

The Use of Auxiliary Verbs by Nigeria Certificate in Education (N.C.E) Students: A Case Study of Federal College of Education (FCE), Kano

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Abstract

English Language in Nigerian tertiary institutions has suffered a setback in recent years in terms of its usage. Students of higher education from whom high level of proficiency is expected, cannot for instance, construct error free sentences.

It is appalling and indeed embarrassing to listen to, or read students' essays at the tertiary level today, with gross misuse and abuse of language. This paper as a survey, is therefore trying to find out the causes of such abuse and misuse of language with special reference to auxiliary verbs. It has been observed that NCE students in Colleges of Education using FCE, Kano as a case study, cannot use these verbs correctly even after they had taken General English courses. It is worrisome because NCE is the minimum qualification requirement for teaching at the foundation level (primary school) in Nigeria. The paper states the background of the study, the problem, research questions, objectives of the study and theoretical frame work on which the study is based. It goes further to review some related literature, states the methodology and finally presents data analysis and discussion of the findings. The findings reveal that a combination of factors accounted for the misuse of these auxiliary verbs, such as over generalization of grammatical rules, mother tongue interference, poor teaching of these verbs among others. It makes recommendations towards ameliorating the problem.

Key Words: Auxiliary verbs, tertiary institutions, errors, NCE students

Introduction

In recent times, quite a number of educationists have noted the need to improve the spoken and written English of students not only in secondary schools, but also in tertiary institutions of Nigeria. This need has led to many studies on the use of English among students. , Obi (1979), Afolayan (1982), Ofuokwu (1982), Olaofe (1982), Opata (1986), Oji (1988), Akoh (1989), Stephen (1990), Adjoze (1995), Aichatou(1995) and more recently, Auwal (2001), Godwin (2004), Shuaibu (2004) among others studied the grammatical errors made in the written and spoken English of users of English in Nigeria. These errors vary in terms of complexity and source. Those who carried out studies in the use of English among Nigerian students include Ofuokwu (1982), Olaofe (1986), Opata (1986), Oji (1988), Aichatou (1995), and Adjoze (1995) but they concentrate mainly on university students. According to Olaofe (1988:18-30), "The main focus of these studies (at the university level) is written English at 'The discourse', 'stylistic' and global sentence levels". The fact that no particular attention has been paid to the use of auxiliary verbs by students in these studies is the motivation for this present study.

The present researcher has observed that many students in colleges of education, especially Federal College of Education Kano, tend not to use auxiliary verbs correctly both in written and spoken English. This among other reasons might be due to lack of awareness of the rules guiding their correct usage.

Background to the Study

In a country such as Nigeria where English performs a major function as the official language, the need for proficiency is not only desirable but also absolutely necessary. The language is used not only as a medium of instruction from the upper primary school to the university level, but it is also taught as a subject at every level of education. It is little wonder then that English enjoys a prestigious position in Nigeria's educational system. Against this background, it is pertinent that students at the tertiary level, especially colleges of education, who are the future teachers at the foundation level (primary school), should attain proficiency in English, as it will enable them to use the language correctly and efficiently to impart knowledge in English and other subjects.

One of the problems with the use of English in Nigeria today is that students speak all kinds of what might be regarded as poor quality and uneducated English. While this appears to be an inevitable consequence of different speakers' competences in the language, we are of the opinion that the correct use of the language is not only desirable but also possible. The problem with the use of auxiliary verbs is a grammatical one although such

grammatical deviation does not usually result in a serious unintelligibility, it is indicative of the user's imperfect knowledge of the English language.

The Problem

Students at all levels of the educational system seem to have poor control of English language. Many of those at the tertiary level from whom a high level of proficiency is expected, cannot for example, construct error-free sentences despite the various developmental English programmes they have taken. This problem is even more pronounced with NCE students in colleges of education, probably due to their poor background. The following are some of the observed auxiliary verb errors in the written and spoken English of such students.

1. The people doesn't attend meetings any longer.

In this sentence, some students always use 'doesn't', in place of don't and vice versa which is wrong. (Hence, they commit a grammatical error.)

2. He *have* many assignments to carry out.

Many NCE students sometimes use (the auxiliary verb form) 'have' for 'has' in their sentences, thereby making their sentences grammatically faulty.

3. He *would* complete the work now.

Some students exchange (the modal auxiliary verb form) 'would' for 'will' as in the above sentence, which renders the sentence faulty. Taking into consideration the adverb 'now', at the end of the sentence, they should have used the modal auxiliary form 'will' which can fit in correctly since 'would' is sometimes used to represent the past tense in sentences.

4. I *used to* eat a lot of food nowadays.

Some students misuse the modal auxiliary form 'used to' is in most occasions in their sentences. They forget that this verb form can only be used to indicate habitual behaviour in the past. Instead they use it in sentences about present events.

5. *You must have to* come with me.

'Must' and 'have to' are identical in meaning and therefore cannot co-occur in the same grammatical environment. This amounts to redundancy.

Such wrong usage of auxiliary verbs makes it necessary to investigate why students misuse them.

Research Questions

In order to carry out this study effectively, the following questions are to be used as a guide to the investigation.

1. What are the errors associated with the use of auxiliary verbs by NCE students?
2. What are the possible causes of the misuse of auxiliary verbs by NCE students?
3. What are the proper and appropriate methods of teaching auxiliary verbs?

Objectives of the Study

The main aim of this research is to investigate the use of auxiliary verbs among NCE students. This is necessitated by the fact that the students misuse the auxiliary verbs. The objectives of carrying out a research on this subject matter include the following:

1. To identify the errors associated with the use of auxiliary verbs by NCE students.
2. To identify the possible causes of the misuse of auxiliary verbs by NCE students in colleges of education.
3. To suggest ways of solving the problem and recommend better alternative or ways of proper teaching and learning English auxiliary verbs

Literature Review

The authorial review of literature for this study is centered on auxiliary verbs usage and error analysis. Works reviewed on auxiliary verbs usage include: Bamgbose (1990), Quirk and Greenbaum (1973), Quirk et al (1972/1985), Halliday(1985), Young (1980), Oluwole and Rose (1996), Oji (1988), Ayoola (2006), Boadi, Grieve and Nwankwo (1968), Stageberg (1981), Kenworth (1991), Gleason (1965), Michener (1986), Merrill (1984), Nolasco (1990), Gramely and Patzold (1992). These authors define auxiliary verbs as words that occur along with the main verbs to form verbal group in a given clause and function as helping verbs. Each of these

grammarians identifies both the primary (non-modal) and modal auxiliaries. They opine that the primary auxiliaries which include 'be' 'have' and 'do' can function both as auxiliaries and lexical verbs and the modal auxiliaries 'will' 'would' 'can' 'could' 'shall' 'should' 'may' 'might' 'must' 'ought' 'dare' 'need' and 'used to' in addition to the role of auxiliary verbs which they perform, also reflect the (possibility, necessity, etc) of the speaker.

Distinctive Features of Modal Auxiliaries

1. They have no special ending by way of inflection especially the central modal auxiliaries.
2. Modal auxiliaries cannot precede one another in sentences.
3. The main verbs that follow modal auxiliaries especially the central ones are usually bare infinitive verbs.
4. They cannot stand on their own in sentences except the marginal auxiliaries (need, used to, dare and ought to).

Criteria for Identifying Auxiliary Verbs

Quirk et al (1985) use the following criteria to identify auxiliary verbs.

A. Operator in Negation with 'Not'

In forming negative finite clauses, the first auxiliary is placed before the negative word 'not'. See the contrast in the following sentences:

- i) She can do it
- ii) She cannot do it
- i) She saw the play
- ii) *She saw not the play

As the example shows, full verbs like 'see' are distinguished from auxiliary verbs by their inability to form negation in this way. Current English has no negative sentence such as:

- ii) *She saw not play

We however do have an acceptable negative sentence of the following form:

- i) He decided not to see the play
- ii) I like not working on Fridays

In these cases, however, negation is associated with the second, non-finite verb phrases, 'to see' and 'working', rather than with the initial finite phrases 'decided' and 'like'. This is obvious from the following paraphrases:

- i) He decided that he would not see the play
- ii) I like it not working on Fridays

In archaic usage, we can also see negative construction in which 'not' follows a full verb but not an operator e.g.:

- i) I care not who knows it
- ii) If I mistake not, you were at the party?

B. The Negative Contraction of the Auxiliary

Every auxiliary except the 'am' form of 'BE', has a contracted negative form, although 'mayn't' and 'shan't' are not virtually non-existent, especially in American English.

In addition many operators have contracted the non-negative form. For example:

'BE': am-'m, is -'s, are-'re
'HAVE': have-'ve, has-'s, had-'d
Modals: will-'ll, would-'d

Notice that the contractions 's' and 'd' are ambiguous, the former representing 'is' or 'has' (occasionally 'doer') and later 'had' or 'would'. The above verb contractions are called non-negative because they cannot combine with negative contractions to form double contracted forms.

C. The Inversion of Subject and Operator

Auxiliaries, as operators, admit inversion, i.e. the subject noun phrase and the auxiliary (the first auxiliary if there are two or more) change places, especially in interrogative clauses. For example, compare:

- | | |
|----------------------|------------------------|
| a) She will come | a) Will she come? |
| b) She plans to come | b) *Plans she to come? |

As with 'not' negation, the main verbs here require the use of 'do' e.g. Does she plan to come?

D. *The Emphatic Positive*

Auxiliary as operators can carry nuclear stress to make a finite clause positive rather than negative. For example:

- | | |
|--------------------------|----------------------------------|
| a) Won't you try again? | c) You must speak to the teacher |
| b) Yes, I will try again | d) I have spoken to her |

The function of this emphatic positive use of the operator is to deny a negative, which has been stated or implied on the use of 'do' here in assertive contexts e.g.

- a) You did speak to her?
- b) I thought you didn't
- c) You should listen to your mother
- d) But I do listen to her.

Sometimes the emphatic operator has no contractive meaning, but is used purely for emotive force. e.g.

- i) I am glad! I do wish you would listen
- ii) You have done well

Above are some of the criteria employed by Quirk et al (1985) in identifying auxiliary verbs.

On error, Doff (1995), Lado (1957), Brown (1980), Corder (1974), Littlewood (1984) among others believe that language is a system of rules, that learner has to acquire and that trying out language and making errors are a natural and unavoidable part of learning process. Students' errors are a very useful way of showing what they have and what they have not learnt, so instead of seeing errors negatively as a sign of failure (by the teachers or the students) they should be seen positively as an indication of what we still need to teach or learn. Similarly, Hadley (1993) posits that "the openness of language leads to both creativity and error therefore since we cannot have one without the other, we cannot ignore, confine or fail to appreciate or encourage the process"

Sources of Error

In language learning whether L1 or L2, all scholars agree that there are errors which learners commit with varying degrees of consistency. Error Analysis (EA) contends that learners' errors are inherent within the language system and are not necessarily native language induced. It also admits that errors are caused by analogy with the native language.

Evidence from empirical studies indicates that the sources of errors are traceable to:

- A. The Learners: Errors are generated by learners who as a result of their innate ability to learn languages from hypotheses which are tested and manifest themselves in the formation of wrong analogies by overgeneralization after observing some paradigms (see Doff 1995, Hubbard et al, 1995, Stern, 1995:325, Corder, 1974, Dulay and Burt, 1974). The mentalist theory supports the above view and claims that errors are inevitable because they reflect various stages in the language data in his mind and produces rules for its production, based on the evidence. Where the data are inadequate or the evidence only partial, such rules may produce the following pattern:

*The doorbell rangs?

*She dranked all the lemonade (Hubbard et al, 1995:149). Overgeneralization covers instances where learners create a deviant structure on the basis of their experience of other structures. For instance, in the case of "rangs", the learner has over generalized the third person's rule in the present tense: (he rings) and applied it to the past. In the case of dranked, he over generalizes the past tense-ed inflection.

- B. Teaching Materials or Methods: (Teaching/Teacher induced errors). Having related mentalism to

overgeneralization, we can relate behaviourism to those errors which appear to be induced by the teaching process itself. The behaviourist regards errors as evidence of failure, of ineffective teaching or lack of control. They assert that if material is well chosen, graded and presented with care, there would never be any error. Similarly, Hadely (1993) states that certain types of teaching techniques increase the frequency of over-generalized structure.

- C. Difficulties inherent in the language: Richards (1974) states that there are 'myths' that some languages are difficult, giving the example of Latin and these affect the learner. Headbloom (in Ubahakwe 1979), and Senders (1992) also maintains that "the complexity of a particular item being" learnt, and the difficult structures inherent within the Target Language (TL) will cause learners to err".
- D. Interference from L1 and L2: Errors are also traceable to interference from L1 and L2. Certain structures in the MT appear in the TL as the learner carries over the habits of his MT into the second language (see Corder 1974:158 in Stern 1995, James 1983:20, Thorriburg 1999:114). However, negative transfer (interference) takes place when the use of a native form produced an error in the foreign language.

Types Error

Corder (1974) in Littlewood (1984) and Hadley (1993) classify errors into two major groups. These are inter-lingual and intra-lingual errors. Inter-lingual errors are those that arise from conflicts between the target language and mother tongue while intra-lingual are those that the learners encounter in the TL such as overgeneralizations and false analogies.

Theoretical Framework

This work is anchored on acculturation theory of Second Language Acquisition (SLA) propounded by Schumann (1978).

Acculturation is defined by Brown (1980) as the process of becoming adapted to a new culture.

According to the theory, acculturation in SLA is determined by the degree of social and psychological distance between the learner and the target language culture. Social distance according to Schuman (1978) is the result of a number of factors which affect the learner as a member of a social group in contact with the target language group. Psychological distance is the result of various affective factors which concern the learner as an individual. The social factors are primary. The psychological factors according to Schumann come into play in cases where the social distance is indeterminate (i.e. where social factors constitute neither a clearly positive nor clearly negative influence on acculturation).

Schumann (1978) lists the various factors which determine social and psychological distance. The social variables govern whether the overall learning situation is 'good' or 'bad'. An example of a good learning situation is when:

1. The target language and L2 groups view each other as socially equal.
2. The L2 group's culture is congruent with that of target language group.
3. Both groups have positive attitudes to each other.
4. The L2 group envisages staying in the target language speaking area for an extended period. An example of a 'bad' learning situation is when the conditions are opposite to the ones described above.

According to Schumann (1978) the psychosocial factors are affective in nature. They include:

1. Language shock in which the L2 learner may experience doubt and confusion when using L2.
2. Culture shock, in which the L2 learner may experience disorientation, stress, fear etc as a result of differences between his or her own culture and that of target language community.
3. Motivation

Social and psychological distance influence SLA by determining the amount of contact with the target language that the learner experiences, and also, the degree to which the learner is open to that input which is available. Thus, in 'bad' learning situations the learner will receive very little input. Also when the psychological

distance is great, the learner will fail to convert available input into intake.

Acculturation theory is considered to be the most suitable model for this study because:

1. The language shock in which the learner experiences doubt and confusion when using L2 as explained by the theory could be responsible for the errors committed by the subjects of this study in their attempt to communicate in L2.
2. The culture shock in which the L2 learner experiences disorientation, stress, fear etc as a result of differences between his culture and that of the target language community as posited by acculturation model may be responsible for the errors committed by the subjects of this study in their attempt to communicate in L2.
3. The subjects of this study may commit these errors in L2 due to bad learning situations as envisaged by this acculturation model.
4. Errors may also be committed by L2 learners due to poor motivation strategies employed by the teachers.

In conclusion therefore, bad learning situation and great psychological distance as conceived by this model could cause the subjects of this study to err. This is why acculturation theory is a suitable model for this study.

Methodology

This study is an experimental design, investigating into the misuse of auxiliary verbs by NCE students in colleges of education using FCE Kano as a case study. A sampling population of one hundred NCEIII students from FCE Kano was randomly selected for the study from a total population of one thousand students. The hundred subjects were divided into two groups of fifty. The first fifty were English major students while the remaining fifty were non-English major who had already offered and completed the Use of English course. FCE Kano was the location of the study. The main instruments used for data collection was a teacher made test. The test items were twenty; ten on primary auxiliary verbs and ten on modals.

Group one consisted of fifty students were mainly NCEIII English major from the school of Languages. Group two who were also fifty in number comprised of NCEIII but non-English major students drawn from the school of the Science. The rationale for choosing NCEIII English major and non-English major students is that their performance would form a basis for comparison. More than fifty students were invited for the test from each school after which only fifty scripts were randomly picked for marking. In order to carry out a proper analysis of our data, a marking scheme was provided. A hundred marks were allocated to the objective test which was used for the analysis of the data. In the analysis, the raw scores were converted into appropriate percentages.

Data Analysis and Discussion of Findings

The table below shows the performance of the School of languages with regards to the use of both primary and modal auxiliary verbs in the test administered to the subjects.

Table 1:

Category A	Category B
Primary Auxiliary Verbs 53.5%	Modal Auxiliary Verbs 68.2%

The average scores of the school in the table above show that the respondents scored average mark on primary auxiliary verbs which is grade 'C' while they performed better on modal auxiliaries, with grade 'B'. On the average the school scored 60.9% which is still grade 'B'.

This table displays the performance of the school of Science with regards to the use of both primary and modal auxiliary verbs in the test administered to our subjects.

Table II:

Category A	Category B
Primary Auxiliary Verbs 36.8%	Modal Auxiliary Verbs 48.6%

The average scores of our subjects on the primary auxiliary verbs show that the school has failed the test on non-modal auxiliaries and scored 'D' on modal auxiliaries. Putting their scores together in the two categories, the school scored 42.7% which is 'E' grade. This has shown that the respondents have problem with the appropriate use of both non-modal and modal auxiliaries.

A close observation of these scores shows that the respondents generally have more difficulty with the use of the primary auxiliary verbs. On the whole the average score performance of the two schools is 51.8% which is grade 'C'.

Overall Analysis of the Results Item by Item

The following tables give the overall analysis of the results item by item of our respondents based on the use of both primary and modal auxiliaries. Category 'A' which consists of items 1 – 10 tested the use of the primary auxiliary verbs, while items 11 – 20 tested the use of modal auxiliaries. Since 40% is the pass mark in Colleges of Education, any respondents who scored less than 40% is regarded to have failed.

Table III: Category A: Primary Auxiliary Verbs

Item No.	The School of Languages	The School of Science
1	54	36
2	70	42
3	54	28
4	60	50
5	36	22
6	80	60
7	56	40
8	64	26
9	50	54
10	12	10
Average	53.6	36.8

Table IV: Category B: Modal Auxiliary verbs

Item No.	The School of Languages	The School of Science
11	90	56
12	92	46
13	34	36
14	74	64
15	86	52
16	18	60
17	94	54
18	56	36
19	72	26
20	66	56
Average	68.2	48.6

Below is the analysis and interpretation of incorrect responses of the hundred respondents from the two

schools.

*Table V: The scores of incorrect responses from the School of Languages
 (Primary Auxiliary Verbs)*

Item No. Failed	No. of Respondents who Failed	% Represented	Primary Auxiliary Verbs Misused
5	32	64	'has' for 'have'
10	44	88	'are' for 'is'

The respondents from the School of Languages misused two items (5 and 10). On the average 38 (76%) of the fifty respondents misused two items out of ten.

*Table VI: The scores of incorrect responses from the School of Languages
 (Modal Auxiliary Verbs)*

Item No. Failed	No. of Respondents who Failed	% Represented	Modal Auxiliary Verbs Misused
13	33	66	'can' for 'could'
16	41	82	'shall' for 'will'

The respondents from the School of Languages misused two modal auxiliaries. On the average 37 (74%) out of the fifty respondents misused two items out of ten.

*Table VII: The scores of incorrect responses from the School of Science
 (Primary Auxiliary Verbs)*

Item No. Failed	No. of Respondents who Failed	% Represented	Primary Auxiliary Verbs Misused
1	32	64	'have' for 'as'
3	36	72	'are' for 'is'
5	39	78	'has' for 'have'
8	37	74	'were' for 'was'
10	45	90	'are' for 'is'

The analysis from table VII shows that the School of Science could not score up to 40% in five items, (1, 3, 5, 8 and 10). On the average 38 (76%) out of the fifty misused these five items out of ten.

*Table VIII: The scores of incorrect responses from the School of Science
 (Modal Auxiliary Verbs)*

Item No. Failed	No. of Respondents who Failed	% Represented	Modal Auxiliary Verbs Misused
13	32	64	'can' for 'could'
18	32	64	'shall' for 'well'
19	37	74	'can' for 'will'

The respondents from the School of Science could not use three items on modal auxiliaries correctly; on the average, 34 (67%) out of fifty misused three items out of ten.

Finding from the analysis shows that the School of Languages misused four items from both primary and modal auxiliaries while the School of Science misused eight items. Comparatively the School of Languages scored 60.9% in both non-modal and modal auxiliaries while the School of Science scored 42.7% in the test administered to them. The School of Languages scored higher than the school of Science by 18.2%. Also the School of languages misused 39.1% of these verbs, while the School of Science misused 57.3%. The School of Languages tends to perform better than the School of Science probably because they encountered some of these verbs in their English major courses.

The analysis reveals that the misuse of the auxiliary verbs by the subjects of this study is due to overgeneralization and false analogies, the types Corder (1973, in Littlewood 1984) and Hadley (1993) classify as intra-lingual errors. For instance, the reason why some of our subjects used the plural verb 'are' for the subject 'measles' in item 8 could be due to overgeneralization of concord rule that says: a plural subject must go with a plural verb. To the 'subjects' 'measles' is a plural noun, therefore it should not go with a singular verb. But it does.

In the same vein, their inability to identify the subject of the sentence in item 10 could also be due to overgeneralization as they wrongly perceived 'plates' to be the plural subject which must go with plural verb.

Lado (1957) and Wardhaugh (1970) attribute such L2 errors to the differences that exist between the target language and the learner's first language resulting in negative transfer from L1 to L2.

However, errors committed by our subjects may not be attributed solely to negative transfer from L1 to L2 and overgeneralization of grammatical rules. The existence of non-interference errors was identified by Brooks (1960), which is very relevant to the diagnosis of the errors committed by our subjects. Brook in (Ellis, 1986: 78) gives four causes of such errors as follows:

- 1) The learner does not understand the structural pattern and so makes a random response.
- 2) The correct model has been insufficiently practiced.
- 3) Distortion may be induced by the first language
- 4) The learner may follow a general rule which is not applicable in a particular instance.

The issue therefore was whether interference could account for all the errors or for most of the errors.

Duley and Burt (1973, 1994a) examined the issue empirically and identified four types of errors as follows:

- 1) Interference like errors, that is, those errors that reflect native language structure and are not found in the L1 acquisition data.
- 2) First language developmental errors, that is, those that do not reflect native language structure but are found in the L1 acquisition data.
- 3) Ambiguous errors, that is, those errors that cannot be categorized as either interference like or developmental.
- 4) Unique errors, that is, those that do not reflect L1 structure and also are not found in the L1 acquisition data.

The errors committed by some of the subjects of this study could be attributed to some of the causes of errors as identified by Brook (1960). For instance, error committed by our subjects in item 14 and 15 are attributable to learners' lack of knowledge of structural pattern and so make random response. The remaining other errors committed by our subjects in items, (14, 15 and 20) could be attributed to insufficient practice of the correct model by our subjects.

Recommendations

Based on our findings in this study we make the following recommendations.

- i. Only competent and qualified lecturers should be made to teach General English at this level.
- ii. It is also recommended that errors emanated from overgeneralization could be tackled through less rigorous teaching and rigidity enforcement and the application of grammatical rules.
- iii. Also, teachers should embark on contrastive analysis of the two languages (L1 and L2) in order to address and tackle errors emanating from the negative transfer.
- iv. In addition, students are advised to read widely, so as to increase their knowledge of the English language. They should read outside their recommended texts, as that would improve their spoken and written English.
- v. Teachers should not look at students' errors negatively as a sign of failure, but they should be seen positively as an indication of what they still need to teach.

Conclusion

Taking a look at the results of the analysis, we presented, we conclude that almost all types of auxiliary verbs in English seem to be problematic to our NCE students. They have limited knowledge of the use and proper application of the rules guiding auxiliary verb usage. Therefore we assert that inadequate exposure to language use, poor extensive reading and poor teaching are some of the factors contributing to the problems students have with the use of auxiliary verbs in English. Though it is a fact that the learners of English and even English lecturers cannot be perfect like native speakers, efforts should be made to stress the use of Standard English as obtained in our educational system. If the English language lecturers would strive hard to see that they give best to the students, that is, teach them basic use in all situations, the problem the students have with the use of English would reduce significantly.

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APPENDIXES

INSTITUTION.....
SCHOOL
SUBJECT COMBINATION.....
YEAR OF STUDY

PART A

Complete the following sentences with one of the options in the brocket that AV appropriate

1. Neither Sani nor Hassancompleted the course work, (has/have/having)
2. Although his explanation of the ionization process..... detailed and aided by charts, I was still confused (is/was/were).
3. Either my uncle or my aunt,.....free to make the trip, (be/is/are).
4. There..... several reviews of the book available (be/is/are),
5. Worker on the line and each supervisor in the plant.....the power to halt production if a defect in quality is found. (has/have/having).
6. Only one of his objections.....sensible. (be/was/were).
7. Where.....Hassan and Audu? (is/are/was).
8. Measles.....a kind of disease that mostly affects the children, (is/are/be).
9. Not only John but his uncle.....also, involved in the accident. (was/were).
10. This set of plates.....very costly, (is/are/be).

PART B

Underline one of the words in brackets that best, complete the sentence

11. If the boy's brother was here, he.....not have been beaten (will/would/shall)
12. The car.....have been wrecked by the long lorry, if an expert driver has not been driving it (must/could/can)
13.you have hold this turkey for me? (could/may/can).
14. You.....have done better, (used to/ought to/must to)
15. Ibe waiting for you. (shall/will/can).
16. They.....come to our house tomorrow, (will/shall/be)
17. We..... invite him; he will certainly come. (needn't/daren't/haven't)
18. John.....have come tomorrow (must/will/shall).
19. If the brakes failyou be able to control the car? (can/will/shall)
20. My friends and I bicycles, (use to ride/used to ride/use to)

MARKING SCHEME

Part A

- 1) Has
- 2) Was
- 3) Is
- 4) Are
- 5) Have
- 6) Was
- 7) Are
- 8) Is
- 9) Was
- 10) Is

Part B

- 11) Would
- 12) Could
- 13) Could
- 14) Ought to
- 15) Shall
- 16) Will
- 17) Needn't
- 18) Will
- 19) Will
- 20) Use to ride

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