumes of Encyclopaedia Britannica has been stored in one CD-ROM. It is very easy and quick to ask for and obtain the information stored in the computer. In other words, retrieval of data is quite easy and fast.

Input and output devices

What the computer does is to execute a set of precise instructions usually on some given data. The user supplies INPUT in the form of instructions and data. The computer on its part applies (PROCESSES) the given instructions on the data and very quickly produces a result (OUTPUT). In most cases, the user keeps (STORES) the instructions as well as the results for future use. With the help of the user therefore the computer is capable of carrying out the following operations:

- **Input operations**
- **Processing operations**
- **Storage operations**
- **Output operations**

A variety of devices therefore are used to enter data. Most personal computers (PCs) include a **keyboard** because it is easy to use and efficient for everyday tasks such as **Word Processing**. A **mouse, trackball, and joystick** are other **Input Devices** that help the user point, select, and move objects on a video display monitor. The most familiar **Output Devices** are printers, scanners, and colour video display monitors. Scanner – is a device, which reads printed, written or photographic images and converts what it finds into a digital form that the computer can understand. Audio output is also common, as well as sophisticated connections to synthesizers that produce a wide range of musical sounds. A microphone is used to gather sound and information.

The computer needs to be told what to do and how to do it. What the computer does usually comes in the form of data supplied by the user. The instructions or programs dictate how the computer handles the data. Both data and program have to be entered into the computer before action can be taken.

The Keyboard: [See the typewriter and note the features of the computer keyboard]

- Typewriter Area
- The Numeric Keypad and cursor controls – The Numeric Keypad is used for entering numbers into the computer. It also has Arithmetic keys. The Insert key is a toggle switch, which when “on” enables characters to be added to the middle of a line, without overwriting it. If “off”, the character typed on an existing character overwrites it. Other keys are – Delete, Home, End, page Up, Page Down, Arrow keys – Up, Down, Left, Right
- Function keys – The Function keys F1 through F12 are always under program control. Their functions vary depending on the software being used.

Hardware and software

The computer system has basically four elements. These are the hardware and software elements. Two others are procedures and people. The computer hardware are the physical components of the machine that we can see and touch. It is what we often recognize as the “computer” in any office and home. Depending on the manufacturer, computer hardware vary in size, shape and colour as do the various cars from different manufacturers. The computer hardware is also similar to any other electronic gadget. Just as the record player is used to playback recorded music, the computer system executes (runs) instructions supplied by the user.

The sequence of instructions is called **computer programs**. A collection of programs is referred to as computer SOFTWARE. They cannot do anything useful without being instructed or programmed. It is these programs or software that dictate the behaviour and operation of the computer hardware. Computer hardware and software therefore work hand in hand. One cannot function without the other. It is often said that the software drives the hardware. Computer professionals (programmers) have acquired formal training in computer operations and users depend on them. But in all, four elements make the computer work, namely hardware, software, procedures and people.

The operating system

In order to run programs (application or systems), a computer needs a set of system programs or software to control or regulate its performance. The **operating system** is the most prominent type of system software. No computer can function properly without an operating system. Examples of operating system software used on microcomputers include – **CP/M, Mac OS, RISC OS, MS-DOS, and WINDOWS 95/98, WINDOWS XP etc.**

The operating system carries out their activities mainly in the background

When a computer is turned on it searches for instructions in its memory. Usually, the first set of these instructions is a special program called the operating system, which is the software that makes the computer work. It prompts the user (or other machines) for input and commands, reports the results of these commands and other operations, stores and manages data, and controls the sequence of the software and hardware actions. When the user requests that a program run, the operating system loads the program in the computer's memory and runs the program. Popular operating systems, such: MS-DOS, Windows 95, 98 and the Macintosh operating system, have a graphical user interface (GUI)—that is, a display that uses tiny pictures, or icons, to represent various commands. To execute these commands, the user clicks the mouse on the icon or presses a combination of keys on the keyboard.

MS – Dos - system software

What is MS-DOS? - **MS-DOS**, acronym for Microsoft Disk Operating System. In computer science, MS-DOS—like other operating systems—oversees such operations as disk input and output, video support, keyboard control, and many internal functions related to program execution and file maintenance. MS-DOS *is* a single-tasking, single-user operating system with a command-line interface.

The MS-DOS (Microsoft- Disk-Operating System, has been the most common and popular system software. It has for sometime been the standard operating system for all IBM and compatible computers. Users of these computers will require a good knowledge of DOS commands in order to make the best use of the system and its resources.

The computer loads the operating system (in this case MS-DOS) into memory as part of the booting process. To indicate its readiness to take in instructions, the MS-DOS displays a symbol, called the COMMAND PROMPT (E.G. C:\>) etc

Windows operating system

Windows, in computer science, is common name for Microsoft Windows, a multitasking graphical user interface environment that runs on MS-DOS-based computers. Windows provides a standard interface based on drop-down menus, screen windows, and a pointing device such as a mouse. Programs must be specially designed to take advantage of these features. Windows NT (New Technology) is a multitasking operating system.

Since its introduction in 1990 MS-WINDOWS is become the most popular operating system, particularly with the launching of WIN 95 in 1995 and WIN 98. MS.WIN provides a consistent graphical environment for using some of the DOS Commands and running other applications software. Instead of using commands directly through the keyboard, Windows software uses **MENUS**. Just point to a particular menu with the mouse and click on it. A graphic symbol called **ICON** represent application software in WIN. MS- WIN is designed to avoid having to type system commands – generally difficult for most people.

The processor – central processing unit – CPU

All data and instructions entered into the computer using input devices are acted upon or processed by the **CENTRAL PROCESSING UNIT** or **CPU**. The CPU which is usually housed in the system unit contains the “brain” of the computer. Often referred to as the microprocessor (or

simply the processor), it consists of complex electronic components that gives the computer its speed and power.

A processor basically contains many tiny electronic switches. These switches are in the form of microscopic transistors known as gates. The transistors are much like the wall switches used to turn electricity on or off in the homes and offices. Hundreds of thousands of such gates and all their necessary connections are usually built or integrated on a few millimetre square chip of silicon.

Because of its central role in the computer system, the term CPU is sometimes used to describe the computer case. This is not accurate. The computer case actually contains much more than the CPU. Among the other major units contained inside the computer case apart from the CPU are the:

Motherboard - The Motherboard inside the computer case, is much like the engine block in a car, with all the attachments – the air cleaner, radiator, kick-starter, distributor head etc. It is also roughly equivalent to the human head, with the nose, mouth, neck etc. The motherboard houses primarily the processor, the memory and many other components, which though minor, but are critical to the functioning of the computer.

Power supply unit (PSU)

Cooling fan

Main memory or RAM

Floppy disk and hard disk drives

Battery pack

Types of Processors

The first microprocessor – the Intel 4004 was produced in 1971 for use in desk calculators. It was a dedicated 4-bit processor specifically designed for numerical computations. This was superseded by faster 8-bit microprocessor such as the Intel 8080 in 1974.

Intel 8088 – 16-bit processor in 1979

Intel 80286 – 16-bit processor in 1982

Intel 80386DX at speed of 16MHz processing data at 32 bits. Intel 486DX in 1989 in speed ratings of 25, 33, and 50 MHz. Intel – Pentium processor in 1993

While the earlier 80286 and 80386 microcomputers are becoming obsolete, the 80486 and Pentium based machines are currently the most popular to buy. Other companies outside Intel are making progress in new processors.

How the computer processes data – computer memory

To process information electronically, data are stored in a computer in the form of **binary digits, or bits**, each having two possible representations (0 or 1). If a second bit is added to a single bit of information, the number of representations is doubled, resulting in four possible combinations: 00, 01, 10, or 11. A third bit added to this two-bit representation again doubles the number of combinations, resulting in eight possibilities: 000, 001, 010, 011, 100, 101, 110, or 111. Each time a bit is added, the number of possible patterns is doubled. **Eight bits is called a byte**; a byte has 256 possible combinations of 0s and 1s.

A byte is a useful quantity in which to store information because it provides enough possible patterns to represent the entire alphabet, in lower and upper cases, as well as numeric digits, punctuation marks, and several character-sized graphics symbols, including non-English characters such as “p” “pii”. A byte also can be interpreted as a pattern that represents a number between 0 and 255. A kilobyte—1000 bytes—can store 1000 characters; a megabyte can store 1 million characters; and a gigabyte can store 1 billion characters.

The physical memory of a computer is either **Random Access Memory (RAM)**, which can be read or changed by the user or computer, or **Read-Only Memory (ROM)**, which can be read by the computer but not altered. One way to store memory is within the circuitry of the computer, usually in tiny computer chips that hold millions of bytes of information. The memory within these computer chips is RAM. Memory also can be stored outside

the circuitry of the computer on external storage devices, such as magnetic floppy disks, which store about 2 megabytes of information; hard drives, which can store thousands of megabytes of information; and CD-ROMs (compact discs), which can store up to 600 megabytes of information.

The Bus

The bus is usually a flat cable with numerous parallel wires. The bus enables the components in a computer, such as the CPU and memory, to communicate. Typically, several bits at a time are sent along the bus. For example, a 16-bit bus, with 16 parallel wires, allows the simultaneous transmission of 16 bits (2 bytes) of information from one device to another.

Program

A computer program is a set of instructions grouped together in such a way as to accomplish a given goal. Take for example, your **Social Club, Church or School** sponsors a monthly food drive for the needy. This would be referred to as their “Food drive program.” This program is set up to receive INPUT (FOOD) and to provide OUTPUT (DISTRIBUTION). That is all this program does. It is the same with a computer program. Each one is written to accept a certain type of INPUT so as to provide specific OUTPUT.

A computer program is therefore a set of coded instructions that the computer uses to accomplish a specific task for the user. Computer software is a set of programs that tells the computer what to do and how to do it.

A program has to be written or coded in the form that the computer can understand. The coding can be done in the language of the computer called machine language. The machine language has only two characters in its alphabet – 0 and 1 (so-called Low Level Language). Alternatively, computer program can be written in a language, which combines English words with mathematical symbols and special characters. – So-called High Level Language e.g. BASIC, FORTTRAN, LOGO, COBOL.

Computer software is thus a collection of computer programs. Different kinds of software have been written to accomplish different kinds of tasks. Irrespective of tasks there are basically two kinds of computer software – system software and application software.

Programming languages contain the series of commands that create software. In general, a language that is encoded in binary numbers or a language similar to binary numbers that a computer's hardware understands is understood more quickly by the computer. A program written in this type of language also runs faster.

Range of computer ability

Computers exist in a wide range of sizes and power. The smallest are embedded within the circuitry of appliances, such as televisions and wristwatches. These computers are typically pre-programmed for a specific task, such as tuning to a particular television frequency or keeping accurate time.

Programmable computers vary enormously in their computational power, speed, memory, and physical size. The smallest of these computers can be held in one hand and are called personal digital assistants (PDAs). They are used as notepads, scheduling systems, and address books; if equipped with a cellular phone, they can connect to world-wide computer networks to exchange information regardless of location.

Laptop computers and PCs are typically used in businesses and at home to communicate on computer networks, for word processing, to track finances, and to play games. They have large amounts of internal memory to store hundreds of programs and documents. They are equipped with a keyboard; a mouse, trackball, or other pointing device; and a video display monitor or liquid crystal display (LCD) to display information. Laptop computers usually have similar hardware and software as PCs, but they are more compact and have flat, lightweight LCDs instead of video display monitors.

Workstations are similar to personal computers but have greater memory and more extensive mathematical abilities and they are connected to other workstations or personal computers to exchange data. They are typically found in scientific, industrial, and business environments that require high levels of computational abilities.

Mainframe computers have more memory, speed, and capabilities than workstations and are usually shared by multiple users through a series of interconnected computers. They control businesses and industrial facilities and are used for scientific research.

Displaying the results of computer's work

The result of computer's work is called OUTPUT. It is from the output that the computer user can follow what the computer is doing or has done. The part of the computer system used for displaying the results of computer's work is called output device – mainly the monitor, printer and plotters.

Printers:

Unlike monitors, printers produce output in a permanent form, usually on paper. Though there are many types of computer to choose from, the most popular are – dot matrix, Laser-jet, and DeskJet.

Application software

Computer software as we have seen is a collection of computer programs. Different kinds of software have been written to accomplish different kinds of tasks. Irrespective of the tasks, there are basically two kinds of computer software. These are system software and application software. System software generally helps to manage the computer's resources. Application software enable users to solve a problem or perform a useful task, based on need or want, e.g. Word Processor, Spreadsheet, Graphics, etc. A user's main concern generally is with **application software**, rather than **system software**.

They are designed to perform specific personal, business or scientific tasks. The term application software comes from the fact that such software applies computer to whatever the user wants. It is either you want to write a letter, design a greeting card or make business calculations. One might also want to play games or send fax to other users. Application software in each case passes your desire to the computer. Many informed computer users think first of the work to be done and whether the software for it is available, ever before thinking of the hardware.

Most application software are sold as ready-made-packages for immediate installation and use. There are many companies all over the world that specialize in the development of application software packages for microcomputers, **e.g. Microsoft, Lotus and WordPerfect Corporation – all of the United States**. Apart from mass produced ready-made-packages, users can choose to produce their own tailor-made program. Of course, only specially trained persons such as SYSTEM ANALYSTS and PROGRAMMERS are able to do this.

This category of user-specific packages are tailored to the needs of a specific user, company or institution. Many examples of such user-specific software and the companies that may require them are:

Travel Agency – Ticketing and reservation

Medicine – Hospital management, pharmacy and billing system

Library – Library management system

Finance – Payroll and stock control system.

In summary, the most common **system software** are MS-DOS, UNIX and WINDOWS, while the most common **application software** are WORD PROCESSING, SPREADSHEET, and DATA BASE MANAGEMENT.

Major application software

There are three major application software

- Word processors - Word

- Spreadsheets - Excel
- Data base management - Access

Word Processor

In simple terms, its name says exactly what it can do – processes words. In many offices the use of word processors has made the traditional typewriter redundant. Many typist are now forced to undergo special re-training courses to update their skills. Apart from typists, however, many different people now use word processors for their various needs – students use them to write their essays – authors for producing their books and articles – business people for preparing reports. CF Typewriter – Electronic typewriters – Dedicated Word Processors.

A word processor can be used to enter, edit, format, store, retrieve, and print documents consisting of text and sometimes simple graphics and tables. Just as there are many brand of cars, so also many brands of word processors in the market today. Commonly available word processors are:

- Microsoft Write
- Microsoft Word
- Word Perfect
- Word Star.

Application software –Spreadsheets

The electronic spreadsheet is another commonly used application software. As the name suggest, spreadsheets were simply a means of spreading figures over a sheet of paper and carrying out calculations on them. Before electronic spreadsheets, the ledger, which is a book of spreadsheets was the accountant’s main tool for keeping record of finances. A class teacher’s mark-book or record of attendance are examples of spreadsheets. Think of anything that has rows and columns of data, then the spreadsheet idea is applicable. Examples are income and expenditure records, profit and loss statements, students’ marks and budget summaries, etc.

Spreadsheet programs include the following launched since 1979 – **Lotus-1-2-3, Microsoft Excel, Quattro**. Irrespective of the type of spreadsheet program, they all provide facilities for manipulating rows and columns of data.

Database Management – Microsoft Access

Data base refers to a collection of records or the highest level of the hierarchy of data organisation, e.g. a school's data base may contain the following – students – attendance- fees paid – test results – teachers – building. Students' data base may include the following: names – age – sex- date of birth – home address - town – class – parents' occupation – siblings – grades in class tests – hobby – religion – future occupation. Every record on each student will contain data on the above data elements. Thus data elements are collected to form a record. A collection of records forms a file. A group of files form a database.

Each of the above items is a **file**. A database there fore is a collection of files containing related information. Each of the files contains a set of **records**. There will be as many records as there are students enrolled in the school.

COMPREHENSIVE COMPUTER SCHEME OF WORK FOR BEGINNERS

The Program or “**Scheme of Work**” for young secondary school beginners is divided into “Parts”. The teacher must begin with an elementary knowledge of the computer and should combine theory and practice depending on the age of pupils and students and their level of English language.

Part One – An Overview

1. What is a computer is and what it can accomplish.
2. Characteristics of the computer
3. Input and Output devices.

4. Hardware and Software.
5. The Operating System
6. The Processor – CPU and how the computer processes data.
7. Program.
8. Types of computer
9. Range of computer ability.
10. Displaying results of operations.
11. Application Software – Word – Spreadsheet (Excel), Data Management (Access).

Part Two – In the computer laboratory

1. Parts of the computer
2. Using the mouse – movement – Right – Centre – Left buttons
3. Left-clicking to highlight data.
4. Right-clicking to open a shortcut menu
5. Right-double-clicking to open a file or program
6. Pointing to open and pull-down menu in Windows environment and application.
7. Highlighting or ‘selecting a word, groups of words, part or an entire document.
8. Navigating to select and open files.
9. Closing files and Windows.
10. Shutting down the computer.,

Part Three- Practice

1. Mouse movement and clicking. Students should practice with the “Calculator Program”.
2. Navigation using the arrow keys – Right, Left, Up and Down arrows. Students should practice with the Spreadsheet (Excel) application.
3. Backspace bar
4. Spacebar
5. Shift keys
6. Escape key.

Part Four – The Keyboard

1. Using the keyboard to operate the “**Calculator Program**”
2. Using the mouse to operate the “**Paint Program**”. Students should learn how to draw with the pencil and use various colours in the “**Paint Program** to make beautiful portraits and figures.
3. The computer Keyboard vis-à-vis the Conventional typewriter.
4. The Function keys
5. The Numerical keys
6. Shortcut key commands

Part Five – Some Shortcut Commands

1. Create a blank document in a new window – Ctrl + N
2. Retrieve an existing document into a new one – Ctrl + O
3. Save the current document – Ctrl + S
4. Print a document – Ctrl + P
5. Cut – Ctrl + X
6. Copy – Ctrl + C
7. Paste – Ctrl + V
8. Undo – Ctrl + Z
9. Re-do – Ctrl + Shift + R
10. Bold – Ctrl + B
11. Italics – Ctrl + I
12. Underline – Ctrl + U
13. Ctrl + Home = to the beginning of the document
14. Ctrl + End = to the end of the document
15. Escape = Esc Key or ALT – F4
16. Select All = Ctrl + A
17. Press END to get to the end of a line.
18. Press HOME to get to the end of a line.
19. Ctrl + Arrow key (left or right) to move rapidly to a named spot on a line.

Part Six – Arrow keys – Backspace – Shift key – Ctrl key.

1. Practice the use of the arrow keys – left – right – down – up in Excel Program
2. Practice selection or highlighting using the shift key and the arrow keys.
3. Practice using the Backspace button to erase, to close up gaps and spaces.
4. Practice the use of Ctrl button + other combinations for shortcuts.

Part Seven: Exploration – Welcome to Windows

1. Exploring your computer – Desktop – Taskbar and Start button – My computer – Windows Explorer.
2. Getting your work done – Adding programs – Starting and quitting programs.
3. Managing files and folders – Creating folders – Saving your work in folders – File names – Renaming files – Copying and moving files and folders – Deleting files and folders – Trash bin – Recovering documents and files from Trash bin.
4. Booting and shutting down Your Computer using the mouse and keyboard.
5. Creating & Inserting Tables – Rows & Columns using the arrow keys and mouse.
6. Numbering and Bulleting.

Part Eight: Tests and Revision

Fill the answers in the spaces provided.

1. The physical components of the computer we can see and touch are called _____
2. The sequence of instructions given to the computer are called ____
3. A component of the computer that resembles the typewriter is called _____

4. Three input devices that help the computer user to point, select and move objects on the video display monitor include _____
5. Three output devices include _____
6. What do you call those pictures or symbols, or signs you see displayed on the desktop _____?
7. What does each of the following abbreviations stand for? CPU, C.D. ROM, RAM, P.C., E-MAIL, DEL.
8. What do you call the hardware, which you can click?
9. What do you call the part of the hardware in No 8 which you click using your finger?
10. Name the three drives you find in the computer.
11. Which key do you use to erase or clean a mistake?
12. Characteristics of the computer include _____
13. Give other words that can be used in place of the above words _____.
14. Another word or term for 'retrieve' is _____.
15. Computer keyboard resembles that of the conventional typewriter in many ways. Can you identify the five groups of keys or buttons you find on the computer keyboard? Complete the answers with symbols or letters representing the named keys.
16. Typewriter or special function keys are _____.
17. Name those that are not typewriter/special function keys in the following given list _____.
18. The following keys are **truly special** on the computer keyboard _____.
19. Express clear in a few words when you use each of these keys during your computer exercises or assignments: (a) Home (b) End (c) Page Up (d) Page Down (e) Four Arrow Keys or Cursor (f) Shift key (g) Windows
20. Shortcut keys help us to effect some commands quickly. Can you indicate the shortcut for the following combination keys? (a) Save a document (b) Undo (c) Bold (d) Underline (e) Go to the beginning of a document (f) Go to the end of

the document (g) select all (h) Cancel or Abort (i) to select a word or groups of words using the keyboard..

21. Complete the following (a) starting the computer is also referred to as _____(b) before I shut down my computer I must first of all close all the _____ (c) I must give each document I typeset a _____name. (d) I must place all typeset documents in the appropriate _____ (e) Some programs or icons representing them can also be found on the _____.

ANSWERS:

- (1) Hardware
- (2) Programs
- (3) Keyboard
- (4) Keyboard, Mouse, Joystick, Trackball, Light Pen.
- (5) Monitor, Printer, Scanner, Plotter, Digital Camera
- (6) Icons
- (7) Central Processing Unit, Compact Disk, Read Only Memory, Random Access Memory, Personal Computer, Electronic Mail, Delete.
- (8) Mouse
- (9) Button,
- (10) Hard Drive, CD – ROM Drive, Floppy Drive, Removable Disk Drive, Volume Drive.
- (11) Backspace
- (12) Speed, Accuracy, Reliability
- (13) Fastness, Exactness, Trustworthiness
- (14) Recover, restore.
- (15) Function keys [F1 – F12], Numerical keys [1-9], Alphabetic keys [A – Z], The Cursor or Arrow keys **UP, DOWN, RIGHT, LEFT ARROW KEYS,**
- (16) Typewriter or special function keys – Backspace, Caps Lock, Enter, Spacebar, Shift key.
- (17) F12, F4, Control, Alt, Dollar Key, Pound key, Windows.

(18) Home, End, Page Up, Page Down, Four Arrow Keys, Shift, Windows.

(19) To go to the beginning of a document, to go to the end of the document, to preview pages before printing, to preview pages before printing, to bring cursor to a required position or location in a document, to type a capital letter, to start Windows program. (20) Ctrl + S, Ctrl + Z, Ctrl + B, Ctrl + U, Ctrl + Home, Ctrl + End, Ctrl + A, ESC, Shift – Cursor + Arrow keys (21) Booting, Close all files and windows, File name, Folder or Directory.

CHAPTER NINE

OBJECTIVE TESTS - REVISION

One of the best methods of dealing with this part of English Language Exercise is the process of ‘**elimination.**’ Students should not just guess the answers. They must know why certain options are not the best and why they do not fit into the given sentence structure. Teachers should help students learn the meanings of the other words, phrases, clauses, etc as part of their efforts to increase their vocabulary.

Now try the following objective questions. Answers are provided at end of each test. It is best to go through all the questions in each part, section, or passage and writing down your answers (not A,B,C,D,E) before checking from the model answers.

1. LITERARY APPRECIATION

*From the list of words or group of words lettered A to D, choose the one that **best completes the sentence.***

1. An inscription on a tomb is called
 - A. An obituary
 - B. A lament.
 - C. A eulogy.
 - D. An epitaph.

- 2: An epilogue is the
 - A. Introduction part of a literary work.
 - B. Scheme of a literary work.
 - C. Tribute paid to a character.
 - D. Last part of a literary work.

- 3: Hyperbole is a form of
- A. Exaggeration.
 - B. Indifference.
 - C. Humour.
 - D. Contrast.
- 4: Modern tragic plays deal with.
- A People having to struggle with wretched existence
 - B. The shedding of blood
 - C. The death of kings and nobles
 - D. The use of superstitious elements
- 5: Drama is meant to
- A. Teach manners only
 - B. Criticise only
 - C. Educate and entertain
 - D. Be read
- 6: A playwright is the same as
- A. A critic
 - B. A stage director
 - C. An actor
 - D. A dramatist
- 7: Which of the following statements does not apply to tragedy?
- A. It is dramatic genre
 - B. It is humorous
 - C. It involves characters
 - D. It is sad

8: The main difference between drama and other genres of literature is the

- A. Theme
- B. Plot
- C. Dialogue and action
- D. Diction

9: A speech in which a character exposes his inner thoughts to the audience is known as

- A. Quotation
- B. Soliloquy
- C. Ballad
- D. Pun

10: A literary work in which vices are ridiculed with a view of correcting them is known as

- A. Satire
- B. Cartoon
- C. Farce
- D. Comedy

11: Characters in a play make good use of

- A. Dialogue
- B. Instruments
- C. Weapons
- D. Improvisation

12: In literary appreciation, the choice of words used by a writer is generally known as

- A. Characterisation
- B. Rhythm
- C. Diction
- D. Speech

- 13: Which of the following makes a tragedy?
- A. Grandeur
 - B. Dialogue
 - C. Laughter
 - D. Aside
- 14: Which of the following is not a form of play?
- A. Comedy
 - B. Limerick
 - C. Tragedy
 - D. Farce
- 15: Satirical imitation of a serious work of literature is
- A. Epilogue
 - B. Epithet
 - C. Irony
 - D. Parody
- 16: One of the aims of a didactic drama is to
- A. Amuse
 - B. Entertain
 - C. Ridicule the society
 - D. Teach a moral
- 17: A brief humorous incident in a tragedy
- A. Dramatic monologue
 - B. Soliloquy
 - C. Comic relief
 - D. Dialogue

18: A great and good man who through some error or frailty fails is a

- A. Tragic hero
- B. Villain
- C. Comic hero
- D. Victim

19: Literary works are classified into

- A. Cantoes
- B. Episodes
- C. Eras
- D. Genres

20: A word that sounds like what it names is

- A. Alliteration
- B. Assonance
- C. Onomatopoeia
- D. Rhyme

21: One of the following is a literary device

- A. Sonnet
- B. Ode
- C. Suspense
- D. Lyric

22: The theme of a work of art is the

- A. Concluding part
- B. Central thought
- C. Central role
- D. Introductory part

- 23: The characters in a play constitute the
- A. Performers
 - B. Chorus
 - C. Audience
 - D. Cast
- 24: A play that thrives on exaggeration of humour, plot and character is a
- A. Mime
 - B. Tragedy
 - C. Farce
 - D. Lampoon
- 25: The hero in a story is the
- A. Observer
 - B. Protagonist
 - C. Antagonist
 - D. Actor
- 26: A verbal irony occurs when a speaker on stage
- A. Intends more than he says
 - B. Is alone
 - C. Tries to deceive the audience
 - D. Is misunderstood
- 27: An 'aside' occurs when a speaker on stage
- A. Addresses another speaker
 - B. Mumbles words intends for the audience only
 - C. Mumbles words heard by the audience and actors
 - D. Reveals his intentions

- 28: The climax in a literary work is the
- A. Middle of a work
 - B. Beginning of a story
 - C. Central part of the dialogue
 - D. Most intense point the conflict
- 29: Which of the following is not a type of drama?
- A. Burlesque
 - B. Resolution
 - C. Tragedy
 - D. Pantomime
- 30: The main effect of comedy on an audience is
- A. Anxiety
 - B. Sadness
 - C. Laughter
 - D. Suspense
- 31: The ending of most comedies is
- A. Happy
 - B. Natural
 - C. Calm
 - D. Uncertain
- 32: The three forms of literature are
- A. Tragedy, comedy, tragic-comedy
 - B. Poetry, drama, folk tales
 - C. Drama, lyric, prose

The basic elements of drama are

- A. tragedy, comedy, tragic-comedy
- B. poetry, drama, folktales
- C. drama, lyric, prose
- D. poetry, drama, prose

33: The basic elements of drama are

- A. Character, plot, episode
- B. Dialogue, chorus, plot
- C. Character, action, setting
- D. Character, monologue, plot

34: The antagonist in a literary work is

- A. A fully developed character
- B. A flat character
- C. The main female character
- D. The arch rival of the hero

35: A play is fully realised when it is

- A. Studied
- B. Memorised
- C. Acted
- D. Read

36: The essential function of a tragedy is to make people

- A. Laugh at mankind
- B. Think and feel more deeply
- C. Think and laugh
- D. Know their enemies

- 37: Mime is the art of acting that involves the use of
- A. Songs only
 - B. Speeches only
 - C. Gestures only
 - D. Dances only
- 38: A short nutty statement is called an
- A. Epigram
 - B. Anecdote
 - C. Epistle
 - D. Analogy
- 39: Any expression, which creates a mental picture, is known as
- A. Paradox
 - B. Exaggeration
 - C. Imagery
 - D. Symbolism
- 40: For a dramatic irony to take place
- A. The audience knows what the actor does not know
 - B. The hero must be absent
 - C. The actors must be identical
 - D. The author and audience know what the actor does not know.
- 41: Personification is
- A. Giving life to non-living things
 - B. Acting a dumb show
 - C. Talking to oneself
 - D. Prompting an actor

42: A direct comparison in a play is

- A. Pun
- B. Pathos
- C. Irony
- D. Simile

*“If music be the food of love, play on,
Give me excess of it, that, surfeiting,
The appetite may sicken and so die.”*

43: This quotation indicates that the speaker

- A. Is passionately in love
- B. Cannot love
- C. Is sick with loving
- D. Is passionately loved

44: It also shows that the speaker

- A. Is a lover of music
- B. Wants music to replace his appetite for love
- C. Sees music as food
- D. Has no appetite for music

**ANSWERS TO QUESTIONS
ON LITERARY APPRECIATION**

1	D	13	A	25	B	37	C
2	D	14	B	26	A	38	A
3	A	15	D	27	B	39	C
4	A	16	D	28	D	40	D
5	C	17	C	29	B	41	A
6	D	18	A	30	C	42	D
7	B	19	D	31	A	43	A

8	C	20	C	32	D	44	A
9	B	21	C	33	C		
10	A	22	B	34	D		
11	A	23	D	35	C		
12	C	24	C	36	A		

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SECTION 1

*In each of the following sentences, there is one word or group of words underlined and one gap. From the list of words or group of words lettered A to D, choose the one that is **most nearly opposite** in meaning to the underlined word or group of words and that will, at the same time, correctly fill the gap in the sentence.*

- To encourage productivity we must reward industry and -----
----- laziness.
A. withhold
B. withdraw
C. punish
D. oppose
- I took the drug to relieve my headache only for it to -----
--- my condition
A. alleviate
B. provoke
C. abate
D. aggravate

3. An optimist wears a smile most of the time but ----- goes about with a long face.
- A. an oculist
 - B. an activist
 - C. a pacifist
 - D. a pessimist
4. You will make a good counsellor by listening to your clients rather than ---- them.
- A. offending
 - B. ignoring
 - C. mishandling
 - D. Threatening.
5. Tell Chick something confidential and he makes it ----- the next minute.
- A. public
 - B. personal
 - C. popular
 - D. private
6. You will succeed fairly well with adolescents if you coax rather than ----- them.
- A. Coerce
 - B. Punish
 - C. Pamper
 - D. Curse
7. While Adjoa is attentive to her duties, Kofi is -----
- A. curios
 - B. negligent
 - C. punctual
 - D. realistic

8. Life has become a misery for many due to the harsh economic conditions, but a few are still able to live in -----
- A. satisfaction
 - B. extravagance
 - C. peace
 - D. comfort

SECTION 2

*From the words lettered A to D, choose the word that **best completes** each of the following sentences.*

9. He is a young man of ----- character.
- A. stable
 - B. permanent
 - C. transient
 - D. recognized.
10. My parents do not ----- late night parties.
- A. indulge
 - B. suffer
 - C. tolerate
 - D. create
11. I have known him only recently so I cannot ----- for his honesty.
- A. sign
 - B. stand
 - C. vouch
 - D. support

12. In some cultures, dead people are buried, but in others they are -----
A. cremated
B. baked
C. fired
D. flamed
13. The lady is a ----- beauty.
A. raging
B. ravaging
C. ravenous
D. ravishing
14. It is bad manners to regard a stranger as an -----
A. ignoramus
B. ignorant
C. ignorance
D. ignominy
15. In some countries, it is an offence to describe a child born out of wedlock as -----
A. illegal
B. illegitimate
C. illicit
D. illiterate
16. In hazy weather, air travel is -----
A. harmful
B. foggy
C. misty
D. risky
17. He has since taken over the ----- of power.
A. reins
B. rains
C. reigns
D. realms

18. The government has promised to ----- the road construction project.
- A. repair
 - B. enforce
 - C. execute
 - D. fascinate

SECTION 3

*After each of the following sentences, a list of possible interpretations is given. Choose the interpretation that you consider **most appropriate** for each sentence.*

19. I am sure you didn't know that the lady is light -fingered. This means that the lady is
- A. careless in handling things
 - B. fair – skinned
 - C. prone to stealing
 - D. skilful with her hands
20. Unfortunately nowadays most young persons do not see eye to eye with their parents over matters of friendship and fashion. This means that parents and their children
- A. Can't look one another in the face.
 - B. Hold strong views on friendship and fashion
 - C. Have clothes different from their friends
 - D. Hold different views about friends and fashion.
21. It is alleged that the accountants doctored the accounts of the company. This means that the accountants
- A. called in the company doctor
 - B. falsified the accounts
 - C. Became sick on account of the bribe they received.
 - D. Improved the accounts of the company.

22. He has just been made the new Chief Executive so he will need some time to learn the ropes. This means that with time he will
- A. fix new gadgets in his new office.
 - B. Clear the abandoned things on the site.
 - C. master the demands of his new office
 - D. learn the use of ropes in his new office.
23. After the investigation, many of the workers were given their marching orders. This means that the workers
- A. were dismissed
 - B. were ordered to march
 - C. received fresh instructions about their job
 - D. were given orders similar to the first ones.
24. In his last days in office, the ruler was behaving like a bull in a china shop. This means that the ruler
- A. loved the bull because he brought it from China
 - B. behaved in a manner that pleased the people
 - C. did not want to leave office
 - D. was acting in a manner unsuitable for his position.
25. Before all the election results were announced it was clear that the leader of the opposition was home and dry. This means that the leader of the opposition
- A. was very exhausted
 - B. won the election
 - C. lost the election
 - D. had arrived home before the rain.
26. Wherever you discuss nuclear physics Ali is in his elements. This means that Ali
- A. does not like nuclear physics
 - B. hates people who discuss nuclear physics
 - C. enjoys discussing nuclear physics
 - D. knows that nuclear physics is difficult.

27. I am not going to say yes or not until you come out into the open. This means that I will not give an answer until
- A. we both go outside
 - B. we agree on a position
 - C. you go outside
 - D. you reveal your own position.
28. We shall understand him better by and by. This means that we shall know him better
- A. much later
 - B. before long
 - C. by getting closer to him
 - D. without his realizing it.

SECTION 4

*From the words lettered A to D below each of the following sentences, choose the word or group of words that is **nearest in meaning** to the underlined word as it is used in the sentence.*

29. Her parents have endorsed her marriage to the widower.
- A. examined
 - B. criticised
 - C. approved
 - D. refused
30. I went through his work; it was all gibberish
- A. meaningless
 - B. meaningful
 - C. brutal
 - D. too simple

31. Corporal punishment is still used in some schools as a deterrent to undisciplined students.
- A. remedy
 - B. measure
 - C. discouragement
 - D. prevention
32. Occasionally he rises to a level of rare excellence in his academic performance.
- A. unusual
 - B. common
 - C. scare
 - D. temporary
33. His contribution to the development of the hospital remains unrivalled.
- A. unbroken
 - B. undisputed
 - C. unparalleled
 - D. undisclosed
34. I have a feeling that he is doing some shady business outside the country.
- A. dishonest
 - B. undisclosed
 - C. unknown
 - D. shadowy
35. The decision I have taken is irrevocable.
- A. irreproachable
 - B. irrefutable
 - C. irreversible
 - D. irresponsible

36. Young children seldom engage in gainful activities
- A. rewarding
 - B. accredited
 - C. advantageous
 - D. prevailing
37. The bank that started operations last year is now insolvent
- A. prosperous
 - B. attractive
 - C. bankrupt
 - D. buoyant

SECTION 5.

*From the words or group of words lettered A to D, choose the word or group of words that **best** each of the following sentences.*

38. I think she ----- her mother.
- A. takes from
 - B. takes to
 - C. takes after
 - D. takes for
39. The next national league match will ----- sometime next month.
- A. come in
 - B. come along
 - C. come about
 - D. come off
40. With the recent police action we expect the high incidence of crime to -----
- A. die down
 - B. die away
 - C. die off
 - D. die up.

41. No matter how much a bully tries to intimidate you, just -----
-- him.
A. stand up before
B. stand up against
C. stand up to
D. stand up for
42. The two men ----- each other.
A. fell out for
B. fell out with
C. fell out from
D. fell out on
43. The intervention forces have successfully ----- the
rebel's supplies.
A. cut in
B. cut off
C. cut up
D. cut away
44. She ----- to his overtures after much delay.
A. gave out
B. gave up
C. gave away
D. gave in
45. He ----- not retort when I am speaking.
A. dare
B. dares
C. dared
D. will dare
46. It is you and John who ----- wanted.
A. is
B. are
C. was
D. will
47. Please go on, I ----- you.

- A. am hearing
- B. hear
- C. can hear
- D. was hearing

48. By this time next year, I ----- here for ten years.

- A. have worked
- B. had been working
- C. would have worked
- D. will have been working

49. The seeds ----- in the nursery before they were transplanted last week.

- A. germinate
- B. had germinated
- C. have germinated
- D. would germinate

50. It is hoped that the new house ----- completed next year.

- A. has been
- B. is being
- C. had been
- D. will be

51. I can't see him anywhere so he -----

- A. can have gone
- B. shall have gone
- C. must have gone
- D. would have gone

52. I wish Hassana ----- at the birthday party yesterday.

- A. would have been
- B. is
- C. have been
- D. were

53. ----- Here, the case would have been settled long ago.

- A. had my mother been
- B. were my mother to be
- C. if my mother were to be
- D. my mother having been

54. The clown made everybody in the market -----

- A. to be laughing
- B. to laugh
- C. laugh
- D. laughed

55. These days ----- wealth appears to be easy.

- A. acquiring
- B. to be acquiring
- C. having acquired
- D. to have acquired

56. The Principal is really a kind person ----heart.

- A. in
- B. at
- C. by
- D. off

57. Hi, Lady, don't you ever get tired of dancing? -----

- A. I don't ever
- B. Yes, I don't
- C. No, I do
- D. No, I don't

58. As things are now, I have to look for ----- tyre.

- A. a cheap, second – hand, rubber
- B. a cheap, rubber, second – hand
- C. a rubber, cheap, second – hand
- D. a second – hand, rubber cheap

59. He breathed a sigh of relief when the examination came to -----

- A. end
- B. the end
- C. an end
- D. ended

60. Meet Ibrahim, a special friend of -----

- A. me
- B. my
- C. I
- D. Mine

61. ----- travelled together for the holiday.

- A. themselves and their friends
- B. they and their friends
- C. their friends and them
- D. their friends and themselves

62. ----- of the players is to receive a gift of N1m.

- A. each
- B. all
- C. every
- D. some

63. His visit has become an ----- affair.

- A. every day
- B. every day's
- C. everyday
- D. override's

64. If I were you I ----- to the police

- A. would report
- B. am reporting
- C. have reported
- D. shall report

65. My own house is just a ----- from here.

- A. stone thrown
- B. stonethrow
- C. stone's throw
- D. stone – throw

66. He has promised to pay me ----- later.

- A. sometimes
- B. some times
- C. some time
- D. any time

67. He has not got ----- the shock of his wife's death.

- A. through
- B. over
- C. off
- D. after

68. The money given to ----- players is inadequate.

- A. we
- B. they
- C. that
- D. us

69. As I hurried to dress up for school, one of my buttons came ----

- A. off
- B. out
- C. up
- D. apart

70. The workers ----- payment of their leave allowance.

- A. demanded for
- B. demanded over
- C. demanded
- D. demanding

71. Some people find it difficult to hold ----- a job for a long while.

- A. off

- B. down
- C. out
- D. up

72. Please put ----- the fire before you sleep.

- A. back
- B. out
- C. up
- D. away

73. The ----- of the NATO countries have been alerted about the possibility of an attack.

- A. commanders – in – chiefs
- B. commander – in – chiefs
- C. commanders – in – chief
- D. commander – in – chief

74. I prefer drinking -----

- A. than eating
- B. from eating
- C. to eat
- D. to eating

75. I didn't know his illness was ----- serious.

- A. that much
- B. much that
- C. so that
- D. that so

ANSWERS – W.A.S.S.C.E. JUNE 1999

1	C	16	D	31	D
2	D	17	C	32	A
3	D	18	C	33	C
4	B	19	C	34	A
5	A	20	D	35	C

6	A	21	B	36	A
7	B	22	C	37	C
8	D	23	A	38	C
9	A	24	D	39	D
10	C	25	C	40	A
11	C	26	C	41	C
12	A	27	D	42	D
13	D	28	B	43	B
14	A	29	C	44	D
15	B	30	A	45	B

46	B	56	B	66	C
47	A	57	C	67	B
48	C	58	A	68	D
49	B	59	C	69	A
50	D	60	D	70	C
51	C	61	B	71	B
52	D	62	A	72	B
53	A	63	C	73	D
54	C	64	A	74	D
55	A	65	D	75	B

S.S. S. C.E. JUNE 2000

*In the following passages, the numbered gaps indicate missing words. Against each number in the list below each passage, four options are offered in columns lettered A to D. For each question, choose the option that is the **most suitable** to fill the numbered gap in the passage.*

Section 1

In each of the following sentences, there is an underlined word and one gap. From the list of words lettered A to D choose the one

that is **most nearly opposite** in meaning to the underlined word and that will, at the same time, correctly fill the gap in the sentences.

1. "Hello Musa" is a ----- opening for a friendly letter, but it is inappropriate for a formal letter.
casual
 - A. serious
 - B. happy
 - C. suitable

2. We blamed Obi for breaking the door, but when Ade confessed that he did it, Obi was
 - A. reward
 - B. exonerated
 - C. released
 - D. jail

3. Parking on this street is on weekdays but permitted at weekends.
 - A. rejected
 - B. sanctioned
 - C. abolished
 - D. prohibited

4. They had to the old buildings to construct the five-star hotel.
 - A. close
 - B. remove
 - C. demolish
 - D. damage

5. If we can commence the meeting on time, we should be able to by 4.00 p.m.

- A. return
- B. vacate
- C. convene
- D. adjourn

6. The children expected to be praised for putting out the fire, but they were..... for taking such risk.
- A. rebuked
 - B. accused
 - C. despised
 - D. sentenced
7. A child got stuck trying to squeeze through an iron fence, but some adults managed to him
- A. extract
 - B. push
 - C. save
 - D. extricate
8. They ended the discussion on amicable terms through they were To each other at the beginning.
- A. unacceptable
 - B. hostile
 - C. unknown
 - D. annoying

Section 2

From the words lettered A to D, choose the word that best completes each of the following sentences.

9. The class prefect's Of the quarrel is different from yours.
- A. statement
 - B. account
 - C. outline

D. summary.

10. Ogugua has alwaysme as a good-mannered child.
 A. strike
 B. struck
 C. stricken
 D. striking
11. But for the timely of police, there would have been a riot
 A. Interference
 B. Intrusion
 C. Intervention
 D. Interruption
12. The boys were about to trade blows., but I managed to hold one of them back while my friend.....the other
 A. restrained
 B. subdued
 C. coaxed
 D. capture
13. were are waiting to hear the weather.....for tomorrow.
 A broadcast
 B declaration
 C report
 D forecast
- 14 I will tell you the secret if you promise not to.....it
 A divulge
 B show
 C scatter
 D relay
- 15 The hilltop was a hundred meters above sea level and from that.....the whole town could be beautifully laid out.

- A magnitude
- B fighter
- C altitude
- D longitude

16. Until now Etim has always started the fights, but this time Ademu is clearly the
- A oppressor
 - B fighter
 - C aggressor
 - D underdog
17. If found guilty, a person may appeal to a higher court in the hope that it will.....the verdict.
- A discharge
 - B revise
 - C dismiss
 - D reverse
18. The visit of the patron of the club.....the moral of the players.
- A elated
 - B induced
 - C boasted
 - D boosted

Section 3

*After each of the following sentences, a list of possible interpretation of sentence is given. Choose the interpretation that that you consider **most appropriate** for each sentence.*

19. Although Aliyu was acquitted by court for want of evidence, the police still kept a tab on him. This means that they

- A kept him under close observation.
B set a trap to catch him again.
C attached a tag to his clothes
D kept him behind bars.
20. When it came to the question of an increase in allowances, the striking workers spoke with one voice. This means that the workers
A became frightened
B appointed one of them as their spokesman.
C repeated their demand in chorus.
D were unanimous in their position.
21. The restaurant owner offered Olu a drink on the house. This means that
A the drink was taken to Olu's house
B Olu was invited to the owners house
C the drink is free of charge
D Olu was served inside the restaurant
22. When the choir Master introduced Jane as a brilliant singer, everyone knew that he was speaking with his tongue in his cheek . This means that he
A was ignorant of the quality of Jane's singing.
B did not intend to be taken seriously.
C wanted to deceive Jane.
D wanted to deceive everyone but failed
23. When the accountant made those remarks he knew that he was putting his job on the line means that the accountant was
A risking losing his job
B announcing his resignation.
C urging people to take to his profession
D revealing secrets about his job

24. The newly acquired air bus plane is a white elephant. This means that the plane is
- A very costly but worthless.
 - B very useful
 - C as big as an elephant
 - D the biggest plans on the fleet
25. Despite the measure taken by the government, the economy of the country is still in the doldrums. This means that.
- A the economy is recovering
 - B the government is tackling the problem vigorously
 - C the economic are widely know
 - D. The economy is not making any progress.
26. The new teachers urged the lazy students to turn over a new leaf. This means that teachers urged the students to
- A improve their behaviour
 - B turn to the next page of the book
 - C stir the leaves in the compost pit
 - D strike a balance between play and hard work.
27. Amina always flies off at a tangent when a serious matter is being discussed. This means that Amina.
- A gets over excited
 - B keeps digressing
 - C keeps the discussion lively
 - D has nothing to contribute
28. You should take what he tells you with a pinch of salt. This means that you should
- A reject everything he says because he is a liar.
 - B pay close attention to him
 - C doubt what he says.
 - D question him closely.

Section 4

From the words lettered A to D below each of the following sentence. Choose the word that is **nearest in meaning** to the underline word.

29. The bride was praised by her mother-in-law for her impeccable behaviour.
A spotless
B appropriate
C beautiful
D faultless
30. Ogene was not the least cowed by the bully's threats
A intimidated
B worried
C encouraged
D distracted
31. The dissidents held several clandestine meetings before the attack
A secret
B important
C impromptu
D exclusive
32. The principal warned the final - years students about the consequences of procrastination
A haste
B delay
C protesting
D rotting
33. The incessant chatter of the pupils irritated the teacher
A excited
B meaningless
C unceasing
D illogical

34. With cogent argument in favour of the proposal he was able to check further opposition.
- A. insistent
 - B. urgent
 - C. convincing
 - D. uncompromising
35. The professor's explanation of that point was quiet lucid.
- A. lengthy
 - B. complicated
 - C. clear
 - D. surprising
36. The foreman believed that with the augmented workforce, the construction job would take one more month to complete.
- A. skilled
 - B. enlarged
 - C. hired
 - D. determined
37. The children were warned not to be unduly inquisitive.
- A. naughty
 - B. playful
 - C. troublesome
 - D. curious
38. The accused vehemently denied the charges against him.
- A. ignorantly
 - B. stupidly
 - C. deliberately
 - D. strongly.

Section 5.

*From the words or group of words lettered A to D, choose the one that **best completes** each of the following sentences.*

39. The man advised his children not to give -----to the temptation of the city.

- A. off
- B. up
- C. in
- D. out

40. Ebiere turned ----- all the advances made by the men.

- A. aside
- B. off
- C. away
- D. down

41. Ada is ----- to do that kind of thing.

- A. too intelligent much
- B. too much intelligent
- C. intelligent too much
- D. much too intelligent

42. ----- were sent to the library by the English teacher.

- A. I and Udoh
- B. Udoh and me
- C. Udoh and I
- D. Myself and Udoh

43. The teachers ----- politics when I entered the staff room.

- A. are discussing
- B. were discussing
- C. are discussing on
- D. were discussing

44. The quarrel between the two men soon resulted -----
----- a fight.
- A. to
 - B. in
 - C. towards
 - D. into
45. You 're not too tired to continue, -----?
- A. are you
 - B. isn't it
 - C. can't you
 - D. is it
46. The hunter, with his dogs. ----- going into the forest.
- A. was seen
 - B. are being seen
 - C. have been seen
 - D. were seen
47. Mother could not prepare the dish because there was -----
- oil available.
- A. small
 - B. little
 - C. a little
 - D. some
48. Because it had been raining heavily all morning -----
-- people turned out to welcome the august visitor.
- A. few
 - B. quite a few
 - C. only fewer
 - D. a few.
49. Unfortunately, his plans to go abroad fell -----
- A. off

- B. down
- C. under
- D. through

50. The man asked me -----
- A. who am I?
 - B. That who are you?
 - C. Who I am?
 - D. Who I was?
51. “It is high time you ----- crying”, the woman told her daughter gently.
- A. stop
 - B. should stop
 - C. stooped
 - D. must stop
52. He would rather resign ----- part in such a dishonest deal.
- A. instead of taking
 - B. than taking
 - C. than takes
 - D. than take
53. Those who owe the company were urged to ----- their debts.
- A. make good
 - B. pay out
 - C. run in
 - D. pay for
54. ----- home, his dead uncle’s burial had already taken place.
- A. getting
 - B. as he gets
 - C. on getting

D. when he got

55. Luck ----- the robbers on that fateful day.

- A. came down on
- B. ran out on
- C. ended up with
- D. made away with

56. He never seemed to get it right -----

- A. however he tried hard
- B. he tried hard however
- C. he however tried hard
- D. however hard he tried

57. The day that Musa's uncle died was the ----- day of his life.

- A. more sadder
- B. sadder
- C. saddest
- D. most saddest

58. With his reading glasses on, he could see the words -----

- A. much more clearly
- B. clearly much more
- C. much clearly more
- D. much more clearly

59. neither Obi nor Jumoke ----- present at the meeting.

- A. was
- B. were
- C. have been
- D. are

60. Hardly had the journey started ----- the car engine developed a fault.

- A. that

- B. when
- C. than
- D. soon

61. At the end of the year, Grandmother ----- with us for seven years.
- A. is living
 - B. has lived
 - C. will have lived
 - D. had been living
62. One of the robbers who snatched the car ----- been arrested by the police
- A. have
 - B. was
 - C. is
 - D. has
63. A student at the back of the class complained that he ----- the teacher.
- A. was not hearing
 - B. could not hear
 - C. does not hear
 - D. is not hearing
64. The little boy could not move the heavy stone ----- he tried.
- A. as much as
 - B. how much
 - C. no matter that
 - D. however hard
65. The two girls have not been speaking -----since their quarrel.
- A. one to the other
 - B. to themselves

- C. to each another
- D. to each other

66. We received ----- that the workers would soon go on strike.

- A. an information
- B. informations
- C. those information
- D. information

67. He dabbles ----- politics from time to time.

- A. in
- B. with
- C. through
- D. into

68. The government has set up a ----- panel to investigate the fire incident.

- A. five – men
- B. five men
- C. five - man
- D. five man

69. The students' week was rounded ----- with a dance.

- A. off
- B. up
- C. out
- D. through.

70. The factory workers refused to take the matter of their sacked colleagues lying ---

- A. about
- B. low
- C. down
- D. idle

71. After a while, we noticed that the unconscious accident victim was coming -----
- A. round
 - B. on
 - C. up
 - D. through
72. Seun accepted the conditions we gave him ---for my liking.
- A. quickly too much
 - B. too much quickly
 - C. much too quickly
 - D. much quickly too
73. The careless manager has caused his bank to ----- millions of naira.
- A. loose
 - B. losing
 - C. lose
 - D. lost.
74. Both questions are alternatives; you answer --- one ----- the other.
- A. neither, nor
 - B. both, and
 - C. neither, or
 - D. either, or
75. The sick man ----- in bed for three months.
- A. lay
 - B. lain
 - C. lied
 - D. lie

ANSWERS – S. S. S. C. E. JUNE 2000

1	C	26	A	51	C
2	B	27	B	52	D
3	D	28	C	53	A
4	C	29	D	54	D
5	D	30	A	55	B
6	A	31	A	56	D
7	D	32	B	57	C
8	B	33	C	58	A
9	B	34	C	59	A
10	B	35	C	60	C
11	C	36	B	61	C
12	A	37	D	62	D
13	D	38	D	63	A
14	A	39	C	64	A
15	C	40	D	65	D
16	C	41	D	66	D
17	D	42	C	67	A
18	D	43	B	68	C
19	A	44	B	69	A
20	D	45	A	70	B
21	C	46	A	71	A
22	B	47	B	72	C
23	A	48	A	73	C
24	A	49	D	74	D
25	D	50	D	75	A

S.S.S.C.E. 1997

Section 1

*In each of the following sentences, there is one word underlined and one gap. From the list of words labelled A to E, choose the word that is **most nearly opposite** in meaning to the underlined word and that will, at the same time, correctly fill the gap in the sentence.*

Now answer the following questions:

1. The minister was accused of making utterances that could increase rather than ----- the anxiety among the citizenry
 - A. Modify
 - B. diminish
 - C. intensify
 - D. remove
 - E. inculcate

2. At the end of the crisis, the leader declared that there was no victor and no -----
 - A. winner
 - B. rebel
 - C. patriot
 - D. opponent
 - E. vanquished

3. I was impressed by the man's eagerness but was rather put off by his wife's -----
 - A. anxiety
 - B. impatience
 - C. indifference
 - D. negligence
 - E. calmness

4. He is a famous artist but has a ----- drinking habit
 - A. remarkable
 - B. admirable
 - C. notorious

- D. wicked
- E. hostile

5. the first twin is so vain and the second so --- that one would think they were not brothers.

- A. proud
- B. complacent
- C. selfish
- D. humble
- E. harmless

6. Mary: "I wonder why armed robbers are so hard-hearted."
John: "The fact is that to be an armed robber you cannot be -----."

- A. considerate
- B. intolerant
- C. revengeful
- D. soft-spoken
- E. grateful

7. To ascend this steep hill is the problem, to -----is quite easy

- A. depart
- B. decline
- C. drop
- D. descend
- E. disengage

8. Working in the field is easy when your machete is sharp and not when it is -----

- A. jagged
- B. coarse
- C. sound
- D. keen

- E. blunt
9. The gradual process of transition to civil rule came to an ---- end.
- A. Unnecessary
 - B. Anticipated
 - C. Invidious
 - D. Unhappy
 - E. Abrupt
10. The exterior and the ----- parts of the fruit remain very hard even after it is ripe.
- A. inward
 - B. inner
 - C. intrinsic
 - D. peripheral
 - E. extraneous

Section 2

*From the words labelled A to E, choose the word that **best completes** each of the following sentences*

- 11 The committee set up to investigate the cause of the riot has called for from the public.
- A. witnesses
 - B. agenda
 - C. reports
 - D. memoranda
 - E. confessions
- 12 The satellite maintains a constant ----- round the earth.
- A. path
 - B. orbit
 - C. circle
 - D. route
 - E. chart

13 The chairman called him to ----- when his comments were getting off the point.

- A. order
- B. command
- C. rule
- D. stop
- E. question

14 His ... came through only a few days before he was to be executed.

- A. excuse
- B. remission
- C. clearance
- D. discharge
- E. pardon

15 The power failure normal services for days.

- A. activated
- B. energized
- C. paralyzed
- D. deadened
- E. frozened

16 The interest of the students should be of importance to any school administrator

- A. paramount
- B. super
- C. superior
- D. dominant
- E. pre-eminent

- 17 My father wanted to buy a car but the prices of those available were not within his
- A. limit
 - B. target
 - C. scope
 - D. range
 - E. reach
- 18 The robbers ----- all the room's, looking for jewels.
- A. raked
 - B. ransacked
 - C. explored
 - D. sought
 - E. sacked
- 19 We reasoned that the kidnappers might kill the young girl if we didn't pay the ----- .
- A. money
 - B. charges
 - C. deposit
 - D. ransom
 - E. settlement
- 20 The players would expect some form of ----- after working hard to win the cup
- A. compensation
 - B. gain
 - C. reward
 - D. premium
 - E. fees

- 21 The surgeons ----- the operation successfully.
- A. transplanted
 - B. executed
 - C. diagnosed
 - D. transacted
 - E. performed
- 22 The old man took his sons to the zoo as a special New Year
- A. treat
 - B. feast
 - C. discourse
 - D. covenant
 - E. banquet

Section 3

*After each of the following sentences, a list of possible interpretation of the sentence is given. Choose the interpretation that you consider the **most appropriate** for each sentence.*

- 23 Although Etiebet had earlier insisted that he was right, he later ate his words. This means that he later
- A. denied saying so
 - B. admitted that he was wrong.
 - C. Apologized for being so rude
 - D. Realized that he was more correct than he thought.
- 24 The young girl swept the board at the recent competitions.
This means that the young girl
- A. came last in the competitions
 - B. cleaned the score-board very well
 - C. won some of the competitions.
 - D. Won everything that could be won.

25. The listeners were swept off their feet by the politician's arguments. This means that the politician
- A. failed to impress the people.
 - B. Completely impressed everybody
 - C. Confused all the people
 - D. Told them things they didn't expect.
26. I was struck by the broad sweep of her argument. This means that her argument
- A. covered all parts of the subject.
 - B. Focused only on a specific aspect of the subject
 - C. Was well presented and in good language
 - D. Was poorly presented and not well focused.
27. The party was really going with a swing when somebody called me out. This means that when I was called out the party was
- A. just starting
 - B. almost ended
 - C. about mid-way
 - D. very enjoyable
28. She started the game poorly but later turned the tables on her opponent. This means that, she
- A. remained a poor player and lost
 - B. changed her position of play and so won
 - C. suddenly improved and won.
 - D. disorganised the whole competition

29. The boys ran away with their tails between their legs. This shows that the boys left
- A. as great winners.
 - B. Completely
 - C. Utterly confused.
 - D. After destroying go much.
30. He said he was a master of electronics, but I knew he was talking through his hat. This means that I knew he was
- A. relying on someone else's ideas.
 - B. Merely relying on what he had studied.
 - C. Talking very modestly
 - D. Claiming what he knew nothing about
31. My brother's driving could make one tear one's hair out. This means that his driving could make one
- A. get very worried
 - B. enjoy one's journey
 - C. feel very bored
 - D. feel very relaxed.
32. It is really hard to come to terms with going blind. This means that if one goes blind, one
- A. finds it easy to accept.
 - B. Has no choice but to adjust.
 - C. Finds it difficult to accept.
 - D. Gradually gets used to it

Section 4

*From the words or group of words labelled A to E below each of the following sentences, choose the word or group of words that is **nearest in meaning** to the underlined word or group of words*

33. climbing great height terrifies me.
- A. threatens
 - B. annoys
 - C. shocks
 - D. startles
 - E. frightens
34. Flight WT509, from Lagos, terminates in Maiduguri.
- A. closes
 - B. concludes
 - C. lands
 - D. ends
 - E. ceases
35. Her terse remarks brought the conversation to an end.
- A. curt
 - B. abusive
 - C. studied
 - D. gentle
 - E. polish
36. The prison officials usually torture the inmates.
- A. lynch
 - B. murder
 - C. torment
 - D. destroy
 - E. humiliate
37. I would regard what he has done as a treacherous act
- A. noble

- B. reliable
- C. commendable
- D. dangerous
- E. deceitful

- 38 I don't agree that the problem is intractable.
- A. easy
 - B. insoluble
 - C. baseless
 - D. understandable
 - E. unusual
- 39 This problem may prove rather tricky for the government
- A. deceitful
 - B. trivial
 - C. mischievous
 - D. unexpected
 - E. difficult
40. The long war ended when an armistice was agreed upon
- A. a truce
 - B. a recess
 - C. a surrender
 - D. an intermission
 - E. a declaration
- 41 The assassination of the statesman threw the country into a state of turmoil
- A. inactivity
 - B. mourning
 - C. confusion
 - D. revolution
 - E. anxiety

- 42 To become an artisan one has to undergo a period of apprenticeship.
- A. directorship
 - B. testing
 - C. tutorship
 - D. practice
 - E. training

Section 5

From the words or groups of words labelled A to D, choose the one that best completes each of the following sentences:

43. This is an improvement Your last essay.
- A. on
 - B. with
 - C. by
 - D. for
44. The team has suffered defeat Defeat
- A. before
 - B. with
 - C. over
 - D. after
45. Unemployment has been the increase since last year
- A. of
 - B. At
 - C. On
 - D. in
46. Cats sleep day and hunt at night

- A. at
- B. by
- C. in
- D. during

47 I don't want anything to interfere my project.

- A. with
- B. on
- C. over
- D. by

48 The two brothers came in the back door.

- A. within
- B. along
- C. across
- D. through

49 The terms of the agreement with your landlord, you should not sub- the house

- A. on
- B. under
- C. upon
- D. by

50. Nigeria's economy was buoyant the 1970s.

- A. through
- B. on
- C. in
- D. with

51. The musician Waxed that record died fifty years ago.

- A. who
- B. whom
- C. which
- D. whose

52. The author Book you are reading now, won the Noble Prize for literature last year.

- A. which
- B. that
- C. whose
- D. whom

53. The lady you were talking about yesterday is here now.

- A. which
- B. whom
- C. who's
- D. whose

54. The pencil you gave me yesterday is lost.

- A. whose
- B. whom
- C. that
- D. who

55. I honestly don't understand you hate that man

- A. when
- B. where
- C. why
- D. how

56. I'd like to know he'll wriggle out of this case

- A. how

- B. whenever
- C. where
- D. what

57. of the two pencils is yours?

- A. where
- B. who
- C. which
- D. whose

58. university is Institution of higher learning

- A. An an
- B. An a
- C. A a
- D. A an

59. I'd give up smoking if I you

- A. am
- B. were
- C. was
- D. are

60. It is high time you visiting that friend of yours

- A. should
- B. stopped
- C. stop
- D. must stop

61. had he entered when it started to rain

- A. hardly

- B. nearly
- C. almost
- D. fairly

62. All your like you very much

- A. brother-in-law
- B. brothers-in-laws
- C. brother-in-laws
- D. brothers-in-laws

63. I'm sure this bucket is

- A. her's
- B. hers
- C. hers'
- D. her

64. That uncle of Ought to see you through this

- A. your
- B. your's
- C. yours
- D. yours'

65. of what he said is incorrect

- A. many
- B. much
- C. few
- D. plenty

66. He comes here often

- A. much

- B. ever
- C. quite
- D. rarely

67. He is always asking for more,

- A. isn't he
- B. doesn't he
- C. was he
- D. does he

68. It was he who said he didn't fear death,

- A. didn't he
- B. wasn't he
- C. isn't he
- D. wasn't it

69. He said he didn't fear death

- A. didn't he
- B. wasn't it
- C. doesn't he
- D. was it

70. The government has a special programme for

- A. the poor
- B. the poors
- C. poor
- D. poors

ANSWERS - S.S.S.C.E. 1997

1	B	19	D	37	E	55	C
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2	E	20	C	38	B	56	A
3	C	21	E	39	E	57	C
4	C	22	A	40	A	58	D
5	D	23	A	41	C	59	B
6	A	24	D	42	E	60	B
7	D	25	B	43	A	61	A
8	E	26	C	44	D	62	D
9	E	27	D	45	C	63	B
10	B	28	C	46	B	64	C
11	A	29	C	47	A	65	B
12	B	30	D	48	D	66	C
13	A	31	A	49	D	67	A
14	D	32	C	50	C	68	B
15	C	33	E	51	A	69	A
16	A	34	D	52	C	70	A
17	E	35	B	53	B		
18	B	36	C	54	C		

MISCELLANEOUS PASSAGES

In the following passages, the numbered gaps indicate missing words. Against each number in the list below each passage, **four** options are given in columns lettered A to D. Choose the word that is the **most suitable** to fill the numbered gap in the passages.

Passage 1

In many instances, computers perform 1 (A. data B. Arithmetic C. logical D. electronic) processing 2 (A. roles B. acts C. operations D. options) previously undertaken by clerks. The advancement of electronic 3 (A. discovery B. breakthrough C. invention D. technology) has enabled office tasks to be automated, increasing the level of 4 (A. input B. productivity C. manufacture D. manpower) and accuracy of results compared with those attained by 5 (A. electronics B mechanical C. man-

made **D. manual**) systems. 6 (**A. Computers B. typewriters C. machines D. telephone**) have also reduced the level of administrative 7 (**A. expenditures B. allocations C. allowance D. revenues**) in many cases, by carrying out 8 (**A. expert B. specialised C. routine D. technical**) clerical tasks that would previously have required an army of 9 (**A. engineers B. clerks C. mechanics D. typist**). Not only larger companies but also one-man businesses can use computers for data 10 (**A. sorting B. processing C. output D. input**) activities to their advantages for example, by using them for specialised 11, (**A. engagements B. duties C. runs D. applications**) such as preparing cost 12 (**A. estimates B. budgets C. forecasts D. deduction**) for jobs as a 13 (**A. product B. ground C. basis D. basics**) for providing 14 (**A. products B. forecasts C. budgets D. quotations**) to prospective 15 (**A. customers B. employers C. contractors D**) investors.

Answers - passage 1

1	A	9	B
2	C	10	B
3	A	11	D
4	B	12	A
5	D	13	C
6	A	14	A
7	A	15	A
8	B		

Passage 2

For thousands of years, man lived in a very primitive way. Before the recent – 1 – (**A. developments B. growths C. adventures D. experience**) in agriculture, medicine and industry, life was difficult. It was hard to – 2 – (**A. get B. realise C. make D. extract**) a living from the – 3 – (**A. ground B. soil C. world D. earth**) without modern farming – 4 – (**A. methods B. procedures C. steps D ways**) and a single year of crop – 5 – (**A. collapse B. withdrawal C. decrease D failure**) could mean famine and therefore death. Illnesses as – 6 – (**A. meek B. weak C. mild D.**

benign) and as – 7 – (**A. common B. ubiquitous C. omnipresent D. numerous**) as influenza could kill a Stone-Age man weakened by hunger. Appendicitis was always – 8 – (**A. vanquished B. fatal C. killing D. deathly**) before the days of modern – 9 – (**A. medication B. counselling C. therapy D. surgery**). Even childbirth was a hazardous process. Under these conditions, the human race needed to – 10 – (**A. recreate B. replenish C. reproduce D. recycle**) at a high – 11 – (**A. speed B. rate C. pace D. frequency**) just to keep in existence.

However, with a sharp fall in the – 12 – (**A. maternity B. morality C. paternity D. mortality**) rate relative to the – 13 – (**A. birth-rate B. living C. healthy D. women**), the world's population is now increasing very rapidly. This increase needs to be put in – 14 – (**A. detention B. bondage C. check D. reverse**) to avoid the looming consequence of population – 15 – (**A. enlargement B. explosion C. bank D. expansion**).

Answers - passage 2

1	A	9	D
2	C	10	C
3	B	11	B
4	A	12	D
5	D	13	A
6	C	14	C
7	A	15	B
8	B		

Passage 3

When my elder brother decided to – 1 – (**A. start B. open C. begin D. close**) a current account with the United Bank for Africa, he walked into one of its – 2 – (**A. branches B. offices C. premises D. houses**) and obtained the necessary – 3 – (**A. bills B. booklets C. applications D. forms**) which he completed and returned to the – 4 – (**A. principal B. director C. manager D. chairman**). He was then given paying-in – 5 – (**A. papers B. bonds C. tallies D. slips**). Soon, he started issuing – 6 – (**A.**

cheques **B. money C. numbers D. contractors**) to people with whom he transacted business. Whenever his signature was irregular, his cheque was not – 7 – (**A. accepted B. honoured C. paid D. received**). Once, he wanted to obtain a – 8 – (**A. credit B. debit C. loan D. balance**), and the bank insisted on – 9 – (**A. a witness B. a guarantor C. collateral D. interest**).

Answers - Passage 3

1	B	6	A
2	A	7	B
3	D	8	C
4	C	9	C
5	C		

Passage 4

Publishing is a fast growing business in Nigeria and there are therefore, many publishing houses all over the country. When -1- (**A. an article B. an essay C. a book D. a manuscript**) is submitted by an author, the publisher sends it to -2- (**A. an assessor B. an evaluator C. a checker D. an examiner**) to know if it is actually publishable. This step is important because the publisher wants to make sure that the book catches the -3- (**A. market B. audience C. students D. shops**) when it is eventually published. In a good publishing house, there is -4- (**A. an error-proof B. an editorial C. a lithographic D. an evaluation**) section which is concerned with -5- (**A. proof-reading B. reading over C. scanning over D. skimming over**) the manuscript and correcting both the spelling and typing errors. After this, the manuscript is -6- (**A. typewritten B. typeset C. double-spaced D. single-spaced**) in readiness for -7- (**A. photocopying B. xeroxing C. filming D. printing**).

The printed -8- (**A. items B. bulletin C. copies D. specimen**) are then stored in the warehouse and a few of them may be sent to the author as -9- (**A. complementary B. complimentary**

C. acknowledgement D. sample) copies. Since it is not just the aim of the publisher to offset the cost of production but also to make gains, there is a strong marketing division which promotes sales. A certain percentage of the cover price of the book is paid to the author as -10- (**A. royalty B. honorarium C. dividend D. interest**).

Answers - Passage 4

1	D	6	B
2	B	7	D
3	B	8	C
4	A	9	B
5	A	10	A

Passage 5

The human brain is the most -1- (**A. conscious B. constructive C. compound D. complicated**) organ in the body. Small and delicate, it is -2- (**A. captured B. imprisoned. C. housed D. locked**) in a bony fortress called the -3- (**A. skull B. Head C. Ligament D. cerebellum**). The brain controls the emotions, the -4- (**A. cells B. corpuscles C. intestines D. nerves**) and indeed all the functions of the body. Though we hear with ears, see with eyes and smell with the nose, it is in the brain that all -5- (**A. symbols B. signals C. Sounds D. signs**) are sent and there they are -6-. (**A. revealed B. discovered C. interpreted D. detected.**) No modern computer has the -7- (**A. invincibility B. versatility C. strength D. responsibility**) of the brain. It -8- (**A. stores B. keeps C. filters D. produces**) vast amounts of information. It works -9- (**A. intermittently B. frequently C. continuously D. regularly**) from second to second, twenty-four hours of everyday. Yet the brain is very -10-; (**A. wonderful B. fragile C. everlasting D. durable**). Reduce or stop its supply of -11- (**A. air B. gas C. nitrogen D. oxygen**) and blood, and its owner dies or suffers a -12-. (**A. neurosis B. breakdown C. stroke D. tumour**)

Answers - Passage 5

1	D	7	B
2	C	8	A
3	A	9	A
4	D	10	B
5	B	11	D
6	C	12	C

Passage 6

As soon as I took the newspaper from the -1- (**A. trader B. dealer C. vendor D. printer**), I quickly -2- (**A. perused B. studied C. stared D. slipped**) through the pages, and stopped at the sports page. There, the picture of Marvin Haggler, the boxer, attracted me. He was preparing for the -3- (**A. victory B. attack C. protection D. defence**) of his title. The -4- (**A. correspondent B. writer C. editor D. publisher**) harped on Haggler's previous fights and -5- (**A. predicted B. prophesied C. imagined D. expressed**) an easy victory over his -6- (**A. antagonist B. opponent C. protagonist D. attacker**). I then read through the -7- (**A. communiqué B. propaganda C. editorial D. resolution**) which usually states the paper's opinion on current issues. The -8- (**A. commercials B. announcements C. advertisement D. exhibits**) were very many; with some of them taking up full pages. There was only one -9- (**A. drawing B. cartoon C. sketch D. caricature**) by an artist whose intention was clearly to -10- (**A. amuse B. abuse C. annoy D. stimulate**) the reader. There was also a full page -11- (**A. in memorial B. requiem C. obituary D. funeral**) announcing the death of a prominent Chief. In the column for serious-minded readers was a -12- (**A. caption B. controversial C. competitive D. feature**) on political transition, one of the -13- (**A. contemporary B. controversial C. competitive D. debatable**) issues of the time.

Answers - Passage 6

1	C	8	A
2	D	9	B
3	D	10	A
4	B	11	C
5	A	12	D
6	B	13	B
7	C		

Passage 7

When he had finished sweeping the sitting -1- (**A. room B. apartment C. corridor D. chamber E. parlour**), she took up the slightly moist -2- (**A. sweeper B. wiper C. cleaner D. mop E. duster**) and used it to wipe off the -3- (**A. mold B. mist C. Dust D. sands E. powder**) from the surface of the table, chairs, stools and windows -4- (**A. frames B. bars C. glasses D. sheets E. panes**). After that she adjusted the -5- (**A. clothes B. curtains C. dresses D. coverlets E. covering**) on the windows and doors and -6- (**A. read B. wrote C. rearranged D. compiled E. remade**) the few books and other items on the table and stools. She then moved into the -7- (**A. toilet B. bedroom C. store D. pantry E. kitchen**) where the dishes from the previous evening -8- (**A. breakfast B. supper C. lunch D. food E. snacks**) remained piled up, unwashed. She turned on the -9- (**A. tap B. switch C. knob D. handle E. key**) and started washing. It took her thirty minutes to turn the dirty plates and -10- (**instruments B. implements C. cutlery D. furniture E. utensils**) into gleaming pieces. She lit the -11- (**A. fire B. heater C. lantern D. lamp E. stove**), filled up the -12- (**A. plate B. kettle C. saucepan D. frying-pan E. warmer**) from the running tap and put it on the fire. That was for tea. She took a tuber of -13- (**A. banana B. corn C. lettuce D. yam E. cabbage**), peeled it clean, and cut it into neat -14- (**A. slices B. cubes C. morsels D. portions E. fragments**) Then, she commenced the process for making omelette. She cracked open four -15- (**A.**

coconuts **B. tomatoes C. eggs D. onions E. palm nuts**) on to a plate and mixed them thoroughly.

Answers - Passage 7

1	A	9	A
2	B	10	E
3	C	11	E
4	E	12	B
5	B	13	D
6	C	14	A
7	D	15	C
8	B		

INDEX