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300LEVEL

QUESTION 1

Discuss three types of listening

- Interactive listening: This is a very advanced stage of listening practice as it implies social interactions in small groups which is true test of listening. In interactive listening, learners either in pairs or groups, receive new information, identify and then continuously. Besides, they have to work out the problem of understanding each other and formulate responses immediately as we are required to do in real life.
- Selective listening: This involves listening to selected parts of the text. Here, the focus is on the main part of the discourse and by noticing these parts of the discourse, listeners construct their own understanding of the meaning of the whole text, maps, incomplete monologues, conversation cues and topic listening are examples of selective listening.
- Extensive listening: This type of listening has also greater ease than other types of listening. It is concerned with promoting overall comprehension of text and never requires students to follow every word and understand it. Learners need to comprehend the text as a whole, which is called global understanding. Activities in this section must be chosen according to the proficiency level of the student.

What are the characteristics of good listener?

- A good listener makes sure to listen with the whole body. And jots down notes and nods in agreement.
- A good listener endeavors to listen with the eyes in the lecture room. Takes in the lecturer's overall appearance such as facial expressions, body language, gestures and dress.
- A good listener listens with an open mind. Be a critical listener, a good listener tries to be judgemental but reserves judgement, a good listener listens to the lecturer even on controversial subjects.
- A good listener makes connection between what the lecturer is saying and what he/she has read, heard or experienced.
- A good listener hears more than words. A good listener takes notes of the lecturer's tone of voice, pauses and choice of words.

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Discuss the basic guidelines of speaking

- **Completeness/unity;** you convey a comprehensive message when it comprises all facts the reader or listener needs for the reaction you desire. Also when your thoughts are fully put together that is not hanging in the balance, you are able to elicit response from your listener, make sure you provide all the necessary information.
- **Clarity:** The purpose of clarity in your speech is the ability to get the meaning from your head into the head of the reader accurately. In this case choose the accurate, precise, concrete and familiar words and when the meaning of the words is in doubt, use more familiar words, audiences will understand better.
- **Emphasis:** speaking requires emphasis. There should be a force that drives your speech. The utterances you make requires forcefulness to enable you grab the attention of the listener.
- **Concreteness:** Speaking concretely 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 or notions suggested with word or phrase). In this case use specific facts and figures whenever possible; use an exact, precise statement or figure in place of general word to make your message more concrete. put actions in your verbs. Active verbs help make your message more specific, personal, concise and emphatic. Chose vivid image building words.
- **Correctness:** The peak of correctness is the standard usage of grammar, punctuation and spelling. Speaking requires the correct grammar of whatever language you are speaking. Let us assume it is English language, you have to make the right construction while you speak. A speech steeped in error may not be pleasant to the listener. Try as much as possible to deliver your message in simple correct English. Avoid rushing while you speak. Maintain acceptable speaking mechanics, pause when necessary and make your pronunciations correctly.
- **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.

## QUESTION 2

- a) What do you understand by concept grammatical rank scale?

Grammatical rank scale is the hierarchical organization of the linguistic units of morphemes, words, phrases, clauses and sentences.

- b) Identify the morphemes in the following words

WORDS

MORPHEMIC STRUCTURE

I.	International	2(inter + national)
II.	Presupposes	3(pre +suppose +s)
III.	Carpet	1(carpet)
IV.	Marks	2(Mark + s)
V.	Establishments	3(establish + ment +s)
VI.	Father	1(Father)

c) With copious examples, discuss the three subordinate clauses in English.

Adjectival clause: This is the subordinate clause which qualifies a noun or a pronoun in the main clause. Adjectival clauses tell us more about a noun or a pronoun in the main clause. Adjectival clauses do not begin a sentence and they are normally introduced by relative pronouns like whom, whose and that.

Examples;

- I. The runners who performed well must be rewarded.(qualifies the noun “runners”).
- II. This is the park where we can walk the dogs. (qualifies the noun “park”).
- III. Khalifa who is Aisha’s brother just got back from a trip from Kano. (qualifies the noun Khalifa).
- IV. Monday is the day when I have my doctors’ appointments. (it qualifies the noun “day”).
- V. Fatimah is the friend to whom I am closest (qualifies the noun “friend”)

Adverbial clause is a subordinate clause that modifies a verb in the main clause. It tells where, when, how, why, to what extent something happens one important feature of an adverbial clause is that it is mobile, being able to take the final, medial or initial position in a sentence.

Adverbial Clause can be an adverbial clause of time, place, condition concession, reason/cause, circumstance, purpose etc.

They are normally introduced by subordinators like after, before, since, although, though, as long as, until, when, anywhere, provoked that, if, because e.t.c. examples.

- i. I sing whenever I like  
(Adverbial clause of time, qualifies “sing”)
- ii. We shall dance if it snows  
(Adverbial clause of condition, modifies “we shall dance”)
- iii. because you are hardworking you will succeed  
(Adverbial Clause of reason modifies “will succeed”)
- iv. I go whenever I like  
(Adverbial clause of reason modifies “go”)

- v. He walked as though he were a gangster  
(Adverbial clause of manner. Modifies “walked”)

Noun clause:

Noun clause may be introduced by;

- i. The ‘That clause’  
ii. The subordinate interrogative clause  
Generally noun clause function like nouns. They may be introduced by many of the following; how, whatever, whoever, that, whether e.t.c. A typical noun clause can function as subject of the verb, direct object of the verb, opposition to a noun as subject complement.

Examples;

- As subject of verb
  - i. That I am specially creative is a fact.
  - ii. How you walk in the dark is mystery to me.
  - iii. What she did calls for immediate interrogation.
- As direct object of verb
  - i. I know what you are thinking about me.
  - ii. We agree that she should go.
  - iii. She believes that her husband will divorce her.
- As opposition to a noun
  - i. Your point that the course is useless is baseless
  - ii. It is surprising that many of you in this class failed
  - iii. Her believe that Jesus will come is unshaken
- As subject of complement
  - i. The report of the panel was what clarified the whole issue.
  - ii. The most important points are what the lawyers will bring out.
  - iii. My line of concern is that the light will be very scarce.

d) With examples, what are the various functions performed by a noun phrase?

- i. Subject of verb
- ii. Object of verb
- iii. Subject complement
- iv. Objects complement
- v. Complement

Examples;

- Noun phrase as subject of the verb
  - i. The lecturer is from Kaduna state.

- ii. The sophisticated lecturer comes to cafeteria regularly to eat.
- Noun phrase as subject of verb
  - i. She has taken the chair
  - ii. They bought a new car
- Noun phrase as subject complement
  - i. He is a brilliant student
  - ii. My friend is a reputable doctor
- Noun phrase as object complement
  - i. The lady called her friend a thief
  - ii. They elected him their president
- Noun phrase as complement of preposition
  - i. The girl jumped over the fence
  - ii. The flag bearer talked of his promise at the gathering.

e) ‘To know a word is to be familiar with some important information about it’ what are the information?

- i. Phonetic/phonological information: For every word one knows, one must be familiar with its correct pronunciation.
- ii. Lexical information: For every word one has learnt, one, knows it’s internal structure (whether it is made up of one or more morphemes)
- iii. Syntactic Information: This information or knowledge makes it possible to know how the word fits into the overall structure of sentences in which it can be used.
- iv. Semantic information: This information makes it possible to know the meaning of several meanings of a word which one claims to know.
- v. Pragmatic meaning: For every word we learn, we know not only its meanings, but also how to use it in the context of discourse or conversation.

- f) a. Attempt definition of the sentence  
 b. What are the different ways in which a sentence can be classified.

**a.** Subject can be defined as a complete unit of thought or a unit of feeling expressed through a logically related subject or predicate.

**b.** Sentence can be classified using two criteria

- i. Functions
- ii. Structure/form

