1. **INTENSIVE LISTENING**

It is important to understand the language form of text as we have to understand both the lexical and grammatical units that lead to form meaning. It is the ability to paraphrase or summarize, identify numbers, pick out particular facts, replacing words, will help for intensive listener.

1. **EXTENSIVE LISTENINAG**

It is concerned with promoting overall comprehension of a fact and never requires student to follow every word and understand it. Activities in this section must be chosen by the extensive Listen

1. **SELECTIVE LISTENING**

This involves listening to selective parts of a text, here the main focus is on the main parts of the discourse and by noticing these parts, listeners construct there own understanding. Example listening to documentary, story, incomplete monologue etc.

1. **INTERACTIVE LISTENING**

It implies in social interactions in small groups which is a true test of listening. Learner’s are either in pairs or in group

**CHARACTERISTICS OF GOOD LISTENING**

1. You should endeavor to listen with your eyes in the lecture room

* You should hear more than words
* Make sure you listen with your whole body
* Make connections between what your lecturer is saying and what you have read, heard and experienced in life
* Listen with an open mind

**BASIC GUIDELINES TO SPEAKING**

* **HEARING**

This means listening enough to catch what is being said. Example listening to your lecturer discussing the atom as the smallest part of element. If you have heard what has been said

* **UNDERSTANDING**

This is when you hear a particular phrase or word and you understand it in your own way. Its the person of thinking the concept more

* **JUDGING**

After you are sure you comprehend what the lecturer has said, and think about whether it makes sense.

Assignment number 2 chapter five

* + - 1. **GRAMMATICAL RANK SCALE**

It’s the hierarchical organization of the linguistic unit of morphemes, word, phrase, clause and sentence.



|  |  |  |
| --- | --- | --- |
| NUMBER | WORD | MORPHEMES |
| 1 | International | ER |
| 2 | Presuppose | PRE ES |
| 3 | Carpet |  |
| 4 | Marks | S |
| 5 | Establishment | ES |
| 6 | Father | ER |

1. ADJECTIVAL CLAUSE

It tells us more about a noun or a pronoun in the main clause Eg Pizza **which most people** love is not very healthy. Grandpa remembe’s **the old days when** there was no television

1. NOUN CLAUSE

They function like nouns example

**That people need water to survive** should be obvious to everyone.

My dog will eat **whatever food I give him**

1. ADVERBIAL CLAUSE

It modifies a subordinate clause that modifies verb on the main clause Example

**After he had see his text result,** he became sober ( Adverbial clause of time it modifies “become”)

I will go wherever I like ( Adverbial clause of place it modifies ”go”)

1. As subject of veb
   * + - 1. **Who ever leaves last** should turn off the light
         2. **That I am specially** crated is a fact

As object of the verb

* + - * 1. My judges will award **whichever painting they like the most**
        2. I want to play with **whoever is a good spot**

As subject complement

1. My hopes is **that everyone here becomes friends**
2. The winner will be **whoever gets the most votes**

6)

1. subject

A set of word that is complete in itself typically containing a subject and predicate, conveying a statement, question, exclamation or command and consisting of a main clause and sometimes one or more subordinate clause

1. * 1. The number of clause they contain and nature of the sentence itself
     2. The use in communication
     3. The point of emphasis
     4. The voice
     5. The function in the paragraph.