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**DEPARTMENT: Biomedical Engineering**

**COURSE CODE: GST 111**

**COURSE TITLE: Communication in English**

### **QUESTION**

1. Do exercises 1-3 at the end of Chapter Two (Effective Listening and Speaking Skills) of your Communication in English text.
2. Do the exercises at the end of Chapter 5 (Basic Units of English Grammar) of your Communication in English text.

### **ANSWER**

#### **CHAPTER TWO**

##### **1. Discuss the three types of listening**

###### **A. Attentive listening**

Attentive listening is a requirement for comprehension and listeners sometimes lose focus for different reasons which may include losing interest and being unable to keep up with the speaker. As listeners, students can support themselves by holding their attention, reducing their tension and getting inspired by constantly asking oral questions. Activities at this level, including face-to-face contact, using visual and tangible subjects, will be interesting and simple for the lecturers. Students can be helped by listening to personal stories, small question and answer sessions and interview etc.

###### **B. Interactive listening**

Interactive listening takes place in a communicative situation, in which the listener listens and gives responses, taking an active position (as a participant or an addressee), such as requesting clarifications, negotiating meanings, etc. In different situations the number of participants involved may vary from two (e.g., in a one-

to-one conversation), a few (e.g., in a group discussion), to a great many (e.g., in a seminar). Interactive listening is a two-way process between the listener and the speaker. The two basic sub-processes can be described as:

- 1) The listener receives messages from the speaker, comprehends / interprets / evaluates, and gives a certain response;
- 2) The speaker receives the listener response, comprehends / interprets / evaluates, and gives a feedback response to the listener.

In so doing, the listener, in collaboration with the speaker, solves communication problems, and accomplishes certain goals of interaction. Besides, they have to work out the problems of understanding each other formulate responses immediately as we are required to do in real life.

### **C. Selective listening**

Selective listening, or selective attention, is the phenomenon that occurs when we only see what we want to see and hear what we want to hear. It includes listening to parts of a text chosen. Here, the emphasis is on the key sections of the debate, and by inferencing, listeners build their interpretation of the meaning of the entire text by noticing these parts. Listening to incomplete monologues, conversation cues and topic listening are examples of selective listening.

#### **2. What are the characteristics of a good listener?**

- a.** Good listeners are not hasty in making judgments. They are willing to think about something for a while. They don't have to categorize everyone and everything immediately.
- b.** Good listeners listen with an open mind. They remember that from everybody you can understand. They know that human subjectivity and fall is such that a little child can still learn from the most learned person.
- c.** Good listeners, without discounting verbal contact, pay attention to nonverbal communication. They pay attention to both nonverbal communication and verbal communication.

- d. Good listeners pay attention to the person who is speaking. They keep eye contact. They take in consideration the overall appearance of the lecturer and remember items like facial expressions, body language, movements, and dress.
- e. Good listeners show interest by nodding or smiling at appropriate times. They make sure that they understand what has been said by repeating and jotting down in their own words.

### **3. Discuss the basic guidelines to speaking.**

#### **A. Unity and completeness**

In all respects, the information communicated should be adequate and complete. Inadequate information may delay action and cause confusion. Inadequate information also affects the effectiveness of the receiver. Adequate information is therefore essential for proper decision-making and action plans to be taken.

#### **B. Clarity**

The idea or message to be communicated should be clearly stated. It should be worded in such a way that the receiver understands the same thing that the sender wants to convey. It should be kept in mind that the words do not speak themselves, but that the speaker gives them meaning. It is also essential that the receiver converses with the language and the mechanics of communication.

#### **C. Emphasis**

Try to convey information in public with as much vocal energy and enthusiasm as possible. Emphasize certain words and phrases in the conversation to convey their importance and help to make speech effective and interesting.

#### **D. Concreteness**

You need to believe in and understand what you want to convey to the audience. Concreteness is the quality that needs to come to the fore, especially during marketing or advertising campaigns. Details need to be made that capture the attention of the audience, not bore them.

### E. Correctness

Rules and conventions on spelling, grammar, punctuation, usage and language; style (appropriateness of choice of word and level of formality to audience, purpose and material); social and cultural appropriateness; correctness of proofreading. In order to convey the intended meaning, correct words are used. Grammar rules are followed, including pronoun-noun agreement, subject-to-verb agreement, appropriate verb tense, parallel construction, etc. The punctuation (especially comma placement) reflects standard usage.

### F. Courteousness

Focus on the person you're communicating with and really listen to what they're saying to take their opinions and feelings into account. Hidden insults and aggressive tones will only cause problems among individuals and reduce morale and productivity.

## CHAPTER FIVE

### 1. **What do you understand by the concept of grammatical rank scale?**

The hierarchical ordering of grammatical units such that the unit of a given rank normally consists of units of the next lower rank, such as, the ordering sentence, clause, group or phrase, word and also units of morphemes.

**Sentence – Clause – Group / Phrase – Word – Morpheme.**

### 2. **Identify the morphemes in the following words:**

#### a. **international – Bound Morphemes**

[ inter – is a prefix, nation – is the root, al – is a (suffix)]

#### b. **presupposes – Bound Morphemes**

[ pre – is a prefix, suppose – is a root, s – element]

#### c. **carpet – Free Morphemes**

[ car - is the root, pet – is the root]

#### d. **marks – Free Morphemes**

[ marks – is the root]

**e. establishments – Bound Morphemes**

[establish – is a root, ment – is a suffix, s – element]

**f. father – Free Morphemes**

[fat – is a root, her - is a root]

**3. With copious examples, discuss the three subordinate clauses in English.**

**A. Adjectival clause**

An adjective is a descriptive word. Adjective clauses are groups of words that act as an adjective in a sentence. They have a pronoun (who, that, which) or an adverb (what, where, why) and a verb or, a pronoun or an adverb that serves as subject and a verb.

For example:

I saw a child who was crying.

The bag that someone left on the bus belongs to Mrs. Sophia.

**B. Noun clause**

A noun clause is a group of words that acts as a noun in a sentence. They begin with relative pronouns like “how,” “which,” “who,” or “what,” combined with a subject and predicate.

For example:

I buy whatever I need.

Whoever ate the last piece of pie owes me!

**C. Adverbial clause**

An adverbial clause is a clause that performs the function of an adverb in a sentence. An adverb modifies the verb in a sentence. It answers the questions: ‘where’, ‘when’, ‘why’, ‘how’, etc. They begin with a subordinate conjunction.

The adverbial clause has different types. These include: Adverbial Clause of time, place, manner, reason, condition, concession, purpose, comparison, etc.

For example:

The dog ran until he got to the county fair.

I worked in a factory while I was living in London.

#### **4. With examples, what are the various functions performed by a noun phrase?**

##### **A. Noun phrase as a subject of the verb**

Example: The car smashed into a wall.

The tall tree fell down in the storm.

##### **B. Noun phrase as object of the verb**

Example: I am painting the doghouse.

I wish to see the Manager.

##### **C. Noun phrase as Subject complement**

Example: Frankenstein is the name of the scientist, not the monster.

She was the devil in disguise.

##### **D. Noun phrase as Object complement**

Example: I consider Berry my favorite dog.

Strangers often call her Shortie.

##### **E. Noun Phrase as Complement of a preposition**

Example: Mohan is confident of winning the race

The best defense against the atom bomb is not to be there when it goes off

**5. “To know a word is to be familiar with some important information about it.” What is this information?**

- 1) Phonetic/phonological information
- 2) Lexical information
- 3) Syntactic information
- 4) Semantic information
- 5) Pragmatic meaning

**6a. Attempt a definition of the sentence**

A sentence is a group of words that is complete in itself, which contains subject and also a main clause and sometimes one or more subordinate clauses.

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

A sentence can be classified into:

- 1) The number of clauses they contain and the nature of the sentence itself
- 2) The use in communication
- 3) The point of emphasis
- 4) The voice
- 5) The function in a paragraph