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**CHAPTER 2**

**QUESTIONS**

1. Discuss three types of listening
2. What are the characteristics of a good listener
3. Discuss the basic guidelines to speaking

**ANSWER Q1**

1. **EXTENSIVE LISTENING:**

This type of listening has also a greater ease than other types as it is concerned with promoting overall comprehension of a text and never requires students to follow every word and understand it.

1. **INTERACTIVE LISTENING:**

This is a very advance stage of listening practice as it implies social interaction in small groups which is a true test of listening. In this type of listening method, learning either in pairs or in groups, receive new information and identify them continuously. They have to work out the problems of understanding each other and formulate responses immediately as we are required to do in real life.

1. **SELECTIVE LISTENING:**

In this type of listening method, 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 of the text through inferring.

**ANSWER Q2**

1. A good listener should listen with an open mind
2. A good listener should make connections between what the lecturer is saying and what he or she has read, heard, or experienced in life
3. A good listener should endeavour to listen with his or her eyes in the lecture room. Take in the lecturer’s overall appearance, and note things such as facial expressions, body language, gestures, and dress.
4. He or she should make sure they listen with their whole body jot down notes, and nod in agreement
5. A good listener should hear more than words. Take note of your lecturer’s tone of voice, pauses and choice of words.

**ANSWER Q3**

1. **CLARITY:**

Clarity, in speech is the ability to get the meaning from your head into the head of your reader accurately. In this case while conversation one must choose the accurate, precise, concrete and familiar word in other to let the audience understand better.

1. **CONCRETENESS:**

In speaking concretely requires specificity, definiteness, and vividness rather than vagueness of words. It also means using specific facts and figures whenever possible or use an exact, precise statement or a figure in place of a general word to make your message more concrete.

1. **EMPHASIS:**

There should be a force that drives your speech. The utterances you make require forcefulness to enable you grab the attention of the listener.

1. **COMPLETENESS:**

This is the ability of conveying a comprehensive massager that comprises all fact the reader or listener needs for the reaction you desire.

1. **CORRECTNESS:**

Speaking requires the correct grammar of whatever language you are speaking , that is trying as much as possible to deliver your messages in simple but correct English, avoid rushing while you speak, maintain accept able speaking mechanics-pause where necessary and make your pronunciation correctly.

1. **COURTEOUSNESS:**

Knowing your audience allows you to use statements of courtesy be conscious of your message receiver. Be sincerely tactful, thoughtful and appreciative use expressions that show respect. Avoid irritating expressions and questionable humour

**CHAPTER 5**

**QESTION 1**

1. What do you understand by the concept of grammatical rank scale?
2. Identify the morphemes in the following words:
3. International
4. Presupposes
5. Carpet
6. Marks
7. Establishments
8. Father
9. With examples, what are the various function performed by a noun phrase?
10. With copious examples, discuss the three subordinate clauses in English.
11. “to know a word is to be familiar with some important information about it”. What are these information

6a. Attempt a definition of the sentence

b. what are the different ways in which the sentence can be classified

**ANSWER Q1**

1. My understanding on the concept of the grammatical rank scale is that it is the organization of the linguistic units of morphemes, word, phrases, clauses and sentences which are the segments that are organized into linguistic units.

**ANSWER Q2**

|  |  |
| --- | --- |
| **WORD** | **MORPHEMES** |
| * International | Inter + nation + al |
| * presupposes | Pre + sup + posses |
| * carpet | Car + pet |
| * marks | M + arks |
| * establishment | Establish + ment |
| * father | Fat + her |

**ANSWER Q3**

**3a.** **NOUN CLAUSE:**

They function like noun. They may be introduced generally, by whatever, whoever, that, whether e.g. A noun clause can function as subject of the verb, direct object of the verb, as opposition to the noun and as subject complement.

Example

1. That I know you is a honour (As subject of the verb)
2. The agreement was that you should not talk (As direct object of the verb)
3. Funny how you said that the match was stressful (As opposition to a noun)

3b. **ADJECTIVAL CLAUSE:**

This is a subordinate clause which qualifies a noun or a pronoun in the main clause.

Example

1. That player that played the football game performed well so he should be given the man of the match (it qualifies the noun “player”)
2. This is the man who will attend to you most of the time (it qualifies the noun “man”)

3c. **ADVERBIAL CLAUSE:**

This is a subordinate clause that modifies a verb in the main clause it tells where, when, how, why to what extent e.t.c something happens.

Example

1. I buy whatever I want (adverbial clause of thing)
2. After we eat then we can go out (adverbial clause of time)

**ANSWER Q4**

1. The various function performed by a noun phrase are

* Subject of a verb
* Object of a verb
* Subject compliment
* Object compliment
* Complement of a preposition

Example

(subject of a verb)

* The accountant knows his job.

(the accountant is the subject)

(object of the verb)

* She has taken the wig

( the wig is the object)

( Subject complement)

* My uncle is a military man

( a military man is the subject)

(Object compliment)

* The boy was called a captain

(a captain is the object)

(compliment of a preposition)

* The thief jumper over the fence

(the fence is the preposition)