Lexical Errors in the English of Technical College Students in Osun State of Nigeria

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ABSTRACT

This paper investigated the lexical errors in the English of some Technical College students in Osun State. The subjects who participated in this study were 225 final year Technical College students drawn, on equal basis in terms of number, from three Technical Colleges in the state. A 20-item fill-in Multiple Choice test and an essay writing exercise were administered on them. The study found out that Technical College students did not have a high competence in the use of words related to their different areas of specialization as they normally made mistakes resulting from overgeneralization of rules, wrong analogy and wrong spelling. The study suggested that English teachers in Nigerian Technical Colleges should always tailor their teaching of English to reflect the lexical needs of their students.

Keywords: Lexis, Errors, Technical Colleges, Language Acquisition, Nigeria

1. INTRODUCTION

Scholars have observed that, of all the linguistic levels, namely lexis, phonetics, phonology, grammar etc, lexis, compared to other linguistic levels, has not received adequate attention (Ajulo 1994; Adejare 2000). Taiwo (undated) available at (http://iteslj.org/Techniques/Taiwo-Collocation.html) claims that the reason why most ESL learners have lexical problems in English is because:

> A lot of efforts in applied language research are being concentrated on the grammatical, phonological and orthographical levels, while the lexical level does not arouse the same degree of interest… Very little attention is paid to the syntagmatic aspect of lexis (ability of items to co-occur, otherwise known as collocation)

However, the above claim is not universally true as it is in this part of the world, Nigeria, that there is dearth of research on the acquisition and teaching of lexis. And unfortunately, as a consequence of our bad economy evident in the value of our currency, most Nigerians have no access to studies on lexis in other parts of the world. To buttress the fact that the claim made by Ajulo, Adejare and Taiwo in respect of the neglect of lexis cannot be taken as the gospel truth, Read (2004: 146–147) says:

> *There was a boom in second language vocabulary studies in the 1990s and early 2000s*, reflected in the number of books published in the last

seven years, particularly by Cambridge University Press, which almost corner the market for such publications. (Italics ours)

Taiwo (2001) researches into the lexico-semantic relation errors in the written English of some senior secondary school (SSS) students. The data he uses consist of 220 SSS students' texts. The subjects used were drawn from 10 secondary schools randomly selected from Osun and Ondo states in Nigeria. The study reveals some lexico-semantic relation errors which he claims "were traced to four linguistic sources: collocation, generalization, similarity, and duplication" (p. 367). The study finds out that the most prominent type of error are collocation errors, since they account for 56.5% of the total lexico-semantic relation errors identified in their writing. The conclusion of the study is summarized by him in the following words:

> The findings in this study show that the writers have the problem of defining the semantic boundaries that separate lexical items. As a result of this, they failed to observe the rule of restrictions on the co-occurrence of lexical items. The implication of this is that ESL learners will find it difficult to produce coherent and meaningful texts as long as their learning of these lexical relations is imperfect (Taiwo, 2001: 371).

In second language learning, there are constraints which, as far as the mastery of English lexis is concerned, ESL learners are faced with. And these constraints normally affect their communicative competence in English. Read (2004: 146) lends credence to this by saying:

> Second language learners are typically conscious of the extent to which limitations in their vocabulary knowledge hamper their ability to communicate effectively in the target language, since lexical items carry the basic information load of the meanings they wish to comprehend and express.

Having said all this, this paper is aimed at investigating the lexical errors in the English registers of some Nigerian Technical College students. In order to achieve this aim, the objectives of the study are to:

(i)   identify the level of English lexical competence in the use of the technical registers by the students;

(ii)   identify from the written English of our subjects the wrongly-used lexical items; and,

(iii) account for the possible sources of the problems and suggest solutions to remedy them.

2. VOCATIONAL/TECHNICAL EDUCATION IN NIGERIA: THE ROLE(S) OF ENGLISH

Technical education in Nigeria is the kind of education aimed at impacting on technical skills and manpower (Banjo, 1974; Oni 2004). Obilade (1987: 175), concerning technical education, claim that:

> It is the type of education needed to fit new manpower for employment and provide continuing training for those already qualified so that they can keep up with modern working techniques and be equal to the new tasks created by constantly evolving 20th century technology.

The National Policy on Education (NPE) (2004 4th edition) defines vocational education as "those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life" (p. 29). For the goals and objectives of vocational education, see Section 42 of the NPE (ibid.). Section 44 of the NPE states the admission requirement into Technical Colleges thus:

> Minimum entry requirement into the technical college shall be the Junior School Certificate (JSC). Entry could also be based on evidence of aptitude shown in the technical courses and a reasonably good performance in Mathematics and Science. Students who have proved exceptionally able in the artisan training centres shall also be considered for admission.

As stated in UNESCO (1983: 41) reports on Trends and Issues in Technical and Vocational Education "Nigeria is interested in solving problems of transition from technical and vocational schools to work" and that her primary innovative approach to realize this interest is through "the Industrial Training Fund" (p. 42).

The 6-3-3-4 system of education in Nigeria is designed to emphasize the place of technical education. Alao and Obilade (2000: 1) opine that one of the aims of the 6-3-3-4 system of education in Nigeria was to "arouse interest in technological and vocational education through actual fields of study in preparation for later educational and vocational choices." They further claim that "total vocationalisation" would entail giving the Nigerian educational system a well integrated pre-eminently pronounced work orientation." The main goals of the proposed vocationalisation of the education system, therefore, would be the production of graduates with adequate vocational skills and competence to make them duly capable of taking up either self-employment or salaried work (Alao and Obilade, 2000).

The place of English Language at present in our Technical Colleges can not be compared with its roles in other technical institutions. In technical institutions like the Polytechnics and Colleges of Education (Technical), a credit in English

Language at O' level is, in most cases, a compulsory requirement to gain admission; apart from other relevant subjects. The requirements for admission into Technical Colleges include Junior School Certificate (JSC), S75[1], etc and a credit pass in English is not a prerequisite. This is quite strange because the Technical Colleges students need English as much as other students in our tertiary institutions do.

With respect to the role of English in technical education, Adedeji (2005) observes that it (English) is very crucial to the success of the technical education programme. She expresses as follows:

> … English language has vital roles to play for vocational education to be effective. This is because all the textbooks and technical manuals are written in English and it is also the language of instruction for all the subjects being offered by the students. It then follows that for graduates of technical colleges to be skilled and competent and to function adequately in their chosen careers, they must have sufficient knowledge of English lexical items, especially those that are relevant to technical registers (Adedeji 2005: 15).

The need to acquire competence in English, especially by technical college students, is very crucial in these days of high technology. This is because equipment are becoming more and more computerized and practitioners have had to upgrade their skills by acquiring computer skills and by reading instruction manuals of different equipment so that they can be installed properly and used efficiently. Perhaps the most intricate situation that has confronted technicians in the last ten years or so is the advent of soft wares which, in themselves, are tools for accomplishing designated tasks either on the computer or as accessories in instruments. These soft wares come with elaborate files of 'Help' written to assist users to understand how to use them efficiently. A good mastery of the English language is a basic condition for being able to use these soft wares. Many technicians are already falling out of business because they lack the language skills to upgrade their knowledge to cope with the influx of utility instruments embedded with chips. This, therefore, means that technical college students have no choice other than to master English very well; as apart from reading technical manuals when they finish their study and probably start working on their own, they may also have to interact in English with customers who do not understand their mother tongue.

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[1] S75 is a certificate that is given to people who could not go beyond Class 4 when secondary school education was being run for five years (i.e., before the introduction of the current 6-3-3-4 system in which students are supposed to spend 6 years in the primary school, 3 years in the junior secondary school, 3 years in the senior secondary school and 4 years in the university).

3. RESEARCH METHODOLOGY

The subjects who participated in this study were 225 final year Technical College students drawn from the following schools in Osun State of Nigeria:
1. Government Technical College, Ile-Ife (Henceforth School A).
2. Federal Technical College, Ilesa (Henceforth School B).
3. Government Technical College, Osogbo (Henceforth School C).

In each of these schools, 75 subjects were selected on equal basis. The subject areas and the three departments from which our subjects were selected are:
1. Typewriting: from the Department of Business Studies
2. Catering and Cookery: from the Department of Catering and Hotel Management.
3. Basic Electricity and Electrical Installation from the Department of Electrical Installation.

Our rationale for choosing these departments is that the three departments are the ones common to all the three schools.

As the elicitation instruments for the respondents in each of the three departments and schools stated above, a 20-item fill-in Multiple Choice test (FMCT) and an essay writing exercise were administered. The questions were self-developed. They were formed from three textbooks relevant to the three subject areas mentioned. The instruments were primarily designed to find out the students' competence and knowledge of the English lexical items within the range of a technical vocabulary that should be of interest to them either academically or professionally, as well as identify their (i.e., the students') problem areas and needs. The essay writing exercise was to test the respondents' active knowledge of the English lexis while the FMCT was considered suitable to test their passive or receptive knowledge.

The respondents were given 20 minutes for the FMCT (cf. Appendix A-C) and another 40 minutes to write on any of the following essay questions depending on their area of specialization:
(i)   Write an essay on the care and maintenance of a manual typewriter.
(ii)   Write an essay on the uses of boiling in cooking processes in your town.
(iii) Describe how you would provide electricity to a newly completed building.

The above questions as well as the objectives were formed from the following books:
1. Aileen M. Prince (1977). *Walmsley's Commercial Typewriting*. Eighth edition. Great Britain: Pitman Press.
2. Johnston, R.O. (1960). *About Your Cookery*. London: Longmans.

3.   Anyakoha, M.W. (2000) *New School Physics for Senior Secondary Schools*. Onitsha: Africana-Fep Publishers Ltd

The 20 items FMCT scores were analysed to determine the subjects' level of competence in the use of technical registers across schools and departments using Relative Frequency Percentage Average (RFPA). Their scripts were analysed to determine the subjects' errors in continuous writing using RFPA for frequencies of occurrence of the errors. An Error Analysis technique was used for the analysis of errors in their continuous writing.

The descriptive analysis of independent variables involved in the study is presented in Tables 1 and 2 below:

Table 1. Distribution of Subjects According to School.

School	N	%	Cum. %
GTC, Ile-Ife (A)	75	33.3	33.3
FGTC, Ilesa (B)	75	33.3	66.6
GTC, Osogbo (C)	75	33.3	100.0
Total	**225**	**100**	**100**

Table 2. Distribution of Subjects According to Subject Areas/ Departments.

Subject Area/Department	N	%	Cum. %
Typewriting	75	33.3	33.3
Catering	75	33.3	66.6
Electrical Installation	75	33.3	100.0
Total	**225**	**100**	**100**

4. ANALYSIS OF DATA AND DISCUSSION OF FINDINGS

4.1 ANALYSIS OF OUR SUBJECTS' PERFORMANCE IN THE OBJECTIVE TEST

In Table 3 below, we present the overall performance of the subjects in the three subject areas in schools A-C in the FMCT.

Table 3. Overall Performance of Subjects across Schools and Subject Areas in the Objective Test.

School	Subject Areas						Overall Scores within Schools	
	Typewriting		Catering		Electrical Installation			
	Score	%	Score	%	Score	%	Score	%
School A	240	48.0	247	49.4	289	57.8	776	51.7
School B	242	48.2	222	44.4	233	46.6	697	46.5
School C	280	55.8	263	52.6	268	53.6	811	54.0
Overall Score within Subject Areas	**762**	**50.9**	**732**	**48.7**	**780**	**52.8**		

As is apparent from the data in Table 3, School A had 240 out of 500 (48.0%) in Typewriting, 247 (49.4%) in Catering and 289 (57.8%) in Electrical Installation. While School B had 242 (48.2%), 222 (44.4%) and 233 (46.6%) in Typewriting, Catering and Electrical Installation respectively, School C scored 280 (55.8%), 263 (52.6%) and 268 (53.6%) in Typewriting, Catering and Electrical Installation respectively. The overall scores for Schools A, B and C were 776 (51.7%), 697 (46.5%) and 811 (54.0%) respectively. The overall scores of Schools A-C across subject areas revealed that Typewriting had an overall score of 762 (50.9); Catering had 732 (48.7%) while that of Electrical Installation was 780 (52.8%).

The results suggest that there is no significant influence of schools on the performance of learners because School C that had the highest percentage had 54.0% followed by School A with 51.7% while school B had 46.5% (i.e. there is slight difference in their performances). Also, the table shows the results of the analysis to determine the influence of the subject area on the subjects' performance. The overall possible score for each subject area is 1500. The overall scores in schools A-C across subject areas revealed that Typewriting had 762 (50.9%), Catering 732 (48.7%) while Electrical Installation had 780 (52.8%). The percentage of performance of our subjects within the subject areas is relatively similar to their performance across schools. The results suggest that there is no significant influence of the subject area on the learners' level of competence in their receptive knowledge of technical registers. On a general note, one could conclude that the students' performance in the objective test was average. The low percentage scores of 51.7%, 46.5% and 54% respectively in the 3 subject areas (i.e., Typewriting, Catering and Electrical Installation) confirm this.

4.2 ANALYSIS OF ERRORS IN OUR SUBJECTS' WRITTEN ESSAYS

The responses of the subjects to the essay questions revealed that they made the following errors:
  - ➢ Collocation Error (CE)

  - ➢ Duplication Error (DE)

  - ➢ Generalization Error (GE)

  - ➢ Similarity Error (SE)

  - ➢ Translation Error (TE)

  - ➢ Wrong Lexical Choice (WLC)

  - ➢ Wrong Word Formation (WWF)

The errors were analysed according to schools, to determine which error type was most frequent in each school; and also according to subjects or departments (i.e. having all the subjects in all the schools (A-C) for each of the Departments) to determine which department had the least or highest frequency occurrence of each error type.

4.2.1 Analysis of Errors According to Schools

Table 10 presented below revealed the frequencies of occurrences of errors in Schools A-C.

Table 4. Frequency of Errors in Schools A-C.

Type of error	School A		School B		School C		Total		Rank Order
	N	%	N	%	N	%	N	%	
CE	28	42.4	26	39.4	12	18.2	66	100	5
DE	23	39.0	14	23.7	22	37.3	59	100	6
GE	55	32.7	43	25.6	70	41.7	168	100	1
SE	24	23.8	39	38.6	38	37.6	101	100	3
TE	15	27.8	23	42.6	16	29.6	54	100	7
WLC	50	37.6	37	27.8	46	34.6	133	100	2
WWF	26	32.9	38	48.1	15	19.0	79	100	4
Total	**221**	**33.3**	**220**	**33.3**	**219**	**33.2**	**660**	**100**	

The total occurrence of Generalization Errors (GE) was 168. Next to GE were errors of Wrong Lexical Choice (WLC) which had 133 instances. The other types of errors: Similarity Errors (SE), Errors of Wrong Word Formation (WWD), Collocation Errors (CE), Duplication Errors (DE) and Translation

Errors (TE) had 101, 79, 66, 59 and 54, respectively. The table reveals that as the column for rank order above shows, the errors could be arranged as GE, WLC, SE, WWF, CE, DE and TE.

It could also be observed that GE had the highest percentage in School C with 41% followed by Schools A and B with 32.7% and 25.6% respectively. Errors of WLC accounted for 37.6% in School A, 34.6% in School C and 27.8% in School B. SE totaled 38.6% in School B, 37.6% in School C and 23.8% in School A. CE accounted for 42.4% in School A, 39.4% and 18.2% in Schools B and C respectively. Errors of WWF amounted to 48.1% in School C; DE constituted 39% in School A, 37.3% in School C and 23.7% in School B; while TE carried 42.6% in School B, 29.6% in School C and 27.8% in School A.

4.2.2 Analysis of Errors According to Subject Areas/ Departments (i.e., in FMCT)

In Tables 5–7 below, we highlight the error types and the numbers of the errors of each type in Typewriting, Catering and Electrical Installation respectively in Schools A-C.

Table 5. Occurrences of Errors in Typewriting (Schools A-C).

Type of error	School A		School B		School C		Total	
	N	%	N	%	N	%	N	%
CE	10	32.3	20	64.5	1	3.23	31	100
DE	16	37.2	7	16.3	20	46.51	43	100
GE	55	32.7	43	25.6	70	41.7	168	100
SE	10	16.4	28	45.9	23	37.7	61	100
TE	5	17.9	13	46.4	10	35.7	28	100
WLC	18	32.7	22	40	15	27.3	55	100
WWF	4	10.0	31	77.5	5	12.5	40	100
Total	**118**	**27.7**	**164**	**38.5**	**144**	**33.8**	**426**	**100**

Table 6. Occurrences of Errors in Catering (Schools A-C).

Type of error	School A		School B		School C		Total	
	N	%	N	%	N	%	N	%
CE	11	57.9	4	21.1	4	21.1	19	100
DE	6	66.7	3	33.3	-	-	9	100
GE	-	-	-	-	-	-	-	-
SE	7	35.0	8	40.0	5	25.0	20	100
TE	5	31.3	7	43.8	4	25.0	16	100
WLC	16	57.1	8	28.6	4	14.3	28	100
WWF	-	-	-	-	-	-	-	100
Total	**45**	**48.9**	**30**	**32.6**	**17**	**18.5**	**92**	**100**

Table 7. Occurrences of Errors in Electrical (Schools A-C).

Type of error	School A		School B		School C		Total	
	N	%	N	%	N	%	N	%
CE	7	43.8	2	12.5	7	43.8	16	100
DE	1	14.3	4	57.2	2	28.6	7	100
GE	-	-	-	-	-	-	-	-
SE	7	29.2	7	29.2	10	41.7	24	100
TE	5	50.0	3	30.0	2	20.0	10	100
WLC	16	32.0	7	14.0	27	54.0	50	100
WWF	22	56.4	7	17.9	10	25.6	39	100
Total	**58**	**39.7**	**30**	**20.5**	**58**	**39.7**	**146**	**100**

The Tables (5–7) shows that GE, which had been observed to be the most prominent errors in the data, could be observed only in the scripts of students in the Department of Typewriting (cf. Table 5). 168 occurrences of GE observed in the data were only in Typewriting. Also, all the other observed errors had highest number of occurrence in Typewriting than Catering and Electrical Installation (cf. Tables 5–7). For instance, while there was no occurrence of error of WWF in Catering, there were 40 occurrences of such errors in Typewriting. Moreover, DE had 9 and 7 occurrences in Catering and Electrical Installation Departments respectively, while in Typewriting DE had 43 occurrences. The same trend was observed for SE which had 61 occurrences in Typewriting and 20 and 24 occurrences in Catering and Electrical Installation respectively. It could also be observed that WLC had 55 occurrences in Typewriting, 28 in Catering and 50 in Electrical Installation while WWF had 40 occurrences in Typewriting and 39 occurrences in Electrical Installation but none in Catering. Also, CE which had 31 occurrences in Typewriting had 19 and 16 occurrences in Catering and Electrical Installation respectively.

4.3 DISCUSSION OF FINDINGS/RESULTS

4.3.1 Discussion of Findings of the objective test

The major lexical problem that could be identified clearly here was that of WLC resulting from wrong analogy, partial synonymy, and improper understanding of antonymy as the following examples showed. Some of the noticeable deviations in the FMCT of our subjects were:
1.   Hygiene in the kitchen begins with the *cooker* for many diseases can be caused by dirt carried by him/her (WLC resulting from wrong analogy).

2. It is difficult for anyone to cook well without good and sufficient **kitchen vessels* (WLC resulting from partial synonymy).
3. Long cooking may **damage* some valuable vitamins in the food (WLC resulting from partial synonymy).
4. It is better to use oil to **clear* manual machine (WLC resulting from partial synonymy).
5. It is economical not to buy more of **non-perishable* food than can be used quickly.
6. A good house keeper plans ahead, makes a list of what she needs in the house and buys only **perishable* food in bulk.

Some of our subjects chose *cooker* instead of *cook* as a result of analogy with such items as *barber, writer, teacher* etc. This is an example of overgeneralization of rules. Many of the errors made were as a result of the subjects' lack of understanding that synonyms are not interchangeable in all contexts. For instance, as shown in sentence 4, whereas *clean* and *clear* may be interchangeable in "Clean the table." and "Clear the table." *Clear* cannot be used when we mean to say "Clean the machine." The same explanation goes for *damage* as used in Sentence 3 above. *Vitamins* are not damaged, they are destroyed but our subjects used *damage* because since *damage* and *destroy* are closer in meanings, they probably thought they could be used interchangeably in all contexts. In the same vein, the way *non-perishable* and *perishable* were used in sentences 5 and 6 respectively showed that the subjects had not really mastered the meanings of these words. One would naturally expect that *non-perishable food items* would be bought in bulk but as we have it above, it is *perishable food items* that are bought in bulk. Also, non-perishable food items do not have to be consumed quickly as stated in sentence 5 above.

4.3.2 Discussion of Findings in the Error Analysis of our Data (Essay Writing)

Some other errors that were found in the scripts of our subjects were DE, GE, TE, WLC and WWF. Below are some examples from their scripts to illustrate these errors.

7. We should keep a *typewriter machine* in a good condition (DE).
8. … like secondary school or higher i*nstitution s*chool (DE).
9. Electric **machine* when **use* is connected with electricity (GE).
10. Type *machine *need a good *operator* (GE).
11. If you *services all the *party* of the machine (instead of parts) (WLC).
12. Boiling is very useful in cooking *meal* (instead of food) (WLC).
13. It is important for *typer* to place fingers well on the machine (WWF).
14. *Type machine *need a good operator (WWF).

As we can see, there are duplication errors in sentences 7 and 8 above. The word *machine* in 7 is superfluous and redundant, as we already know that a *typewriter* is a machine. Similarly, the use of *higher institution* and *school* is repetitive. *Higher institution* of learning is coterminous to *school*; as such *school* and *higher institution* cannot occur together. The word *machine* used in sentences 9 and 10 is a general term used to cover any mechanical device with parts working together to apply power. Thus, instead of *type machine*, *typewriter* should have been used. In 11 and 12, the choice of *party* and *meal* respectively is wrong. This is because we service *parts* and not *party* of a thing; similarly we cook *food* and not *meal*. Finally, while *typer* in 13 is not well-formed, *type machine* in 14 is wrongly formed. The words *typist* and *typewriter* should have respectively been used in 13 and 14. These errors may have arisen from wrong analogy or overgeneralization of the rules of morphological processes in English.

5. CONCLUSION

In this paper we have examined the lexical errors made by some Technical College students in Nigeria. The study revealed that these students usually made mistakes resulting from overgeneralisation of rules, wrong spelling, wrong analogy etc. Some of our subjects who did well in the objective tests could be said to have a receptive knowledge of a wider range of technical registers in their specialized areas. However, their productive use of these registers could be regarded as limited on the basis of our findings from their performance and errors committed in their continuous writing (i.e., essay tests). This is one of the areas that need greater attention. Given this conclusion, we would like to suggest that the English teachers in Technical Colleges should tailor their teaching to reflect the lexical needs of their students in their various areas of specialization.

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APPENDIX A

DEPARTMENT OF BUSINESS STUDIES (TYPEWRITING)

Questions are for only the class three students (final year) specialising in Commercial Typewriting. There are 20 objective questions and one essay writing. All questions should be answered.

Time allowed*: One hour*

A. Objectives Questions

Pick the right options from options A-D below to fill in the gaps.

1. No study of typewriting is _____ unless it includes an appreciation of the differences in operation between electric and manual machines.

    (a) compulsory   (b) complete   (c) incomplete   (d) essential

2. It is most important that your typewriter is _____.
    (a) exposed   (b) kept clean   (c) freed   (d) kept

3. The best results are obtained when the machine is free from _____.
    (a) dust   (b) air   (c) dost   (d) duster

4. Poetry should be typed in _____ spacing in the middle of the paper

    (a) double-lines   (b) single line   (c) equal margins   (d) treble-line

5. There are three styles of _____ for footnotes depending upon the purpose to which the type-script is to be put.

    (a) lay down   (b) layout   (c) layaway   (d) lay in

6. The maintenance of an electric typewriter is better left to a _____ mechanic
    (a) skilled   (b) skillfull   (c) rich   (d) loyal

7. The line-space regulator _____ the distance between the lines.

    (a) tightens   (b) disturbs   (c) controls   (d) releases

8. If you work in a government office, you will be expected to _____ or _____ letters or memos.
    (a) cast or recast   (b) type or retype   (c) typed or retyped   (d) space or respace

9. Synopses, extracts and footnotes are usually _____ in a single-line spacing to make them standout clearly.

    (a) typed   (b) type   (c) retype   (d) typing.

10. All spelling, capitalization, and numbering, on a typed script should be

    (a) concent   (b) consistent   (c) inconsistent   (d) consistently

11. Students entering for typewriting examinations need the ability to read and type from a _____.

    (a) manuscript   (b) typescript   (c) text source   (d) typed text.

12. _____, when depressed, allows the carriage to be moved freely to the left and right.
    (a) Carrier- release levels   (b) Carriage -release levers
    (c) Carriage-release levels   (d) Carriage levers

13. The roller around which the paper is held is called _____.
    (a) platten   (b) platen   (c) plate   (d) platter.

14. The movable arm, marked with a typing scale, on which the paper grips are mounted is called _____.
    (a) paper bail   (b) paper ball   (c) paper bill   (d) paper roll

15. The lever that regulates the depth of the spacing between the lines is called
    (a) line-space regulation   (b) line-space regulator
    (c) lines-space regulator   (d) line-spacing regulator

16 _____ are used to fix the points at which the lines of typewriting begin on the left and end on the right
    (a) Marginal stops   (b) Margin stoppers
    (c) Margin stops   (d) Margin stop.

17. Line-space regulator can be adjusted for single, _____ or _____ spacing.

    (a) two/three line   (b) double/treble line

    (c) two/three lines   (d) double/treble lines

18. We have _____ and _____ types of typewriters
    (a) pika and elite   (b) pica and elite   (c) vica and enlighten   (d) picar and elite

19. _____ is typed on the outside back sheet of a legal docun1ent
    (a) endorsement   (b) approval   (c) endorser   (d) authority

20. When typing, your fingers have to do the work and you should keep your hands and wrists in the _____.
    (a) balance position   (b) correct position
    (c) perfect position   (d) well position

B. Essay Writing

Write an essay on the care and maintenance of manual and electric typewriters.

APPENDIX B

DEPARTMENT OF CATERING AND HOTEL MANAGEMENT

Questions here are meant for class three (final year) students specializing in catering and Hotel Management. Answer ALL questions.

Time allowed*: One hour*

A.   Objective Questions

Pick the right options from options A-D below to fill in the gaps.

1.   Hygiene in the kitchen begins with the _____ for many diseases can be caused by the dirt carried by him/her .

(a) cook   (b) cooker   (c) cooking   (d) cooks

2.   It is difficult if not impossible for a dirty person to prepare _____ meals

(a) good   (b) hygienic   (c) better   (d) tasty

3.   It is economical not to buy more of _____ food than can be used quickly.

(a) non-perishable (b) perishable   (c) perishing   (d) non-perishing

4.   As it is difficult for a carpenter to make good tables without good tools or for a hairdresser to do her work satisfactorily without good combs, so it is for anyone to cook well without good and sufficient

(a) kitchen cookers (b) materials   (c) kitchen utensils   (d) kitchen vessels

5.   _____ are used for beating large quantities of egg.

(a) egg whisks   (b) egg whiskers   (c) egg mixers   (d) egg mixs

6.   Equipments that are used to allow hot cakes, biscuits, etc to cool before they are stored are called _____.

(a) coiler trays   (b) cooling trays   (c) cool trays   (d) cooling pots

7.   Cake Decorating outfit consists of a forcing _____ and _____.
(a) syringe and niddles   (b) syringe and nozzles
(c) Syringes and niddles   (d) Syringes and nozzles

8.   A good house keeper plans ahead, makes a list of what she needs in the house and buys only _____ foods in bulk
(a) perishable   (b) non-perishable (c) tasty   (d) good

9.   You must consider the _____ and _____ of your family before purchasing in quantity so that there will be no waste.
(a) interest and money   (b) size and need
(c) husband and children   (d) ceremony and party

10. It is necessary for the housewife or anyone concerned to know the needs of the body before _____ or _____.
(a) eating/drinking   (b) cooking/frying
(c) meal planning/menu making   (d) meal cooking/menu cooking

11. One of the guiding principles on Meal Planning is that a mixed and _____ should be available in every meal of the day.
(a) complete diet   (b) balanced diet   (c) balanced dietary   (d) good diet

12. Stewing can be defined as a method of _____; it is not exactly boiling food.
(a) frying   (b) cooking   (c) simmering   (d) steaming

13. One of the demerits of boiling is that some valuable food values are _____ in the water which is often thrown away
(a) saved   (b) wasted   (c) mixed up   (d) spilt

14. Long cooking may _____ some valuable vitamins in the food e.g. vitamin C.
(a) destroy   (b) damage   (c) devalue   (d) disintegrate

15. Frying is a method of cooking in _____ oil.
(a) warm   (b) steam   (c) hot   (d) cooked

16. When preparing a stew, the pot should be covered to avoid _____.
(a) evacuation   (b) evaporation   (c) destruction   (d) steaming

17. Boiling is a satisfactory way of cooking beans to get them soft and _____.
(a) digestible   (b) digestive   (c) digestion   (d) digest

18. Egg contains all the important _____ necessary for the proper growth and development of growing children
(a) nutrition   (b) nutrients   (c) calories   (d) nutritional values

19. The main ingredient for cake is _____.
(a) yam flour   (b) wheat flour   (c) flour   (d) wheat flower

20. Chinchin is a kind of _____ fried instead of baked
(a) plastering   (b) food   (c) pastry   (d) pastery

B. Essay Writing

Write an essay on the uses of boiling in cooking processes in your town.

APPENDIX C

ELECTRICAL INSTALLATION DEPARTMENT

Answer all questions.

Time allowed: One hour

A.   Objective Questions

Pick the right options from options A-D below to fill the gaps.

1.   We have two types of charges. They are positive and _____ charges
       (a) negator   (b) negative   (c) additional   (d) negating

2.   A different type of charges could be obtained in an ebonite rod by rubbing it with
       _____.
       (a) fore   (b) four   (c) fur   (d) furn

3.   Like or similar charges repel each; unlike or opposite charges _____ each other.
       (a) attract   (b) connect   (c) contact   (d) repel

4.   An _____ is a light particle carrying a negative charge.
       (a) electrical   (b) electricity   (c) electron   (d) electral

5.   Materials that allow electrons to pass through them easily are called _____.
       (a) conduit   (b) conductors   (c) conducting   (d) conducters

6.   The materials that do not allow electrons to pass through them easily are called
       _____.
       (a) insulaters   (b) conductors   (c) insulators   (d) material

7.   The act of charging a neutral body of placing a charged body near it without any
       contact between the two is called _____.
       (a) electrostatic induction   (b) electricity induction
       (c) electrical induction   (d) electron induction

8.   Equal and opposite charges are produced by _____.
       (a) contact   (b) induction   (c) friction   (d) infriction

9.   The lightning conductor works on the principle of _____.
       (a) pointing action (b) pointed action (c) point action   (d) pointer action

10.   The _____ is a device for transferring and storing charges.
       (a) electrophral   (b) electrophorus (c) electronics   (d) electron

11.   The force between two charges is a _____.
       (a) non-contact force or force field   (b) incontact force or force field
       (c) Contact force or field   (d) conduit or force field

12.   The path which an isolated small positive charge would follow if placed in the field is called _____.
        (a) electrical line of force   (b) electric line of force
        (c) electron line of force   (d) electrical line of forces

13.   The path provided for the flow of electric current is called _____.
        (a) electrical circuit   (b) electric circuit
        (c) electric conduct   (d) electrical conduct

14.   Electricity is produced from chemical energy through the use of _____.
        (a) electrical cells   (b) electronics cells
        (c) electric cells   (d) electron cells

15.   Electric energy consumption is measured and sold by the National Electric Power Authority (NEPA) in units of _____.
        (a) Kilowartt per hour   (b) kilowatt per hour
        (c) megawatt per hour   (d) kilowatt per hour

16.   Light energy is produced from electric energy through an _____.
        (a) electrical lamp   (b) electronic lamp
        (c) electron lamp   (d) electric lamp

17.   Faults can occur in a circuit as a result of blown fuses leading to a _____.
        (a) sort circuit   (b) short conduit   (c) short circuit   (d) long circuit

18.   A short length of wire of low melting point connected to the 'live' wire of an electric circuit is called a _____.
        (a) fulse   (b) fuse   (c) force   (d) fuse wire

19.   No force acts on the _____ if placed parallel to the magnetic field.
        (a) conduit   (b) contact   (c) conductor   (d) conduct

20.   _____ is commonly used in motor car ignition systems and in the operation of x-ray tubes.
        (a) induction coil   (b) induction core (c) induction care   (d) inducting coil

B.   Essay Writing

Describe how you would provide electricity to a newly completed building.