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EXERCISE 1-3 CHAPTER TWO

Question 1: Discuss Three Types of Listening:

1. **Intensive Listening:** This is a type of listening where its goal is to focus on a certain detail. Listening intensively is quite important to understand the language form of the text; as both lexical and grammatical units that lead to form meaning have to be understood. Intensive Listening requires attention to specific items of language sound or factual detail such as words, phrases, grammatical units, sound changes (vowel reduction and consonant assimilation), stress intonation and pauses etc. To do intensive Listening you listen to an extract and then answer questions on it. To answer these questions, you may have to focus on one aspect of the content or you may be asked questions that focus on the voices of the speakers themselves. An Intensive speaker should have the ability to paraphrase or summarize, remember specific words and sequences, fill gaps with missing word, identify numbers and letters, pick out particular facts and replace words.
2. **Selective Listening:** This is a type of Listening that instead of listening fully, the listener makes choices when listening. They apply filters, or “Half-Listen” to get a general impression of what is said, but to the extent that it serves the choices they have already made. Listening to sound sequences, documentary, story maps, incomplete monologues, conversation cues and topic listening are examples of selective listening. It involves listening to selected parts of a text. The focus is on the main parts of the discourse and by noticing these parts, listeners construct their understanding of the meaning of the whole text through inferring.

3. **Attentive Listening:** Attentive Listening is a prior condition for understanding, and listeners often lapse attention for various reasons. Attentive Listening means fully concentrating on what is being said rather than just passively “hearing” the message of the speaker. Attentive Listening can be difficult to master due to listeners losing their focus or attention on the speaker. Listeners can help themselves by holding their attention, lessening their stress and getting themselves motivated by asking oral questions repeatedly. For the speakers, activities in this stage would be interesting and easy including face-to-face interactions, using visual and tangible topics, small question-answer and interview etc. may help the listeners.

Question 2: What are the Characteristics of a Good Listener:

1. They Listen with an open mind
2. They take note of every little detail the speaker/lecturer is trying to convey such as: facial expressions, body language, gestures etc.
3. They make connections between what the lecturer is saying and what they’ve read, heard, or experienced in life
4. They never interrupt the lecturer
5. They ask follow-up questions
6. They listen as much (or more than) they can speak
7. They Listen to learn
8. They are fully present

Question 3: Discuss the basic Guidelines to speaking:

1. **Completeness/Unity:** During a speech or conversation, the speaker should make sure his/her speech is comprehensive. A Comprehensive message is conveyed when it comprises of all the fact the reader or listener needs for the reaction you desire. That is all necessary information for the purpose of the speech is conveyed in a manner in which the listener would have full understanding.
2. **Clarity:** in this case, an accurate, precise, concrete and familiar words must be chosen in order to convey the meaning of the speech accurately to the reader or Listener. When you

are not certain of the meanings of a word, use more familiar words in other to enable the audience understand them better.

3. **Emphasis:** Speaking requires emphasis; That is the force that drives your speech. It is the stress given to a word or words when speaking to indicate particular importance. Emphasis can be achieved by repetition of keywords and phrases, or the careful arrangement of words to give them special weight and prominence.
4. **Concreteness:** When Speaking you should use more precise words instead of general words so that the listeners won't be confused by speech. Use words that best describes the purpose of your speech. Speaking correctly requires specificity, definiteness, and vividness rather than vagueness of words. Often times it means using denotative (direct, explicit, often dictionary-based), rather than connotative words (ideas). A concrete speech uses specific facts and figures. Use an exact, precise statement or a figure in place of a general word to make your message more concrete. Put actions in your verbs. Active verbs make your message more specific, personal, concise, and emphatic.
5. **Correctness:** When Speaking always use the correct grammar of whatever language you are speaking (in this case we are dealing with the English Language). Your speech should be delivered in simple but correct English; appropriate punctuations should be used where needed, words should be spelt and pronounced properly. Avoid rushing while speaking in other to avoid mistakes. Maintain acceptable speaking mechanics; pause where necessary and make pronunciations correctly.
6. **Courteousness:** before giving a speech try to know your audience. Knowing your audience allows you to use statements of courtesy. Be sincerely tactful, thoughtful and appreciative. Use expressions that show respect. Avoid irritating expressions and questionable humour.

EXERCISE 1-6 CHAPTER 5

Question 1: What do you understand by the concept of grammatical rank scale:

Grammatical rank scale is the hierarchal ordering of grammatical units which are; morpheme, word, phrase, clause and sentence. Such that a unit of a given rank is made up of units of the next lower rank. That is a word consist of one or more morphemes, a phrase consists of one or more words, a clause consists of one or more phrases and a sentence consist of one or more clauses.

Question 2: Identify the morphemes in the following words:

S/N	WORD	MORPHORMIC STRUCTURE
1	International	Inter + nation + al
2	Presupposes	Pre + suppose + s
3	Carpet	Carpet
4	Marks	Mark + s
5	Establishments	Establish + ment + s
6	Father	Father

Question 3: With Copious Examples discuss the three subordinate clauses in English

Adjectival Clause: This a type of subordinate clause, or a dependent clause that modifies or describes a noun or a pronoun in a sentence. It usually comes after the noun it modifies.

Examples:

The Underlined words in italics shows the Adjectival Clause in the sentences below

1. Tony, *who won the Nobel Prize*, is coming to Nigeria.
2. There is the piece of land *that we are going to excavate*.
3. This is the school *that has a 3D printer*.
4. The music class *that Segun takes* focuses on creativity
5. The sunny weather is the reason *why I decided to carry an umbrella*.

Noun Clause: A noun clause is a type of subordinate clause that acts or functions like a noun

Examples

The Underlined words in italics shows the Noun Clause in the sentences below

1. *Whoever thought of that idea* is a genius.
2. Our main goal *is how we can satisfy or customer's needs*.
3. She believes *that her child was murdered*.
4. My greatest asset is *that I am resilient*.
5. *What he did* was cruel.

Adverbial Clause: it is a subordinate clause that modifies or describes a verb. An Adverbial clause can be adverbial clause of time, place, condition, concession, reason/cause, purpose etc.

Examples

The Underlined words in italics shows the Adverbial Clause in the sentences below

1. He went where his manager sent him (Adverbial clause of place)
2. Since she has apologized, we will take no further action against him (Adverbial clause of reason)
3. I am glad that you have come (Adverbial clause of reason)
4. I stopped eating when I saw my friend (Adverbial clause of Time)
5. He talked to me like I was a child (Adverbial clause of manner)

Question 4: With Examples what are the various functions performed by a noun phrase

Noun phrase: it is a phrase that performs the function of a noun. It is a group of two or more words, that is headed by a noun. The noun phrase performs the function as a Subject of a verb, Object of a verb, Subject complement, Object complement and Complement of a preposition.

The Underlined words in italics shows the Noun Phrase in the sentences below

Noun Phrase as Subject of the verb:

1. The President is from Katsina State.
2. The carpenter passes by my house regularly
3. The hard-working footballer comes regularly to train with us.

The underlined above are noun phrases functioning as the subjects of the verb “is”, “passes” and “comes”

Noun Phrase as Object of the verb:

1. She has taken the car keys
2. They Invented a set of new tools
3. They bought a new house

The underlined above are functioning as the Object of the verb “taken”, “invented”, “bought”

Noun phrase as Subject Complement:

1. His best friend is a thief.
2. She is a brilliant and reputable Engineer.
3. My friend is a web developer.

The underlined above are subject complement of “His best friend”, “She”, “My friend”

Noun phrase as Object Complement:

1. The committee elected Biola president.
2. My best friend named his dog Bingo.
3. My cousin considers my friend an absolute idiot with a computer.

The underlined above Noun phrases are Object complement to “Biola”, “his dog”, “my friend”

Noun phrase as Complement of a preposition:

1. In my opinion anatomy is fun to study.
2. The thief jumped over the fence.
3. The woman talked of her past at the meeting.

The underlined above are complement of the preposition “in”, “over”, “of”

Question 5: “To know a word is to be familiar with some important information about it”.

what are these information?

1. **Phonetic/phonological Information:** This is all about the pronunciation of the word. To know a word you must be familiar with its correct pronunciation.
2. **Lexical Information:** To know a word, you must know its internal structure; that is knowing how many morphemes the word contains.
3. **Syntactic Information:** To know a word, you must know how the word fits into the overall structures of sentences in which it can be used.
4. **Semantic Information:** This information makes it possible to know the several meanings of a word. That is knowing the relationship between words and how we draw meanings from these words.
5. **Pragmatic Meaning:** To know a word you must know its meaning or meanings, and also how to use it during conversation or writing.

Question 6: Attempt a definition of a sentence

A sentence is a set of words that contain a subject (what the sentence is about) and the predicate (what is said about the subject), which gives a complete meaning, thought or idea.

What are the different ways in which a sentence can be classified?

1. **The number of clauses they contain and the nature of the sentence itself;** this deals with sentences with respect to their structure
2. **The use in communication;** this refers to sentence type according to their function that is whether it is declarative, interrogative etc.

3. **The point of emphasis;** This deals with the arrangement of clauses in a sentence.
4. **The voice;** This type of sentence makes a distinction between a sentence that is in active voice and the one in passive voice
5. **The function in a paragraph;** that is a sentence as a Thesis statement, Topic sentence, summative and developmental sentence.