

## **A CONTRASTIVE ANALYSIS OF ADJECTIVES IN ENGLISH AND YORUBA**

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### **ABSTRACT**

The study contrasted Adjectives in English and Yoruba with a view to identify the areas of similarities and dissimilarities and the problem these differences pose to Yoruba learners of English. The paper sought to find out which aspects of English adjective posed problem to the learners of English as a second language. Four research questions were raised to back up the study. The study involved two hundred (200) students in JSS 2 and SSS 2 classes who were Yoruba speakers and learners of English as a second language. A test of 100 items of various types and uses of adjectives was given to the two hundred (200) students who were from four secondary schools in Ibadan metropolis. The results were used to answer the research questions. The results revealed a high error margin and therefore confirmed that Yoruba learners of English have problems with the use of English adjectives. Based on this result the researcher suggested, amongst others, that the curriculum planners should bear in mind the linguistic differences that exist between the learners' first language (L1) and English when designing curriculum. The teacher should present the language to the learners in meaningful and manageable units with adequate drills.

*Key words:* English adjectives, Yoruba speakers, Yoruba adjectives, mother tongue (L1), second language (L2), contrastive analysis, literal translations  
Junior Secondary Schools (JSS), Senior Secondary Schools (SSS).

### **I. INTRODUCTION**

English Language has remained the language of government, law, administration, politics, mass media, commerce and all sorts of social engagement for people from different language groups in Nigeria. It is the language of education and medium of instruction for all subjects except the indigenous languages or French. A credit or at least a pass in it is one of the prerequisites for admission into any higher institution of learning in the country. English has therefore become so important that we cannot avoid speaking or writing it in a way that is universally accepted. An appreciable degree of competence is expected from the learners of English.

It is, however, disheartening that most Nigerian learners of English as a second language find it difficult to attain proficiency in the language. There is a consensus among the general public that the standard of English is not just falling but has actually fallen (Adetugbo in Adelabu 2006).

Though English language is made compulsory in upper primary (classes 4-6) and throughout secondary schools, it does not help matter.

Most children speak little or no English at home or even outside the classroom at school. This is reflected in the poor performance of students both in internal (end of term or session examination) and external examinations like Senior Secondary School Certificate (SSCE) and General Certificate of Education (GCE)

This poor performance is not limited to English as lack of communicative competence in English is affecting their performance in other subjects. The chief Examiner for Social Studies (cited in Adelabu,1990) has this to say

“Social Studies- The standard of the candidates was very low. Many of them could not write a single sentence correctly. The written language of the candidates is very appalling. This has clearly affected their understanding of the questions and therefore their performance in the examination”

Other subjects are greatly affected too since the examinees are expected to write their answers in English.

The poor performance of students both in spoken and written English has been a topic of debates and complaints among parents, public examiners and the public for some time now and it should be a matter of great concern to researchers and teachers of English.

If English is so important and the standard is falling or has fallen, so many things are needed to be done to rectify this problem in order to bring it to its former standard of years ago. The first thing to do is to find out the factors that are responsible for the poor performance of students in English. Many researchers like Ayodele, (1987),, Adelabu & Fadimu (2003), Shaibu (2007), Ihejirika (2007) and others have identified many factors. These factors include negative attitude of students to learning of English, the role of teachers, lack of appropriate literature on teaching methods and curriculum development, the complexity of the language itself, varieties of English spoken in the country.

Shaplin (cited in Adelabu 1990) attributes the factors of the poor performance to fundamental ‘wrong’ educational policy which compels the Nigerian child to be literate in his mother tongue before learning English. This however is not considered a strong reason as some researchers like Ayodele, ( 1995 ), Adelabu & Fadimu (2004) are of the opinion that pupils tend to learn better when they start with the mother tongue. Besides, English is taught as a subject from the onset except that the mother tongue is the medium of instruction at the lower primary level. Also the students referred to in this study were secondary school students that have learnt English for three or six years (private schools) in primary schools and were expected to have overcome the problems.

Sofenwa (cited in Adelabu,2006) attributes the factors to the exodus of most native English speakers from the Nigerian educational scene, the decline in the prestige of English in the society, the wide disparity and confusion between the language of the text book, the curriculum, the English class and the language of the Nigerian society outside the classroom.

Other people, especially commentators in newspapers, over the radio and television have pointed out that education in general and English has declined as a result of a number of factors which

include overcrowding in schools, insufficient number of qualified teachers, lack of dedication and commitment on the part of the present day teachers, the use of sub-standard English on radio and television entertainment programmes and the fact that school children are much younger than those of forty or years ago.

There is an important factor which needs to be re-visited if the performance of the secondary school students must improve in English language. This is the problem of interference of the mother tongue with English.

Mother tongue interference continues to be regarded as the most obvious cause of difficulty which can not be ignored.

Williams (cited in Adelabu & Fadimu (2004), declares that

If therefore we look at the speech and writing of the foreign learner, there is little reason to doubt that we will find many mistakes which can be traced to the mother tongue.

This researcher shares the same view and is of the opinion that there is need to find out the extent to which mother tongue affects learning English as a second language among secondary school students speakers of Yoruba language. The study therefore aimed to investigate, identify and analyse the extent to which one of the major languages in Nigeria, Yoruba, affects the usage of English adjectives.

## **II. ENGLISH ADJECTIVES**

One of the major parts of speech in most languages especially English is Adjectives. It forms a vital aspect of written and spoken form of English. It is therefore necessary to learn and use it correctly. This is why it is necessary to find out the difficult areas and possible sources of difficulties which Yoruba learners of English encounter in learning English Adjectives.

Adjectives are words used to modify nouns or pronouns. To modify is to specify the exact meaning of another word. As a modifier, adjective does not change the basic meaning of the word it modifies: 'a black dog' is still a dog. The modifier, 'black', merely tells us something more specific about the word it modifies. Adjectives modify a noun or pronoun by describing, limiting or making its meaning more nearly exact. Adjectives may be more than one word.

According to Quirk et al (1980), four features are generally considered to be characteristic of adjectives:-

1. They can freely occur in attributive position, that is, they can pre-modify a noun as 'the lazy teacher', 'the little boy'.
2. They can occur in predicative position. Which means they can function as object or subject complement, e.g. 'reasonable' in 'the man seemed reasonable'.
3. They can be pre-modified by the intensifier 'very'. e.g. the men are very enthusiastic
4. They can take comparative and superlative forms with inflection or by the addition of the pre-modifiers 'more' or 'most' e.g. 'They are happier now'.  
'They are the happiest couple I know.'  
'She is more beautiful than Jane'.  
'They are the most colourful flowers I have ever seen.'

However, not all words that are traditionally regarded as adjectives possess all the four features.

### III. YORUBA ADJECTIVES

Yoruba adjectives are open set of words and they are numerous. They are generally placed after the nouns they modify, eg

Esin dudu kan  
Horse black a                      A black horse

Oja kekere kan  
Market small kan                      A small market

Ile pupa meta  
House red three                      Three red houses

However, it is not uncommon to find some exceptions where adjectives are placed before the nouns. They are so placed when

- i. expressing a special attribute of a person or thing, e.g.

obun omo  
dirty child                      a dirty child

ako okuta  
hard stone                      a hard stone

ologbon omo  
intelligent child                      an intelligent child

- ii expressing the fractional part of something

idaji igo epo  
half bottle oil                      a half bottle of oil

ilata apo ewa  
third sack/bag palm beans      one third of a bag of beans

- iii some adjectives like gbogbo (all), opolopo (a great number), aimoye (uncountable) are placed before the noun they modify, e.g

Gbogbo eniyan lo woran  
Many people go watch      Many people went to watch

O lo ni aimoye igba  
He go in uncountable time.      He went there uncountable times

### IV SIMILARITIES AND DIFFERENCES

Most Yoruba adjectives post modify. They are placed after the words they modify. The exceptions are very few. Even in these exceptions, the adjectives can still be placed after the noun. For example

Ologbon omo is the same as omo ologbon  
Intelligent child                      child intelligent.      An intelligent child.

Idaji igo epo is the same as epo idaji igo  
 Half bottle oil oil half bottle A half bottle of oil.

On the other hand most English adjectives pre- modify nouns though there are few exceptions.

In both languages, adjectives can occur freely in predicative positions, that is, in subject-complement and object complement.

a. Subject- complement

Ogiri na nipon.  
 Wall the thick The wall is thick.

Eru yen wuwo  
 Load that heavy That load is heavy.

b Object- complement

Oro oluko mu wa ronu  
 word teacher take us think The teacher's words made us to think

O mu won binu  
 he/she take them angry He/she made them angry.

Prediction:

While most adjectives post modify in Yoruba, most English adjectives pre- modify the words they qualify. A Yoruba learner of English may not be able to to place adjective correctly when writing in or speaking English. They are likely to encounter problems in identifying English adjectives in sentences since their positions are different in the two languages.

## V. OBJECTIVE OF THE STUDY

The study was conducted to find out the problems the Yoruba learners of English encounter with the English adjectives. It also compared the English adjectives with Yoruba adjectives.

## VI. RESEARCH QUESTIONS

The following questions were raised to assist the study

1. What are the characteristics of adjectives in English and Yoruba?
2. Are there similarities or differences between adjectives in English and Yoruba?
3. What sort of problems do Yoruba learners of English have with English Adjectives?
4. Are the SSS 2 students better than JSS 2 students in using English adjectives ?

## VII. THE SAMPLE

The sample consisted of two hundred (200) students who were Yoruba by birth and speak Yoruba as their first language from four secondary schools in Ibadan namely:

Eleta High School, Ibadan  
 United Secondary School, Ijokodo, Ibadan  
 The Polytechnic Staff School, Ibadan

Ikolaba High School, Ibadan

One hundred (100) were Junior Secondary School 2 (JSS 2) students while one hundred (100) were Senior Secondary School 2 (SSS 2) students.

The JSS 2 students were chosen because they were still at a level where the first language habits still likely to affect English usage more than in advanced class. The SS 2 were also sampled because they have reached a stage where a stable or solid foundation for the mastery of English is assumed to have been attained. The two sets of students would permit a reliable comparative projection of the extent of progress made by SSS 2 students over the years in the areas covered by this study.

## VIII THE INSTRUMENT

The instrument was a one hundred - item test of ten different types of adjectives. The test contained ten parts to capture the ten different adjectives to be tested. The test was administered by the researcher with the co-operation of the teachers in all the sampled schools. The researcher did not teach the students, she only administered the test. After completion, the answers were dictated and students marked their partners' works. Errors detected in marking were corrected by the researcher.

The instrument was used to test the respondents' ability to identify, compare and correctly use various types of adjectives. Each test item was made up of a sentence, with a gap to be filled with a correct option or ungrammatical sentences to be re-written. In some of the tests, examples were given. See the appendix for the test items.

## IX RESULTS AND DISCUSSION

The results are presented in ten (10) tables. Percentages were used to quantify the correct and wrong responses. An error margin of 20% and above is considered significant. The acronyms in the tables are explained below:

C. R = Correct Responses

W. R = Wrong Responses

F = frequency

Table 1: Responses to the test on identification of adjectives (Part A)

TEST ITEMS	TOTAL EXPECTED RESPONSES	J S S 2				S S S 2			
		C. R		W. R		C. R		W. R	
		F	%	F	%	F	%	F	%
1 & 5	200	116	58	84	42	135	67.2	65	32.5
2 & 3	200	143	71.5	57	28.5	148	74	52	26
4 & 7	200	108	54	92	46	113	56.6	87	43.5
6,8,9&10	400	236	59	164	41	278	69.5	122	30.5

Table 1 presents the responses to the test on identification of adjectives that included cardinal adjectives (1 & 5), nouns used as adjectives (2 & 3), verbs used as adjectives (4 & 7) and general (6,8-10). The students were asked to identify the adjectives in a given passage by underlining them.

The result shows that the error margin for each item is greater than 20% for the two classes. In all cases, however, the error margins for SS 2 students were not as high as that of JSS 2 students.

Table 2: Responses to the test on derivative adjectives (Part B)

TEST ITEMS	TOTAL EXPECTED RESPONSES	J S S 2				S S S 2			
		C. R		W. R		C. R		W. R	
		F	%	F	%	F	%	F	%
11, 21, & 23	300	146	48.7	154	51.3	236	78.6	64	21.3
12 & 13	200	132	66	68	34	149	74.5	52	25.5
14 & 20	200	145	72.5	55	27.5	160	80	40	20
15 & 22	200	109	54.5	91	45.5	114	57	86	43
16 & 17	200	61	30.5	139	69.5	79	39.5	121	60.5
19 & 25	200	101	50.5	99	49.5	135	67.5	65	35.5
18 & 24	200	104	52	96	48	142	71	58	29

This table presents the responses of the test on derivative adjectives. The students were asked to form adjectives from words. These words required the addition of '-al' (items 11, 21 & 23), '-ful' (items 12 & 13), '-en' (items 14 & 20), '-less' (15 & 20), '-able' (16 & 17), '-ish' (18 & 24) and '-ous' (19 & 25).

The error margins of all the items were higher than 20%. Derivation of adjective with '-able' (16 & 17) calls for concern. The error margins were more than 60% for both classes of students. They all performed below average.

Table 3: Responses to the test on Comparison of Adjectives (Part C)

TEST ITEMS	TOTAL EXPECTED RESPONSES	J S S 2				S S S 2			
		C. R		W. R		C. R		W. R	
		F	%	F	%	F	%	F	%
26, 27, 32 & 34	400	253	66.3	147	36.7	267	66.8	133	33.3
28, 29, 33 & 35	400	340	85	60	15	381	95.3	19	4.8
30 & 31	200	143	71.5	57	28.5	172	86	28	14

The students were asked, in part C, to write the comparative and superlative adjectives of some words that required 'more and most' (26, 27, 32 & 34), '-er and -est' (28, 29, 33 & 35) and adjectives that form their comparison irregularly (30 & 31). Table 3 shows that only few students have problem with comparison of adjectives with '-er' and '-est'. Both classes of students had error margin of less than 20%. But the error margins for the other two were so high.

Table 4: Responses to the test on the use of gradable adjectives (Part D)

TEST ITEMS	TOTAL EXPECTED RESPONSES	J S S 2				S S S 2			
		C. R		W. R		C. R		W. R	
		F	%	F	%	F	%	F	%
37, 38, 42 & 43	400	207	51.5	193	48.3	279	69.7	121	30.3
36, 40 & 45	300	247	82.3	53	17.6	273	91	27	9

Table 4 presents the result of items that tested the students' ability to use comparative adjectives (37, 38, 42 & 43) and superlative adjectives (36, 40 & 45). In both classes of students, while the error margin for comparative adjective was above 20%, that of superlative was below 20%.

Table 5: Responses to the test on Adjectives as Nouns Phrase (Part E)

TEST ITEMS	TOTAL EXPECTED RESPONSES	J S S 2				S S S 2			
		C. R		W. R		C. R		W. R	
		F	%	F	%	F	%	F	%
46,47,48,51,52&54	600	304	50.7	296	49.3	378	63	222	37
36, 40 & 45	300	247	82.3	53	17.6	273	91	27	9

The table presents the result of the items that tested the use of the definite article 'the' (46- 48, 51 & 52) and indefinite article a/an. They were asked to replace the underlined phrases with adjectives where possible. The error margin for each item was more 20%. The students demonstrated that they had problems with the use of article 'a' as a close look at the table reveals the number of correct responses in both classes was lower than that of wrong responses.

Table 6: Responses to the test on succession of adjectives (Part F)

TEST ITEMS	TOTAL EXPECTED RESPONSES	J S S 2				S S S 2			
		C. R		W. R		C. R		W. R	
		F	%	F	%	F	%	F	%
56 to 64	900	389	43.2	511	56.8	472	52.4	428	47.6

This table covers items 56 to 64 which tested succession of adjectives in sentences. They were asked to rewrite each sentence by re-arranging three or more adjectives underlined in each sentence. The error margin was higher than 20% for both groups. Compare with other types of adjectives, succession of adjectives poses problem to the students. Serious remedial exercise need to be done in this area .



Table 7: Responses to the Test on Quantitative Adjectives (Part G)

TEST ITEMS	TOTAL EXPECTED RESPONSES	J S S 2				S S S 2			
		C. R		W. R		C. R		W. R	
		F	%	F	%	F	%	F	%
65,69,70 & 72	400	301	75.3	99	24.7	315	78.7	85	21.3
67, 68, 71&73	400	312	78	88	22	347	86.7	53	13.3
66 & 64	200	119	59.5	81	40.5	148	74	52	26

The table above presents the results of items that tested the use of quantifiers, 'many' and 'much' (65, 69,70 & 72), 'either' or 'neither' (67, 68, 71 &73) and 'enough' (66 & 74). The wrong responses were higher in all, except for SS 2 students that had 13.3% error margin for 'either' or 'neither'.

Table 8: Responses to the test on Quantitative Adjectives (Part H)

TEST ITEMS	TOTAL EXPECTED RESPONSES	J S S 2				S S S 2			
		C. R		W. R		C. R		W. R	
		F	%	F	%	F	%	F	%
75 & 79	200	91	45.5	109	54.5	117	58.5	83	41.5
76, 83 & 84	300	221	73.7	79	26.3	257	85.7	43	14.3
77, 78 & 81	300	187	62.3	113	37.7	234	78	66	22
80 & 82	200	169	84.5	31	15.5	156	78	44	22

Table 8 covers the result of quantitative adjectives 'any' (75 & 79), 'few' (76, 83 & 84), 'little' (77, 78 & 81) and 'a lot of' (80 & 82). The error margin for all the items were more than 20% expect for SS 2 students that had 14.3% in the use of 'few'. The JSS 2 students similarly had 15.5% error margin in the test for the use of 'little'. They performed better than the SS 2 students in this exercise and the only one so far. This could be as a result of overconfidence on the part of the SSS 2 students.

Table 9: Responses on the use of the Possessive Adjectives (Part I)

TEST ITEMS	TOTAL EXPECTED RESPONSES	J S S 2				S S S 2			
		C. R		W. R		C. R		W. R	
		F	%	F	%	F	%	F	%
86 & 94	200	153	76.5	47	23.5	160	80	40	23.5
87 & 91	200	119	59.5	81	40.5	152	76	48	24
90 & 92	200	42	21	158	79	89	44.5	111	55.5
85,86,89&93	400	359	89.8	41	10	362	90.5	38	9.5

The table presents the results of the items that tested the use of the possessive adjectives like 'singular nouns with -s genitive' (82 & 94), 'plural nouns with -s genitive' (87 & 91) 'apostrophe with singular and plural nouns ending in -s' (90 & 92) and possessive adjectives her, his, its, theirs (85, 88, 89 & 93). The wrong responses were greater in all cases for both classes except the last

items that tested the use of possessive adjectives where both had very low error margin of 10% and 9.5% respectively.

Table 10: Responses to the Test on the Use of Adjectives of Nationality (Part J)

TEST ITEMS	TOTAL EXPECTED RESPONSES	J S S 2				S S S 2			
		C. R		W. R		C. R		W. R	
		F	%	F	%	F	%	F	%
95 & 99	200	99	49.5	101	50.5	106	53	94	47
97 & 98	200	72	36	128	64	95	47.5	105	52.5
96 & 100	200	69	34.5	131	65.5	102	51	98	49

The items in this part tested the respondents' ability to use adjectives of nationality with '-ian' (95 & 99), '-ish' (97 & 98) and '-ese' (96 & 100). A close look at the table reveals that this aspect posed problem to all the students.

Tables 1-10 reveal that the error margin of all the test items were high except in two cases cited. They also reveal that the SSS 2 students performed better than the JSS 2 students except in one case. The results from the tables would be used to answer the research questions 3-4.

Research questions 1 & 2 are answered in III & IV where the characteristics of English and Yoruba adjectives as well as the similarities and differences between the two are discussed. There are similarities and differences between English and Yoruba adjectives.

Research Question 3: What sort of problems do Yoruba learners of English have with English adjectives?

The ten tables reveal that the students have problems with virtually all the aspects tested as the error margin of all them are greater than 20%. Both sets of students performed so badly in the test on the use of adjectives that use indefinite article 'a' (table 5) and the use of possessive adjectives - apostrophe with singular and plural nouns ending in -s (table 9). (See the appendix for the test items on the type of adjective).

Research Question 4: Are the SSS 2 students better than the JSS 2 students in using English adjectives?

The tables reveal that the SSS 2 students consistently performed better than the JSS 2 Students as the error margin were not as high as that of JSS 2 students except in one occasion. The SSS 2 students are therefore better than the JSS 2 students in using English adjectives.

## X. SUMMARY AND IMPLICATION OF THE FINDINGS

This research set out to answer the research question raised. Answers to the research questions have been provided by the facts obtained in the contrastive analysis and the results of the tests analysed. The result can be summarized as followed

- \* There are many noticeable differences in the characteristics of adjectives in

English and Yoruba and the differences constitute problems to Yoruba learners of English adjectives.

- \*The derivation, comparison and arrangement of adjectives are problematic to Yoruba learners of English.
- \* The use of adjectives as head of noun phrase, possessive adjectives, nouns as Adjectives, quantifiers and quantitative pose problems to Yoruba learners of English.
- \* No test item was error free., though some have error margin of less than 20%.
- \* The SSS 2 consistently performed better than SSS 2 students.

The implication of the finding is that the students' spoken and written English would be characterised with grammatical errors as a result of their inability to use adjectives correctly. The error margin of 20% and above calls for group remediation drilling while the error margin below 20% needs individual drilling.

## XI. RECOMMENDATION

In the light of the findings of this study, it will be correct to say that any curriculum development aimed at the teaching of English should take cognizance of possible areas of L1 interference. The sources of error by Yoruba learners of English as second language are evidence of insufficient exposure to the language. The English language is characterised by multiplicity and diversity of rules governing the use of adjectives in English. Adequate exposure to English language enhances the learner's development of the language habits. It enables him to unconsciously make certain generalisation in form of rules and these he intuitively applies when using the language. In other words, if Nigerian learners are given the opportunity to develop the appropriate English language habits, they will be able to separate them from the habits of their first language interference.

Teachers of English should teach the learners in such a way that they may acquire the language with ease. They can achieve this through different means. A lot of practice in speech and written exercises are highly necessary in English adjectives in order to achieve perfection. Teachers should give, mark and correct assignment in addition to class work. Those assignments should be recorded to enable students attach importance to them. They should vary their methods of teaching and make their lesson interesting by using various teaching aids where possible.

Remedial drills are essential. Linguists are of the opinion that language lesson without drills can never be successful. They provide instant practice in sentence construction and help the learner retain the basic structural patterns. The substitution table that exposes learners to the appropriate use of English adjectives will be quite useful in this regard.

Text books should be written to take cognizance of the peculiar needs of the learners. Supplementary materials which emphasize and give special drilling in the major contrasts between English adjectives and Yoruba adjectives should be developed by the text book writers. Provision should be made for enough revision exercise to enable the students grasp the contents.

## XII. CONCLUSION

The paper examined the problems the Yoruba learners of English had with English adjectives. No test item was error free. Those test items with error margin of 20% and above call for group remediation while those below call for individual drill. The solution to the problem should be a joint responsibility of whoever is directly or indirectly involved in the education of a learner and the learner himself.

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Appendix

Name: .....
School: .....
Class: ..... Ethnic Group: .....

PART A

Read the passage and underline ten (10) adjectives in it

It is almost a hundred years ago that new diamond mines were found to meet the age-old demand for ostentation for the privileged few. Diamonds were symbols of wealth and size was important. Two wars, a social revolution and growing prosperity in the world have changed that. Sheer size has yielded place to brilliant cut and exquisite setting.

PART B

Form Adjectives from the following words eg beauty beautiful

- 11. experiment ..... 12. Duty .....
13. success ..... 14. Gold .....
15. rest ..... 16. Work .....
17. service ..... 18. Baby .....
19. marvel ..... 20. Hid .....
21. option ..... 22. speech.....
23. ethic ..... 24. Red .....
25. seal .....

PART C

Write comparative and superlative forms of the following Adjectives

Table with 3 columns: Words, Comparative, Superlative. Includes examples like Happy (happier, happiest) and a list of 10 adjectives to be converted.

## PART D

Underline the correct words in the brackets to complete each of the sentences below eg. He is the (faster, fastest) among the six of them.

36. Anini was the (more, most) notorious robber in Nigeria. ....
37. She took (bigger, biggest) one out of the two plates. ....
38. Which of the two is (more, more than, most) handsome. ....
39. Is that egg as (big, bigger) as this? .....
40. Off all the four children, Tunde is the (more, most) brilliant. ....
41. Abuja will soon be as (crowded, more crowded) as Lagos. ....
42. We like holidays (better, more better than, than) work. ....
43. The lack of news worried her (more than, most than) she admitted. ....
44. He is as (tall, taller, tallest) as the eldest. ....
45. The (fat, fatter, fattest) man in Nigeria has not been discovered. ....

## PART E

Replace the underlined phrases with an adjectives where possible eg.

Let the dead people bury those who are dead.

Let the dead bury the dead .

46. The wicked people will be punished. ....
47. Those who are rich don't have peace of mind. ....
48. We should be kind to those who are disabled. ....
49. He kept quiet as he was a dumb person. ....
50. A deaf man is leading a person that is blind. ....
51. If something we did not expect happens, we should take it in good faith. ....
52. We should always praise those who are innocent. ....
53. Somebody who is blind always sits here to beg. ....
54. People think those who are lame should not be here. ....

## PART F

Rewrite these sentences by arranging the adjectives underlined in the sentences.eg

The black long-nosed quick fox jumped over the wall.

The quick long-nosed black fox jumped over the wall.

56. The fire brigade has brought a fire huge black engine. ....
57. Brown many fierce looking dogs protect the store. ....
58. Dadzie has brought a colour expensive Japanese television. ....
59. There was a morning early television broadcast. ....
60. Mr Johnson was a television Nigerian popular actor. ....
61. I like listening to the American black young singer. ....
62. She loves wearinmg her silk new red blouse. ....
63. The Mathematics tall kind hearted teacher has resigned. ....

64. Albert Einstein was one of the scientific greatest modern physicians that ever lived.....

### PART G

Use 'either', 'neither', 'much', 'enough', and 'many' to fill the gaps in the following sentences.

- 65. He didn't buy ..... food as he was going away.
- 66. There should be ..... water in the pot.
- 67. .... John or Janet will sing the solo tomorrow.
- 68. It is ..... you nor I, it must be somebody else.
- 69. There are ..... students in the the assembly.
- 70. there is too .....salt in the soup.
- 71. .... solution is right.
- 72. He hasn't as ..... friends as he used to have.
- 73. Who has seen the wind? ..... you nor I.
- 74. It is dry ..... for us to play football.

### PART H

Use 'few', 'little', 'a lot of', 'any', to fill the gaps in the following sentences.

- 75. He didn't give me ..... news.
- 76. .... of us opposed the new law.
- 77. You should take a ..... soup in the pot.
- 78. She has ..... or no knowledge of it.
- 79. That question is so easy that ..... student could answer it.
- 80. There was ..... sand in the rice.
- 81. Why don't you wait a ..... longer?
- 82. He bought ..... food on the way.
- 83. The ..... that came did not wait till the end.
- 84. I spent ..... days in Abuja.

### PART I

Underline the correct words or phrases in the following sentences.

- 85. The house was built by us, so it is (her, our, their) house.
- 86. (Daddy's, Daddy, Daddys') car is always parked outside.
- 87. (Men's, Mens, Mens') garments are expensive.
- 88. Students are fond of reading (its, their, my) books
- 89. She does not like the belt because of (their, her, its) colour.

- 90. Mr (James, James', James's) box is always locked.
- 91. Mummy changes her (children, children's, childrens')wears quite often.
- 92. Their (babies, babies', babies's) toys are kept in the wardrobe.
- 93. That naughty girl always bites (her, his, its) finger.
- 94. This is (Aina's, Aina, Ainas')book.

PART J

Rewrite the following sentences using adjectives of nationality

Kolo was an ambassador of Nigeria.

Kolo was a Nigerian ambassador.

- 95. They are citizens of Iraq. .....
- 96. His parents are from Togo. .....
- 97. The delegates were sent by the government of Sweden. .....
- 98. Lewis is an ambassador of Britain. .....
- 99. They are people of Sierra Leone. .....
- 100. The people of Portugal speak English too. ....