ACHIEVER'S EDUCATION CONSULTANT
08141710097
SUMMARY OF GST101 WITH PAST QUESTIONS

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Tutor Marked Assignment INTRODUCTION

In this unit, you will be exposed to who a learner is, why we the learner must listen and what to listen to. The listening enabling skills that you need to function effectively in the programmes you enrolled in will then be unfolded to you. As you go through this unit, have with you a pen, a paper, a tape recorder and the cassette sent to you in the study pack. As you study carry out all the activities in the unit.

[...]

You are a listener because listening is a compulsory day to day activity of the programme. You are likely going to attend lectures and meetings in the study centre. You need the .skill of listening accurately and to comprehend what is conveyed to you as information. That is why you need to go through this unit carefully.

As a listener, I cannot determine where you are now studying this unit. It may be in your home, your place of work, a quite isolated place or even inside a vehicle taking you to a destination. Wherever you may be, there is something important about listening. If you have done exercise 1.

What do you listen to'?_____

Even if you are deaf, you still listen via sign language. If you did, then fine. It means that you are following me in this study. Let us go to the second part of our study.

You as a listener must listen because listening is a day to day activity. You listen to your friends talking, may be in your language or English. The kind of listening we are interested in here is listening for specific purposes. That is, listening to gather information, for directions, to academic lectures, to.

Your concern in this study is also listening in English medium.

[...]

The last part of this unit is the most important. This part deals with listening enabling skills. No matter where you are, you need the following requirements for active listening ability.

[...]

Anybody with a functioning ear can listen. Of course, if you have listening defects, listening ability will be difficult. Listen to the first passage on the cassette in your study pack. You need to listen attentively before you can complete this activity.

Our aim is to analyse the 1. of conflict resolution has had in coming to 3. Now rewind the tape to the

passage to mark this exercise. Congratulations, if you did.

Effective listening is difficult in the midst of interruption, when there is lack of interest in the topic, noise and when a speaker speaks above your head by using difficult words.

Probably you may have said some of the following as what made listening and understanding of the passage difficult for you

Noise coming out of the environment you are in.

•The uninteresting nature of the topic

Difficulty in following the speaker The point for you to note here is that CONCENTRATION is an important component of effective listening. THINK along with the speaker and ANTICIPATE what the speaker is about to say. You cannot think along with the speaker if your mind goes astray. You cannot anticipate the next thing, if your attention is not there.

There are some signals in listening that can facilitate anticipation. Relationship comes into listening when expression such as I said before, on the one hand, consequently, in other words, etc, are said by the speaker. Lastly, ability to pay attention to significant sign posts such as
firstly, secondly, lastly, now, next, where, when, who and so on is an important listening enabling skill. These signs tell yon the important points that the speaker is making.

Listen to the third passage on your tape recorder and perform following activities. Our aim here is to analyse the DIFFICULTY the FIELD of conflict resolution has had in coming TERMS with conflicts between social CLASSES. The areas covered include generic theory and practice, concepts and aspects of resolution process, theory and practice at different levels, the relevance of theory to the practitioner, and applications of the various contributions to South Africa. Listen to what I have said before, relate it to what I am saying now and anticipate what I am about to say.

You can hardly say you know something until you can do it. _____Many students think it is a waste of time to leave their books and go to the field, swimming pool or courts. A good deal of mental fatigue is removed through 4.

CONCLUSION

Now that you have completed the study of this unit, I think you can start to put into practice what you learnt in your day to day contact with people and in your various academic pursuits. As indicated i14 tlu unit, you are the listener.

Why do we have to listen?

List possible listening enabling skills that you know. Day to day activity, eating delicious food, working in the office.

References and other Resources

I think you are now practising some of the enabling skills. IA this unit, you are going to study the

relationship between listening and comprehending. You probably are familiar with the term listening - comprehension. Indeed, listening is closely related with comprehension.

You need pen, paper and a tape recorder for the unit. The cassette in your study pack will also be used in the unit.

Perform tasks on how to comprehend; and

You listen to comprehend and you comprehend, while listening. As you listen, you must always be ready to comprehend. Comprehension is at different levels during the art of listening. Some speeches are to be comprehended superficially because the points are not too important.

Some need proper attention because what is to be discussed is very important. Listen to passage 2.1 titled course requirements casually and bring out the major points. Nobody will expect you to say more than this in a casual listening activity. Comprehension is bound to be minimal.

Instruction

In fact, comprehension is more than getting all the words or expressions in a listening passage. You need more than words to comprehend. You need the general knowledge of what you are comprehending.

Listening Comprehension

So far in this unit, we stressed the fact that listening is closely related to comprehension. In this section, we are going to discuss how to comprehend.

[...]

IDEAS, SHIFT OF EMPHASIS, SUMMARY, CONCLUDING REMARKS, etc...

If you deeply comprehend the passage you would have discovered that

Listen to the audio recording of 2.

These words are signposts that direct you to the major points of the

I do not know your prior knowledge of experiences regarding marriage. But as for me, my knowledge of beautiful women, short men, tall women, old men marrying young women, and disease in a family assisted me very much in comprehending the passage. The following can affect rate of comprehension.

[...]

Adopt a systematic approach to the design of training materials. Comprehension is central to all listening activities. As you listen to lectures, seminars and tutorials in your study centre, make sure you avoid barriers that can hinder comprehension. Remember, listening without comprehension is useless.

•The relationship between listening and comprehension, and

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How to comprehend during listening. We have also given you some of the factors that can hinder comprehension. You should put all these points into practice as you study. As you listen to the lecture, fill in the gaps with word or phrases from the lecture.

[...]

Marriage This passage should be recorded for the student to listen to. Listen to the passage and fill in the gaps attached to your question paper with words or phrases from the passage. Insist on the actual word or phrases used in the passage.

Factors for Choosing a Mate

Marriage is an impossible situation made tolerable by unselfishness. Marriage takes two completely different individuals and places them in a position to spend the rest of their lives together in the most intimate relationship we can imagine. Before marriage becomes a reality, there must be a previously developed feeling of love or strong attractions to him or her. The following are some of the most common characteristics one considers in selecting a prospective mate.

Physical Attractiveness

There is little danger in making a mistake on this criteria as long as one holds it in proper perspective and is sure the person one marries has a number of other important traits. Physical Size i Matching for size is trivial consideration. Incompatibility based on disproportions in physical size can he considered negligible. The issue of the woman being taller than the man is probably the most crucial one having to do with physical size.

This reflects a complex set of societal expectations coupled with an abnormal fear of `bruising' the male ego. Endless numbers of marriages between short men and tall women are successful because the people involved do not measure at his `inner' talents and qualities.

Age

Age is a biological process, but the life cycle stages are determined by one's occupation, level of maturity, family life experience, degree of flexibility, and most importantly on one's attitude towards life. People marrying young have the highest divorce rate in our society. " The "danger signal is the young person marrying to prove his or her maturity.

Health

Good health is a factor overlooked in considering a marriage partner because most of us take health for granted. Here we include emotional well-being as well as physical aspects of health. A concern for good health is a reasonable thing because health is wealth. Healthy partners ensure happy and long - lasting marriage.

Course Requirements

Adopt a systematic approach to the design of training materials.

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Dos and Don'ts in Note Taking

You listen to comprehend. The concentration you give to any listening activity depends on the importance of what is listened to. In this unit, you will study listening comprehension for note-taking. Occasionally, it this your course, lectures may be delivered at the study centres.

Rewind your cassette to the section titled listening for note taking.

[...]

Some people do not make distinction between note-taking and notemaking. The two terms, to such people, can be used inter-changeably. In this unit, we distinguish between note-taking and note-making. We take note-taking to mean taking notes from lectures or speeches.

We, however, see note-making as an activity done during study time. The ability to take good notes while listening to an important talk or lecture is a skill that you will find useful in your studies and generally in life. You should always take notes while listening to a speech, talk or a lecture, no matter the medium of delivery. That is, if you listen to a lecture on a video or CD-ROM, you should be able to take not ,-R.

Going by the distinction made between note-taking and note-making in this unit, tick in situations when you will take notes and put in situations where you will make notes.

[...]

1 don't think you will find this exercise difficult. Any situation that suggests reading in all the situations listed above requires Note-making. Thus, when reading a book in the library, consulting an encyclopedia, recent journal, when in the reference section of the library, when consulting yellow pages and an Open University directory, you should make notes . They are all situations when notes are made.

All other situations which suggest listening to should have a tick . They are situations when notes are taken. Let's go to the second section of our study. The next section of this unit is How to Take Notes from Lectures.

Let's study it. How to This section gives you training on how you can take notes from lectures, seminars, and tutorials or from speeches.

Some students start Take Notes from Lectures

Some students start writing even before the points are made. Thus, they end up writing irrelevancies. notes are not taken. Common note-taking abbreviations are listed in the box below.

[...]

You can, on your own, find out many more. You car even create your own abbreviations. The only thing is that you should not fill your notes up with too many abbreviations that will make the notes incomprehensible. Abbreviations save time during note taking.

You need them more when the speaker is fast. Again, there are many symbols that can be used during note-taking. Only a few is given here. Leave plenty of space between different headings and sub-headings when taking notes.

Let's put into practice all that we have learnt so far. Asyou listen to the lecture, use the format designed here to take down notes from the. The structure of the format forces you to take down only the important points. As you listen, fill in the blanks.

At the end of the exercise, a comprehensive note on the lecture will emerge. Remember, you are to listen to the lecture only once.

[...]

Typhoid fever caused by 3. In rural areas and some cities, people are exposed to typhoid infection through 15.

[...]

Let’s discuss the answers to exercise 3.2. This is a very simple heading – sub-heading format for good notetaking.

Note

If you captalize all the letters of headings or sub-heading, do not underline it. Note that the major points under each sub-heading was not written in complete sentences but in summary form.

11 Warning in Typhoid Suspects

adequately treated.

[...]

The bacteria go into the blood stream and multiply there and may go on to any part of the body and affect it' which was the preamble to the component of the lecture titled symptoms and Treatment was found to be irrelevant to symptoms and treatment of typhoid fever. That's why it is not included in our notes. Abbreviations were used. " Abbreviations such as etc e.g. and symbols such as /" were used, although sparingly in the lecture.

The heading is centralized, underlined/bolded because not all the letters are capitalized. If all letters are capitalized, do not underline. The notes were not written in full sentences. You should write points and not full sentences in note taking.

Write notes in exercise books or on sheets that are well filed. Use symbols to represent some of the points or concepts. If this exercise is done very well, you will be able to shorten the notes by one third.

[...]

These are not written in full sentences a. typhoid fever caused by typhoid bacteria b. typhoid contracted

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through eating unwashed mangoes and road side food. You must always take notes while listening to an important talk.

Today's Lecture is on a very important, issue captioned `Health is

It dwells on a deadly disease called TYPHOID. As you listen to the lecture use the format in exercise 3.1, unit 3, to take down notes. You are allowed to listen to the lecture only once. Causes Typhoid fever is caused by typhoid bacteria.

The disease is contracted through food or water contaminated with faeces or urine.

[...]

Roadside food sellers are big offenders in transmitting typhoid. A lot of them do not practise much hygiene. They may go to the toilet without washing theirhands properly afterwards, and may contaminate the food or water they sell to their customers. This applies to any commercial foodselling place.

In rural areas and even some city areas where water is insufficient in quantity and when the water is not safe, the people are exposed a lot more to typhoid infection. Adequate and safe water is therefore one of the bedrocks of preventing typhoid. This group of people increase chances of contracting infection.

[...]

A person suspected to have malariafever, who does not respond to treatment for malaria, has typhoid fever unless proved otherwise. Infection may confer only temporary and partial protection against further infection. Prevention The best preventive measure against typhoid is preventing contamination. Typhoid is grouped among diseases that are transmitted by the faeco-oral route, i.e. from faeces to the mouth.

The main thrust of preventing typhoid would therefore be centred around preventing contamination of food and water and having a good standard of personal hygiene. Once you can prevent contamination, then your chances of getting typhoid are very slim indeed. All faeces and urine should be properly disposed of, and you should observe simple rules of personal and food hygiene. Hands and fruits should be washed before eating, and after visiting the toilet.

Fruits such as mangoes, which are eaten raw, must be properly washed. Foods should be protected from flies. All excreta and garbage must be properly and safely disposed off. Freezing does not kill the typhoid bacteria.

In suspect' circumstances, food should be steaming hot to be on the safe side. Typhoid epidemics from water are more likely to occur in the rural areas where pipe-borne water is not readily available. Wells and other sources of water that are not properly protected could become contaminated. In the rainy season, for example, faeces that may litter around the vicinity of water supply could get washed into these sources of water supply and contaminate them.

And because water is used quite rapidly and on a wide scale, there can be danger of an epidemic. A carrier of typhoid who is working in a commercial food centre, can also be a source of infection and

epidemic if simple rules of personal hygiene are broken. Carriers are not expected to gain employment in such places. If the typhoid bacteria are in sufficient dose, one could contract the disease.

The symptoms of typhoid usually begin to manifest about two weeks after contact with the bacteria. Typhoid fever is usually associated with high fever, headache, general malaise and weakness, and diarrhea or constipation, abdominal pains and a bit of dry cough. The vaccine is expensive and is not readily available. Since one could get the vaccine and still contract typhoid fever, the typhoid vaccine is not in the priority for the prevention of typhoid.

Therefore, the main weapon for preventing typhoid is simple hygiene. This, in turn, is related to good and adequate water supply and provision of good sanitation for the people. As you listen to the lecture on COMPUTERS in the audio cassette recording, use the format below to take down notes on the lecture.

[...]

Computers are being used in for and are also being used to from standing orders. As you listen to this lecture fill in the gaps in your worksheet. At the end of the lecture the major points of the lecture should emerge. There are at present over one quarter of a million computers in the world.

Basically, a computer is a device for storing and processing information, or data as it is called. Because of this they are transforming many aspects of our lives. The development of microprocessors - you heard about their manufacture earlier - has speeded up this change even more. Microprocessors make it possible for computers to work much faster and to be made much smaller.

So any particular computer can also be made more complex without taking up too much room. Computers are now being used in an enormous number of areas. We will look at a few of these. Computers are widely used in banking for processing cheques.

The code numbers on cheques are printed in magnetic ink which can be read by a computer. Computers are being used more and more in medicine too. The commonest use is for keeping hospital patient records. There may be access to these at several points - wards, offices, laboratories and even operating theatres.

One of the latest developments is to use computers to assist diagnosis. A computer is programmed with information about a disease, using the accumulated knowledge of many specialists and textbooks. It may suggest further questions before finally providing a diagnosis.

[...]

Text to Note.

[...]

In the previous unit, you learnt about an important skill. It is the skill of note-taking from lectures, seminars, speeches or talks. Note-taking is a skill that you must use all the time. One of the primary aims of academic pursuits is to receive information.

Indeed, a lot of information is stored in what we call multi-media system today that it will amount to ignorance for any student like you not to tap them. Information highways across the world are congested. Only he wise like you can retrieve them. Have with you a pen, paper, tape recorder, the pre-recorded cassette in your study pack and other resource materials needed.

•State the types of information to retrieve through listeningcomprehension

You spend most of your time acquiring these information types from respective social life and academic fields. Basically, you can break the world information into different segments. Only the three general ones will be discussed in this section. Instructions are given in form of commands, steps, procedures and process.

Insert your cassette into the tape recorder and wind to passage 4.1 titled `Safety Precautions' and perform the activities below.

[...]

In the above exercise, you will notice that all the precautions are given in form of instructions. Rewind the tape to the beginning of the passage and cross-check your answers with the ones in the box.

The small town is a home to about 5,000 inhabitants mainly of the

The box is used to illustrate some form of directions.

[...]

Time You need directions in order to function effectively in real life. You can take facts to mean a piece of information that is known to be true or real. It also emphasizes something that is true. The most difficult task in listening-comprehension is to be able to distinguish facts from fables, facts from opinions, true from untrue facts.

Your views may differ from mine in what we regard as facts and fables and what we regard as facts and one's opinions which may not be the opinions of others. In this exercise, you will listen to the views of people regarding different issues of concern of Africans. As you listen, isolate what you think are facts from what you think are fables .

My facts may be your fables

Rewind the cassette to passages 4.3 A - G. Cross check your classification with mine. Of course do not be surprised if your facts are my fables or opinions. The way we view life may be different. The use of almost saves the statement from overgeneralization which may turn the entire statement to untrue or false impression.

I think some children of the poor still manage to go to school in Ghana. I think some of the Sudanese may want to join the union.

[...]

There are types of listening-comprehension that are not restricted to instruction, directions or facts. They are listening-comprehension that demand getting the overall or general impression of what the speaker says. It makes you capable of forming your own impression and not a listener who merely imitates, copies or agrees uncritically with whatever is said, no matter the rubbish.

Let's practice this kind of listening comprehension activity

Listen to the next passage on your audio-recording. The passage is titled `Ready for the Next Shift?' i.e. Passage 4.4. Many issues are raised regarding shifting cultivation in this passage.

[...]

Of this mode of agriculture do not merely copy out the views of the speaker. Bring out your own impression based on the facts from the passage. Continue with the rest of the discussion in this unit after you have completed exercise 4.4. Now that you have completed exercise 4.4.

Let's discuss the passage and come out with our own impression. Compare your own impression with the ones we come up with in the box.

[...]

EFFECT in many areas, govt policies, war more destructive that shifting Agric.

[...]

Going through these steps, the following general impression regarding shifting agriculture emerged from the lecture in exercise 4.4. Efficiency of shifting cultivation depends on the type of shift and the location where the shift is take place i.e. whether low population or high population density areas. One cannot uncritically say that shifting cultivation is destructive. There are other measures that lead to greater deforestation than shifting cultivation.

If they are, I can rightly say you are capable of forming general impressions from listening. More practice activities in the subsequent units will make you better in this listening skill.

MANY FACES

You need this skill for progress in all academic pursuits.

[...]

The way you can form general impression from various sets of information at your disposal. The next unit will expose you to other types of information that you may be called upon to retrieve in your academic areas.

Listen to the audio-recording of the passage titled POLLUTION

Use the passage to complete the table attached to your study text. You may want to take down notes as you listen to the passage and use your notes to complete the table. Leave an adequate open space

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behind the TV set for good ventilation. The television equipment may fall, causing serious injury to a child or an adult and serious damage to the equipment.

Use only a cart or solid cabinet or the television table sold with the television equipment. Position the TV set out of direct sunlight and away from heat as high temperature can damage the cabinet. Never expose the wires or the tube of the TV set, this can cause fire, electrical shock or electrical failure. Unplug the main current leading to the TV set immediately the TV set begins to make unusual noises or gives off smoke.

Subsidiess education

The frustration that many of the youth go through compels them to turn to crime. If Ghana is going to catch up with the rest of the world, then the government must subsidise education for the people of Ghana. Even though I admire the idea of an african union, given a boost recently by Libyan Colonel Gaddafi, I would also like to make it clear that we, southern Sudanese, are not ready to join this union now.

[...]

Once again the media has given blanket coverage to a war involving the Western Allies and one of the poorest countries on earth.

Don't ignore our war

The war in the Democratice Republic of the Congo has be raging now for three years and has cost more than three million lives and yet we see or read very little about it. That vast majority of the casualities in this war are civilians,and the Congo's natural resources have been the subject of wholesale plunder by the various armies involved.

How long must the Congolese people suffer before the world finally comes to their assistance?

Three million dead is surely significant enough to warrant action from the international community. If the liberty and life of people in the US is worth defending surely the same should apply for Congolese citizens.

Or is a Congolese life worth than a Western one?

Don't blame the West Congolese Leaders, I ask myself why my country DRC is still in trouble since we became independent. Today, Congolese people are suffering badly . Some are refugees, some are killed by disease and many are living miserable lives, while our leaders fill their stomach and pockets. Nobody, not even the government, thinks to build peace in Congo.

Everybody supports war on out country, so they can steal while we are blinded by our problems. Peace is what we need so we can build a new country.

[...]

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Mugabe's to blame I am saddened by the brutal and senseless politics Robert Mugabe is mustering in Southern African. First, Mugabe has disrupted the the lives of white farmers who have and continue to provide hard currency badly needed by the government.

Share the blame

The truth is that both major polital partties in Zimbabwe are sponsoring politcal violence in order to meet their political ends. It is surprising that the acuring finger is pointed solely at Zanu-PF and its supporters. Littlle do the MDC rabble-rousers know that they are equally to blame for the country's ugly politcal landscape. Rather than adopt a 'holier than thou' attitude, the MDC should wake up and smell the coffee and admit that they are responsible for fanning the flames of violence.

In addition, the competition will be more relevaqnt if staged every four years. My proposal follows the recent decision of CAF to translate the Nations Cup into a qualifying tournment for the World Cup. I feel that a 24-nation competition will offer more African countries the chance of playing in the World Cup. Let it take place every four years to make if more relevant and significant.

Ready for the next Shift

Steady population growth during the twentieth century was assumed to have increased the pressure on the firest unacceptably shortening fallow periods. This also led to soil depletion shrinking forests and forced farmers to move to more marginal lands. This has certainly been true in part but research in the 1990s found that it might be a pity to throw out the baby with the bathwater. Limiting their shifts The lesseons were not slow in coming.

The alternative to Slash-and-Burn Programme, coordinated by the International Centre for Research in Agro Forestry , was established in 1992 on the basis of assumptions similar to those described above. They did not entirely hold true. Case studies around the world indicated that although more than 15 million half of tropical moist forest and an even smaller percentage eventually brough about a permanent treeless form of land use.

No two farmers are the same, and shifting cultivation is not one uniform way of farming. Each decision is carefully taken on the basis of sound agronomic criteria, resulting in low yielding but stable and sustainable food production. On the the other hand, there are the new settlers, often nearer to urban areas, who focus on short-term gains from cash crops, use short fallow periods until the soil is depleted or just move on and on. In between these two extremes, there is a continuum of farming men and women who shift part of their operations once in a while but return later.

In forests, which can sustain the existing population of shifting cultivation, the practice even contributes positively. In these cases it is crucial that the mosaic of patches in different stages of fallow, forest cover and cultivation does not get too fragmented and threaten any of natural trees. Where the shifting cycle cannot be maintained, a coversion to sedentary agro forestry cultivation systems can be an option too. The central issue here is to maintain soil fertility more effectively.

They grow nonperennial crops semi-permanently by incorporating compost from grassy fallows into soil mounds, with sweet potato as a stape crop.

POLUTION: Everything must go somewhere

So talk of cleaning up the environment and pollution free cars, products or indu Cries is a scientific impossibility. For example, we can collect particulates from factory chimneys by means of filters but these solid wastes will then contaminate our water or soil. Another example is air pollution from cars. We can reduce air pollution from petrol and diesel-propelled cars by changing over to electric cars.

We can shift to nuclear power, which is not dependent on fossil fuels. But nuclear power increases thermal pollution of the water, and adds the danger of releasing radioactive substances into the environment. Use your notes to complete the table below. Also use the notes to complete the task that follows.

You should write the summary in about 100 words in the space provided.

[...]

In the previous unit, you were trained to listen and comprehend instructions, directions and facts. The training you received in that unit was more on the use of listening-comprehension for general purposes. Instructions, directions and facts are common active listening activities in social and academic life. In this unit, the attempt is to be more specific and more directed to academic purposes.

You will be exposed to listening comprehension as it relates to information retrieval from data, figures, diagrams, tables and charts.

[...]

Part of your concern in academic life is to retrieve these information for use. In this section of the unit, you are introduced to how you can obtain information from data that are orally presented. Huge data collected across period of time are also stored in form of data bank, quite different from the bank where money is kept. Exercise 5.1 provides you with practice on how to retrieve data from listening-comprehension.

The passage 5.1 is going to be presented to you now in your pre-recorded cassette. Wind the cassette to this passage titled `Research on Parent-Child Separation'. The data have been deleted. Complete the passage by filling in the data.

Now fill in the blanks

_____never came to their children 4.

[...]

Of children were not happy and dissatisfied 8, after the divorce than they had been at 9. If you carried out the exercise very well, you would probably have observed that the data presented in the passage were mostly in years and percentages. Rewind the cassette and cross-check you answers with the clues suggested in the box. Of course, data can also be presented in words or statements and not necessarily only numbers.

[...]

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Relate the number scores, or the amount presented in the speech to what the date are all about eg. The data component of the sentence What the data is all about You must be able to relate the two. It is only this relationship that can make the information retrieved from the data meaningful and usable. Listening Comprehension and Information Retrieval from Figures Data can also be stored in form of figures.

Let's practice this. In this exercise, you are to listen to passage 5.

Divorced home

As the passage is read in the cassette, a dash will be give by the presenter. After the dash the presenter will read on. You should fill in the gaps with what you think the scores referred to in figure 1 represent. Now cross-check your answers with the ones read out by the presenter on the tape by listening to the second reading.

[...]

In the previous section, you practiced how to retrieved information from figures. In this section, you are going to practice labeling a diagram with the information you acquire from listening to a description of the components of the diagram.

Observe the diagram very closely to be able to locate the area where that is situated; and

By taking all these steps, you are directly actively taking part in the active listening-comprehension process. Let's practice all the processes presented above. You must follow all the instructions as stated in the exercise that follows. Label the diagram as you listen to the various parts of the diagram that will be described for you by the presenter of passage 5.3 in your prerecorded cassette.

You are allowed ato listen to the passage once. The presenter will pause a bit for you to label the diagram. I think by now you have completed Exercise 5.3. Remember, you are allowed to listen to the passage on the cassette only once.

Of course you should NOT turn to this discussion until you have completed the exercise. The speaker used signals such as the first part, second, the third, the fourth part, and so on. Cross-check these ways with the ones presented in the box below.

[...]

Just as you can store information you are listening to in form of diagrams, so also can it be stored irr form of tables and charts. As you listen to speech or talk that can be stored in form of a table or chart you should store them in these forms. They make reading and understanding very vivid. The information presented in three pages, for example, may be stored in a simple chart of table.

Again the information may have been stored in a table or chart and you may be required to retrieve it as yot listen to the speaker. Whichever way, information retrieval through tables and charts is an academic exercise that you may be called upon to do in your various fields. A chart suggests an illustration that gives clear information about something that changes over a period of time e.g. weather

chart, temperature chart, sales chart, and so on. In this exercise, you will listen to a talk on WHICH WAY NIGERIA on the pre-recorded cassette.

As you listen to this interesting talk, complete the chart below You are allowed to listen to the cassette only once. Start by completing this chart. Once you have completed the chart, rewind the cassette back to the beginning of the talk titled WHICH WAY NIGERIA and listen to it again.

[...]

If you are able to, you will see that the information presented in the talk was not only compressed into manageable unit, but also made more vivid. The attempt in this unit is to stress the importance of information and the way information can be received. Data, figure diagram, charts and tables are, no doubt, very valuable means of storing information for academic purposes. Your ability to retrieve them for profitable academic work is the concern of the unit.

[...]

All these should be practised in your respective academic fields.

Countries Life Expectancy Rate Life Expectancy Rate Passages

Anything that interferes with the vital relationship with either mother or father can have lasting consequences for the child. Most significan 37 per cent of the children were more unhappy and dissatisfied five years after the divorce than they ha been at 18 months. In other words, time did not heal their wounds. That's the real meaning of divorce.

It is certainly what I think about, with righteous indignation, when see infidelity and marital deceit portrayed on television as some kind of exciting game for two. The bottom line is that you are right to consider the welfare of your children in deciding whether to se, a divorce. As empty as the marital relationship continues to be for you, it is likely that your kids will be f better if you choose to stick it out.

Score Class Interval First Reading

As you do so, pause at every gap to allow the students to look at information from Figure I in their study booklet. After they have filled in the information in Exercise then continue reading until you cone to the end of the passage. From the range, 40 - 99 upwards, that is up to at least 80 - 99, the is the _____ higher proportion of than _____ falls within each range.

On the whole _____boys and

You need to know these parts so as to be able to operate the remote control of your sharp TV set. I will pause a bit to allow you to label the diagram. Let's start. The first part to be discussed is STAND BY/ON button.

This is to switch on the TV. Second is CHANNEL SELECT buttons. The buttons are listed. The third is FLASH BACK button which you can use to return to the previously viewed channel.

These are used to adjust the volume. They are also used to control FUNCTION, TIMER, PICTURE, COLOUR and SOUND system. Component number five is called FUNCTION button for fine tuning channel skip, blue back, OSD language and white temp. SYSTEM button which is colour system and sound system.

UP/DOWN button to select the channel. These buttons are also used to control the OSD language. The ninth is MUTE button, when pressed the first time, it mutes the sound and pressed again, it restores the sound to the previous level. NORMAL button which is number thirteen.

I think you now know the parts of your SHARP REMOTE

If you do, be ready to use all these parts for the good services and pleasant viewing of programmes on your TV set.

Second Reading

At the level of 90 - 100 score range, the percentage is the same for both boys and girls. On the whole, 16.6% of boys and 18.4% of girls scored up to or above the tolerable minimum level of 40%. Cross-check the gaps you filled in your booklet with the ones filled here. You can always rewind the cassette if you are unable to crosscheck the gaps filled.

Listen to this passage titled WHICH WAY NIGERIA and complete the tasks in Exercise 5.5. In this exercise, you are expected to fill in gaps on the chart. Which Way Nigeria Nigeria, with an estimated 1996 population of 110 million people, is the most populous nation in Africa and the eleventh in the world. The country is richly endowed with vast human and material resources, including large reserves of oil and gas.

In 1965, Nigeria's GDP was $5.8 billion, compared with $3.8 billion for Indonesia and $3.1 billion for Malaysia. Thirty years later, in 1995, Nigeria's GDP had increased to $26.8 billion , Malaysia to $85 billion and Indonesia's to $198 billion. On the average, Nigerians have a life expectancy of 52 years, compared to 59 years for Ghanaians, 64 years for Indonesians and 71 years for Malaysians. The implication of these statistics is that these countries have left Nigeria far behind in terms of productivity, income generation and general economic development.

As you listen to the lecture, you are expected use the block diagram below to represent the family visually. Also answer the questions that follow th diagram using the notes you have formed during the lecture. The lecture is about to begin. B. Use the notes you have formed from the lecture to answer the following questions.

Why is IFC always referred to separately when the World bank is described?

By -es, it shifted its attention to the Third World states as decolonization increased their number, and as 'pe's recovery got under way. The IFC was created in 1958, with a separate operational staff, to assist private sector projects. It can provide loans and/or equity and aims to act as a catalyst, encouraging other private sector finance to the projects that it supports. Bank', while IFC is referred to separately.

As you listen to the lecture, complete the figure/diagram in your study booklet. Use the figure completed to answer the questions that follow.

UNIT 1: Listening for Main Idea

In this unit, you will learn how to determine main points or ideas from speeches, lectures and talks.

[...]

Practice the art of identifying main ideas from passages listened to.

Why Listening for Main Idea?

You need the main idea in order to be able to determine the major point to be put down as notes. You also need the main idea to be able to know what to stud\ during examinations. If you have the main idea of a lecture or seminar, you can easily develop or flesh them during examination or assignments. The end-product is spending more time, sleepless hours, on study activity than necessary.

This eventually lead$ to breakdown, diminishing returns and utter confusion during the examination itself.

[...]

If you have completed the exercise, then we can go on to discuss the answer to the activity. If we know the main idea of any lecture, surely we will be able to eliminate minor details that are used to develop the main idea. As we have said earlier on, main ideas are what we put down in form of notes. Rather than assisting us to cheat, I think it will assist us to perform better.

As discussed in unit 5, we need main ideas to be able to complete charts, figures and tables. In most cases, these visual representatives convey main ideas of what is listened to. From the knowledge of the main ideas, overall impression of the lecture or seminar is obtained. Remember, if you are fully armed with the main ideas/concepts of your course, you have less to read and thus reduce rather than promote diminishing returns from study.

There are many ways that speakers or lecturers can use to convey main ideas. We will bring out only a few of them in this section. As you practice to recognize main ideas from lectures, more ways wi II become clear to you.

By announcing the main idea in the title of the talk or lecture

In some cases, the title of the talk or lecture may give you the main idea of what you will hear in the lecture or talk. This is not always so. A speaker may want to captivate you and take you by surprise by not giving you the main idea of the lecture in the title. In fact, the title of the lecture may at first seem not relevant to the lecture.

It is only when you start following the lecture that the relevance of the title to the lecture may start to unfold to you.

Listen to the audio-recorded cassette of the passage titled JENNIFER'S

WITHDRAWAL FROM SCHOOL AS AVOIDED. As you listen to that lecture which is passage 1.1 in your cassette, write down words and pressions in the lecture which make the title of the lecture related to the main idea of the lecture. WITHDRAWAL FROM SCHOOL WAS AVOIDED. Let's look for words and ,ressions that made the lecture related to the title.

As you do so, rewind the sette to the passage and cross-check words and expressions you wrote with the ones in the box.

[...]

As you go through the recording and my analysis in the box, you will agree with me that the title oftlie lecture agrees with the content of the lecture. Thus, you can suggest that the title of the lecture signals the main idea of the lecture.

[...]

As you listen to this cassette, write down the words or expressions used by the speaker to call your attention _ to the main ideas of the lecture. Also state the main ideas put forward by the speaker. If you have completed the activity, you can now turn to th discussion of the activity as presented below. The discussion will not profit you much until you actually do the exercise well.

Listen to the lecture again as you study this discussion. Let's discuss it. You probably observed as you go through the exercise that the speaker provided words and expressions to lead the listener to the main idea of the lecture.

[...]

NIGERIAN MARKETS, we will be misled. This is because banking is not directly referred to in the lecture.

By Constant Repetitions

Some speakers structure their talks or lectures in such a way as to give room for repetition of the main points in various ways. They say it once and say it again to drive home the major point. You should know that points that are stressed or emphasized are relevant points.

Wind your cassette to the lecture titled ARE WA HOUSE I THANK

As you listen to this lecture, state the main idea of the lecture in one sentence. Suggest, with evidence, the way the main idea is brought out in the lecture. You may wish to listen to the lecture two or three times if you cannot bring out the main idea at once. After you have completed this exercise, turn to the discussions that follow.

Let’s discuss it now that you have completed your own exercise.

[...]

These six times are circled or bolded in the notes I formed on the lecture. It is a truism that dialoguing, no matter how unpleasant sanitize the Nation more than keeping quiet. As you listen to a

speech, it is possible to start to observe the pattern the speaker is following. The most common one however, is for the main point to be given first, in form of a topic sentence, and be followed by supporting sentences which act as examples, illustrations and expansion of the topic sentence.

In some lectures or talks, the speaker may prefer to start with illustrations and supportive details and gradually move to the main point. Turn to the cassette in your study pack. As you listen to the lecture, put down the main ideas and insert two or more supporting details under each of the main ideas identified. Use your notes to determine the patter used by the speaker to bring out the main ideas of the lecture.

You may listen to the lecture as many times you want. Cross-check your answer with my own after you have completed the exercise. Remember, the exercise is not meant to test but to teach you. You learn by doing.

Have you completed the exercise?

If you have done so, you are not ready to study the discussion with me as we along in the next section. Let's discuss the exercise together. In fact, the first paragraphs are presented as stories to the background to the real issue at stake. The story of Jennifer is meant to b illustration, a preamble to the real issue, which is the inequality in the goals, philosophy, beliefs, and the content of charter schools.

Practices Vary

26 page narrative describing child's progress instead of a one-page summary with letter grades.

[...]

Going by the notes in the box above, it is possible to identify the way the lecturer brought out the major ideas of the lecture.

•By giving the main idea at the beginning of the paragraph

Although not done in this lecture, the main idea may be given at the end of the paragraph. I know you have no doubt in your mind after the completion of this unit that listening for main idea is an important activity that can assist you in your academic life. The more major points or ideas you are able to gather from lectures, the more focused you become in your study. The more irrelevances or rubbish you put down as notes from lectures or talks, the more tedious work you give yourself to do during study and revision time.

[...]

You need to start from this day on to look for main ideas of any talk, speech or lecture you hear. Listen to this passage on Jennifer's Withdrawal from School was Avoided and state words and expressions, which make the title to be related to the main idea of the lecture. I want to let you know that I am pulling Jennifer out of the academy. As a charter school principal I routinely dealt with parental concerns, most of them about discipline or grading policies.

I asked why they were taking this step. This school is simply too hard for her,' Mrs. Nelson said. ' It was

true that we expected much of our students. I asked Mrs Nelson a few more questions and suggested we meet with Jennifer and her teacher to develop strategies to help Jennifer succeed.

Through this process, Jennifer began excelling and stayed in the academy. As you listen to this passage write down words and expressions that the speaker used to draw attention to the main idea on the passage, also state the main idea of the passage. Banking for Nigerian Markets We, as Nigerians, have not made much progress so far in the integrated, market-oriented and democratic reconstruction of our post-colonial economy. What accounts for this rather distressing state of our nation is the following set of shortcomings in our received theory and practice of socio-economic policy.

First, we do not believe in the existence of, and necessity for, a national theory and practice of group and individual access to, and enjoyment of, broad-based economic power.

Arewa I Thank you

I really mean it when I say I am happy to be back.

Not all Charter Schools are Created Equal

'I want to let you know that I am pulling Jennifer out of the academy. As a charter - school principal, I routinely dealt with parental concerns, most of them about discipline or grading policies. "'This school is simply too hard for her", Mrs. Nelson said. `Jennifer is reading books she barely understands, the pace of the class is too fast.

I've seen other parents withdrawn their children, not so such because of academic demands but more because of disagreements over the school's central beliefs or practices.

That is why I encourage parents to carefully investigate a charter school - to investigate any education option, in fact - before enrolling their children. Because the most common reason for founding charter school is to gain autonomy in pursuing an educational vision, these schools are as diverse as they are numerous. With such an array of missions and methods, parents must e time to discover the philosophies and practices that guide any school their children might attend. Before you investigate, however, you must know what you believe and what you want for your child's nation.

Many a charter school will talk about its successes, but its methods may not be consistent with beliefs or goals. A good place to start is with a school's own literature, which most charter schools produce. A brochure could tell you enough about a school to remove it from consideration. If you are seriously considering a school, make an appointment to visit.

Observe a class and tour as much of the school as possible, since your child may attend there several years. Listen to the passage titled COMPUTER REVOLUTION and form notes as you listen to the lecture.

Computer Revolution

Computers are revolutionalizing the work of those who work with words up to now, in the production of newspapers, a reporter has typed his story, known as copy. This has then been passed on to the editor. After being edited, the story would often have to be retyped and then sent to the typesetter. In computerized production, the reporter types his copy directly into the computer, which shows it on a

visual display unit, or VDU.

The page layout is done on another VDU and the page passed automatically to the printing stage. For the office typist, things are changing too. They can now use word processors - small computers similar to those used by the reporters. If you make a mistake, you don't have to paint out the error before retyping.

The change is made on the VDU automatically. It is also possible to insert material -- single words, lines or complete paragraphs. The computer itself reorganizes the layout of the whole text to accommodate the changes. It can also store complete texts and organize the paragraphs as needed.

This is especially helpful in legal work, where many standard paragraphs are used. When the text is completed, the typing of the page is again handled by the computer. As the lecture is going on students are expected to take down k notes on COMPUTER RE\'l,JHON. After the lecture, the students are expected to use their notes to complete the task in their ks of ksheet.

The task is to suggest the main idea of the lecture and to give TEN details to support the main idea.

Suggested Steps to Follow in Listening for Interpretation and

This type of listening skills is perhaps the most difficult. Since it is the highest order of listening activity, only a few students do this. I want you to be one of the students. In your academic life, you should be capable of interpreting and evaluating speakers' or lecturers' viewpoints.

This is the only way you can grow academically.

[...]

Use the steps suggested to undertake listening for critical analysis, evaluation and interpretation. Interpretation involves deriving meaning out of what is said. Interpretation involves inferencing, thinking between and beyond what -has been said. Critical analysis involves looking at the merits and demerits , of what is heard.

It is the art of weighing or assessing each point discretely to determine strengths and weakness. Critical analysis and evaluation involve passing valued judgements, generalizations and conclusions after careful analysis. Listening-comprehension should go beyond comprehending what is heard. It should address every aspect of what is heard critically.

Tick each of the situations you will hear in the audio - recorded cassette . You can listen to the extracts ore than once if you need to do so. Now that you have completed the exercise, let’s discuss the answers. Depending on the way you view the passage, your reaction may be different from mine in some cases.

This is because of the value judgments used. The writer is indirectly condemning the peace talk. Passage B starts from the angle of a question to determine whether peace is what is wanted or war. The judgment of the speaker is that peace is still far-fetched.

Passage C seems to be critiquing armed purchase and the clearance given to the government’s wrong

doings by the commission of inquiry. Nothing bad is found in the Nissan. Passage F gathers different viewpoints of people regarding Oputa Panel and gives the speaker's personal interpretation. It is not wrong to say the passage is an evaluation of Oputa Panel.

You will also be correct if you say it is the interpretation of people's views regarding Oputa Panel. Passage G I think, is a critique of the attempt of some people to give a clear-cut definition of some parts of the world as civilized and other parts, uncivilized. Rewind the tape back to the given passages. As you listen, write down words and expressions, used by the speakers to suggest critical analysis, evaluation and interpretation.

Turn to the second par t of our discussion after you have completed this exercise. It is true that most words and expression can be twisted to meet the demands to critical analysis, evaluation and interpretation of issues, concepts or situations. But you will agree with me after going through Exercise 2.2 that some words or expressions are more closely related to these language tasks. Comps .re your responses to Exercise 2.1 with my own responses to the same exercise in the f~ flowing box.

•While others said

Indifferent You need to recognise these words and expressions while listening to a talk or lecture.

Suggested Steps to Follow in Listening for Interpretation and Critical Analysis

In this section, I'll try to suggest some steps you can follow in attempting to listen for interpretation and critical analysis. You should not regard these steps as the gospel truth. They are subject to modifications. Infact, they are the steps that have worked for me.

[...]

Use your own previous experience of the issue being discussed and relate such an experience with what the speaker has said.

•Consider the strengths and weakness of what the speaker has said

Let's try to find out what you have learnt in this unit. Although about three quarters of all strokes are ischemic, the hemorrhagic type tends to be more damaging. Hemorrhagic strokes often occur when a weak point in the vessel wall balloons out like a faulty inner tube to form an aneurysm, a blister generally not bigger than a pea but in some cases as large as a ping-pong ball. When the aneurysm ruptures, a spray of blood destroys surrounding brain tissue with an efi et similar to that of a high-pressure hose trained on a pile of sand.

A hemorrhage can also result from the gradual hardening of cerebral artery - the blood vessel becoming so brittle that it breaks.

UNIT 3: Effective Reading Table of Contents How to Read Effectively

In the previous units, you learnt how to listen effectively for general and specific information, main idea, for interpretative and critical evaluation. I hope you are already practising some of these listening skills in your day to day social and academic life. In this unit and the subsequent ones, you will be

exposed to another very important way of receiving information. This is through strategies that you can adopt in reading effectively.

You are advised to study the unit very intensely and practise the suggestions given to you. If you do this you will emerge an effective reader. And if you are an effective reader, you are likely going to perform well in your studies.

•State clearly the importance of reading; and

Discuss in a systematic order, the strategies for effective reading. An important aspect that you use English for in this your programme is to read books, articles, newspapers, your study texts and other materials that can supply you with useful information. Frequently, you will be asked to read a book for a particular purpose. Usually, the book contains useful information about the topic you are studying.

It may be valuable for the ideas or views that it puts forward. Indeed, you read to gain knowledge of what is around you. Not being able to read is to be ignorant of the happenings, events, situations and developments around you. They expose you to various experiences of life and enrich your understanding of the world around you.

You also read to collect facts that can be useful for you in your academic life. Some of these are in word form, tables, charts, diagrams, formulae and pictures. You need to cultivate the habit of reading whatever comes your way for pleasure, entertainment and the joy it gives. Many studies have shown that Nigerians have not formed the habit of wide informative reading.

Reading culture is yet to be our culture. Many read only when they are forced to read. They are weak in reading for pleasure. Rate yourself on the scale presented here to show how important you count reading.

I don't read because I cannot- find books to read

Many do not do so. This is because they have not seen the importance of reading. Remember, reading must be a pleasurable activity for you. If you are honest, that may be your view about reading.

Reading should be your friend. You should not hate it. Item 3 of Exercise 3.1 is an interesting one. After examination, they hardly read again.

Th is should not be the case. Reading should be a day-to-day affair. You should not let a day go by without gaining something from a book. If you have not cultivated this habit, please do so today.

It will be the most disheartening experience for you never to have read a complete book throughout your lifetime. As from today, I want you to start to read extensively. You can do that by reading at least five novels before you complete this course. It is true many do not read because they face certain reading problems.

Whatever your problems may be, it is the goal of this course to remove them. In order to be able to read effectively, some of the suggestions given here are for you. You should first of all decide the purpose of reading a book, article, newspaper or as other reading material. Note that there is no same purpose for reading all materials.

[...]

Your reading speed will vary according to the purpose of reading. For example, if you just want to locate a point or information you will either skim or scan through the passage to locate such information. If your purpose is to study the concept thoroughly, then your reading speed will be slow. Flexibility in reading is paramount to effective reading.

[...]

From this exercise , you can see the importance of flexibility in reading. Of course, in preparing for examinations where you need to understand the concept very well, you must read with slow or average speed. If a lawyer is preparing for a case, he has to get all the facts of the case correctly. In order to do this, he must read the mateiral very slowly.

But if a medical doctor wants to locate the name for a particular medicine very quickly, he should skim through the medical book with high speed. When studying a particular nursing topic, the reader must use average or slow speed, depending on the difficulty level of the material.

Decide What to Read

A quick look at the chapter headings and sub-headings may help to indicate what should be read. The index at the back of the book may indicate the relevant portions of the book to be read. January to March 2002.

[...]

You discovered that you had to read fast in order to find the pages of the articles. Cross-check your answers with the ones provided at the end of this unit.

Get the Overview of What to be Read

In one minutes scan through this extract on livestock to decide its relevance to a project on Livestock Breeding in Nigeria.

Bauchi, Borno and Kano had over 2 million population of Sheep and Goats in

1990 while Katsina, Gongola and Sokoto followed with over 1 million each. Pigs were predominantly found in Benue and Plateau with over 500,000 each followed by Gongola and Kaduna with 470,000 and 250,000, respectively. Guinea fowls were predominantly found in Bauchi and Sokoto where over 1 million each were found in 1990. The highest number of Turkeys was found in Kano, Akwa Ibom and Plateau.

[...]

You should endeavour to answer the guiding questions as you go along in your reading. If you make notes as you read, you will be able to answer the relevant questions more accurately. Your notes will assist you to focus on what you are reading. As you read the passage entitled `Using' Geographical

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Information systems in the Management of Education,' use the following question as your guide.

Try to form notes as you read along. Use the notes to answer the question after reading the passage.

Using of Geographical Information Systems in the Management of Education

As is true to any set of tools, much of its effectiveness depends on the paradigm in which it is used. Educational planners and managers with a strong interest in the details of education, in local conditions and local solutions, and in having their efforts translated into tangible products, will make good use of a GIS. Those with broader interests in policies, processes and central control will also use a GIS to highlight, among other things, regional disparities, problem area, and schools in need of immediate action. This book has been designed to find something of a middle road between those with a strong interest in education and those with a greater interest in the technology of GIS.

Hopefully, it will convince educationists who wonder whether a GIS can be useful that there is much to be gained. For those embarking on the actual development of a GIS, this hook provides a clear introduction to the methodological principles and broad products which can be expected from such a system. The book describes the planning and development of a geographical information system, explains the .components necessary for a GIS and presents a variety of examples of how a GIS map can be used in educational planning and management. Many of the principles important to education are relevant to other services and processes involving people.

This book was compiled thanks to the kind assistance of staff in the

You will discover that the first two paragraphs are to be read with seriousness. This is because they do not answer the question posed at the beginning of passage. Let me warn you' will sooner or later find out that you have a lot to read and only a limited time to read them. If know this, it is important for you to read as quickly as possible.

[...]

In Unit 3, you were taught what effective reading entails. You learnt that flexibility in reading makes you an effective reader. They are two related reading skills that are useful for pleasure and academic purpose reading.

[...]

Practise how to scan passages to locate specific information. You should recognise three main reading purposes. The slowest speed is what you may call study speed for proper understanding of what you read. At this reading level, you are expected to have a high level of concentration and high level of understanding.

Your attention should go to details in the reading passage. These details are to be remembered. Next, reading speed is the one usually called AVERAGE reading speed. This speed you should use for books or reading materials that are important and require intensive reading and comprehension, but that are easier than textbooks.

A large number of novels are read at average speed, depending on the enjoyment obtained from them.

The last reading speed which is the concern of this section of the unit is the fastest reading speed. This reading speed is used when you do not need high level of comprehension. Skimming is used to get a general idea impression overview or gist of the reading materials. Let's practice this skill.

You are not to go back to the passage after you have skimmed through once. Use the following questions in your guide.

What are the negative sides of petroleum on the economy?

If you have done so, then go to the discussion section.

Impact of Petroleum on the Economy

It has been both beneficial and negative. On the positive side, the exploitation of petroleum led to the dramatic explosion in government revenues between 1973 and 1981. This enabled the Federal and State Governments to undertake a vast expansion in the development of infrastructure and the provision of social services. It also meant a faster growth of national income in the 1970s than would have been possible without petroleum.

The National Development Plan of 1955-62 was to cost £164 million. By contrast the Third Plan, 1975-1980, called for the investment of N30 billion naira. Unlike the other plans which assumed 50% dependence on foreign financing, the 1975-80 plan assumed nearly 100% financing from national savings to be made possible by oil taxation. The vision for 1980-85 was even grander.

Let me say straight away that the project revenues for the period 1975 to

1980 were over 90% realised . However, we all know that following the military changes of government in 1975, the massive purges of the public service in 1975 and the traumas which followed, the 1975-80 plan priorities and strategies were, largely abandoned. By 1973 it had risen to M1.4 billion, N1.6 billion in 1974, and N4.2 billion in 1975. It was still N5.8 billion in 1977-78.

The greatest windfalls came following the outbreak of the Iran-Iraq war. You are probably reading at average speed.

[...]

Some people use skimming and scanning interchangeably. This is not our position in this unit. In such a reading activity, you search through the passage to locate the information. In scanning, the eyes are not necessarily moving from left to right.

Let's practice this activity.

[...]

Now that you have finished Exercise 4.2, we can discuss the answers. You scan in order to locate dates in a bulletin but skim to determine whether or not the article favours our political party. You may skins through a research paper to locate the relevant headings and subheadings.

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From the Editor

Here is another exciting opportunity to learn more about the New Frontier project. The focus in this edition will be on the Groupware/Enterprise Portal initiative. You will be informed about what the project is all about, its objectives and scope. We'll also bring you up to date on the progress so far.

You can still send in your entries for the new Frontier 'Budd ie'Qu iz published in the December edition. The deadline has been extended to February to enable upcountry responses get to us. Names of winnners will be published in the next edition.

[...]

Messaging simply means communication between two or more people while collaboration means working together as a group or team.

•Enterprise Portal What is a Groupware?

A Groupware is any software that allows two or more people to work together as a group without necessarily being present in the same physical location. Simply put, it is a software designed to improve the productivity of a team of individuals with common goals e.g. Individuals in the same branch, project teams or individuals with a common group identity e.g. branch managers, regional managers, and so on. The term `groupware' encompasses several types of technology that facilitate e-mail, electronic bulletin boards, online meetings, discussion groups, group calendaring and scheduling, knowledge management and workflow. The Enterprise Portal is a simple personalized interface through which an individual can access and utilize the various information sources within or outside his/her organization.

Financial Services Industry, First Bank recognizes the fact that it can exploit the use of information as a source of competitive advantage by ensuring optimal distribution and usage of its available information resources.

As part of the efforts to achieve its 'big one' vision in the Nigerian

You should spend two minutes on this exercise.

[...]

By the time you do this for quite a long time, skimming and scanning will become part and parcel of you.

[...]

You should see them as interesting activities to be performed daily. You need to acquire lots of information daily. The series of exercises in this unit will prepare you for daily information gathering activities. Scan to locate important information.

[...]

Electronic Meeting Systems This functionality enables individuals to conduct meetings

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electronically. Mobile Features This ensures that Lotus Notes reach can be extended to individuals even at remote locations. It also allows mobile employees to stay connected to the most current information. For instance, if you are away from your E branch on official assignment, you can still access your mails via the internet, or through a remote dial-up from anywhere you are.

Levels 1

Reading at the fastest Speed Reading at the Average Speed This unit is divided into two parts. The first part assists you to practice reading at the fastest speed. This section is an extension of Unit 4 where you learnt the skill of skimming and scanning. The second part of the unit is devoted to the practice of reading at an average speed.

You are to learn how to read materials of different types with pleasure and maximum comprehension. The last part of this topic is the slowest reading at an average speed which is used in a study - type of situation. This last part will not be handled in this section.

•Read passages at an average reading speed with maximum comprehension; and

In the last unit, we attempted the discussion of the three kinds of silent reading speed, all for different purposes.

Reading at the Fastest Speed

In the last unit, I ended with a note that is possible to skim and scan -read a passage at the same time. Skimming and scanning are regarded at the fastest speed. According to Edward Fry, a good reader achieves 50% comprehension while skimming and scanning at more than 800 words per minute. This is possibly the fastest speed you can achieve in your academic activities.

This is to be regarded as the fastest reading - comprehension speed level. Let's practise it. You are expected to skim and scan through the passages to answer the following questions. Fill in the blanks once the answer is found.

OduaAbdulfatai

Uncle Bola Ige, may your great soul dwell in eternal peace with God in his Celestial Heavens where Christ reigns as overall king.

[...]

Ige's death should serve well in reminding us that we have always lived in very uncertain times. Babangida, Abacha, Abudulsalami Abubakar or Obasanjo, the naked truth is that mysterious deaths have occurred more in the Southwest than any other part of the country. O k u nl ol Obasanjo Stops Army Operations in Benue A war of wit is gathering momentum in the nation's political milieu between the National Assembly and the governors of the 36 states of the federation. At the centre of raging battle is the electoral bill as amended by the two houses of the National Assembly at separate sessions early this month.

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Under ideal circumstances, the bill or its amendments by the nation's highest legitimate body could not have raised any dust. But the extension of the tenure of the local government chairmen and their councilors from three to four years as well as the interpretation of the constitutional provision that restricts the tenure of governors to two terms by the National Assembly stirred the hornet's nest.

Assembly's decision on these highly sensitive areas as an encroachment on their constitutional power to legislate on the tenure of local government councils

Bringing up Boys Dr James Dobson A Gold Mine Wisdom for Raising Your Son Boys wil1 be boys but with `gender neutral' propaganda and pressures, many assume any differences between the sexes are merely learned.

GST101 List of Questions
Latex formatted questions may not properly render

Q1 Which of the following may not be true of expository text?

- Expository texts do not tell stories
- Expository texts are organised in logical sequential order.
- Expository texts explain ideas in clear-cut terms.
- Expository texts are not as formal as narrative texts.

Q2 A text that explains an issue, a theory, a concept or plan is call _____ text.

- a descriptive
- a narrative
- an expository
- a theoretical

Q3 Which of the following may not be true of narratives?

- All narratives tend to follow a story line.
- Narratives follow a sequential order of narration.
- Explanations often form some major parts of some narratives.
- Some narratives have characters who speak in a formal style.

Q4 _____ does not form the major past of a narrative text.

- A sequential order
- A chronological order of events
- Explanation
- Order of importance

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Q5 when you start reading an interesting novel, you find it difficult to stop because _____

- the story is captivating
- you want the suspense created to be unfolded.
- of the writer's style of writing
- the novel may be a best seller

Q6 The most intense or exciting part of a story is the _____

- beginning
- suspense
- climax
- plot

Q7 In most cases narratives are_____ in terms of style

- formal
- semi-formal
- informal
- superimposed

Q8 The experiences portrayed in narrative texts often help us understand the _____ of the novel.

- theme
- plot
- structural development
- narrative technique

Q9 In reading and interpreting _____, you should pay attention to the language and figures presented.

- graphs
- tables
- configurations
- diagrams

Q10 _____ includes figures, formulae and tables that are read in a comprehension passage.

- verbal forms
- Non-verbal or concrete materials.
- arithmetical materials

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- programmed reading material

Q11 Which of the following skills is not necessary for tackling expository texts?

- Note-making ability
- Thinking along with the writer as you read.
- Note-taking ability
- Reading speed and accuracy.

Q12 Which of the following may not make your understanding of an expository passage difficult?

- lack of vocabulary of the field
- lack of organization in the passage
- lack of familiarly with the concept being discussed
- Having a well-developed vocabulary

Q13 _____ passages can be difficult if you are not familiar with the words used in the passage.

- Expository texts do not tell stories
- Descriptive
- Narrative
- Argumentative

Q14 Expository text sometimes follow a particular storyline and could be vivid and imaginative.' This statement is _____

- partially true
- not true
- genuine
- completely acceptable

Q15 In _____ texts all points are to be supported with concrete evidences.

- narrative
- descriptive
- Expository texts explain ideas in clear-cut terms.
- argumentative

Q16 Which of the following statements may not be true concerning scientific texts?

- Scientific texts have their own peculiar structure and style
- Scientific texts do not integrate verbal and non-verbal forms

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- Some scientific texts are more formal than others
- Some scientific texts are more highly technical than others

Q17 It has been observed that the language of _____ is diverse and specific

- expository texts
- narrative texts
- scientific texts
- tables and figures texts

Q18 Technical terms are known to be common features of _____

- Narrative texts
- expository texts
- scientific texts
- figures and tables texts.

Q19 Which of these tasks may not help you read and comprehend passages with tables easily?

- Scanning the passage
- Skimming the passage
- Being able to relate the table and content of the passage together.
- Being familiar with the concept being discussed.

Q20 To be able to grasp the complexities of reading passages with tables, _____

- you most learn to avoid the distraction that the table may pose to reading comprehension.
- You must be very favourably disposed to the concept being discussed.
- You must make sure that the connections between the tables and the passage are clear.
- Your language must be highly developed.

Q21 The type of listening skills that can enable you to master what the speaker is saying is _____

- class listening
- Listening for specific information
- Listening for interpretation and critical evaluation
- general listening

Q22 In listening comprehension, the most important thing a listener should determine is the _____

- Learning of everything mentioned
- main idea of the speech event

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- Supporting detail of lectures.
- study of one's notes

Q23 The sentence ??APC governed states are not ready for a change in government? is an example of _____

- fact
- fable
- fallacy
- opinion

Q24 Vital information that reveal truth or reality are called _____

- fiction
- facts
- fallacies
- assumptions

Q25 The art of receiving information from stored information in the multi-media system is called _____

- retrieval
- adaptation
- storage
- reception

Q26 Which of the following may not help the listener who is trying to take notes from a lecture _____?

- use of abbreviations
- Putting down summary of main points
- Understanding what a speaker says
- use of passages

Q27 During study time, the activity of jotting down notes from textbooks, journals or study text is called _____

- note-writing
- note-usage
- note-making
- note-taking

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Q28 When we listen to lectures or speeches and jot down important points, we are performing _____

- note-taking
- note-making
- note-forming
- drafting

Q29 All but one of these affects comprehension _____

- unfamiliarity with the topic
- rate of breathing
- inability to think deeply
- lack of interest

Q30 Comprehension basically means _____

- assistance
- hearing
- understanding
- development

Q31 One cannot be said to have listened when one does not _____

- misunderstand
- comprehend
- hear
- interprete

Q32 A good listener must participate _____ in the communication process

- actively
- passively
- inactively
- unconsciously

Q33 Listening is disabled when one _____

- Notes important sign post
- encounters noise
- thinks
- anticipates

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Q34 Choose the alternative that gives the meaning of the indicated word: His staff has been 'assiduous' at providing constituent services.

- Silent
- Cursory
- Successful
- Diligent

Q35 Choose the alternative that gives the meaning of the indicated word: Instead of being 'benevolent' stewards of creation, we have been relentless destroyers of it.

- Generous
- Chaste
- Malevolent
- Violent

Q36 Choose the alternative that gives the meaning of the indicated word: The use of seatbelt is 'compulsory' in Lagos.

- Voluntary
- Requisite
- Candid
- Domestic

Q37 effective listening is difficult when there is _____

- lack of interest in topic
- concentration
- attention
- dictionary

Q38 Listening activities can be divided into general and _____ purposes

- direct
- specific
- combined
- official

Q39 _____ is an important component of effective listening

- sampling
- guessing

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- concentration
- meditation

Q40 Active listening ability requires ones ability to think along with speaker, anticipate what is about to be said and _____

- focus
- style
- determination
- concentration

Q41 From the options, choose the word that may be associated with Psychology

- eccentric
- drought
- office
- river

Q42 From the options, choose the word that may be associated with Medicine

- aesthetic
- procedure
- query
- climbing

Q43 From the options, choose the word that may be associated with Law

- composition
- statement
- electric
- libel

Q44 From the options, choose the word that may be associated with Journalism

- complaining
- proofreading
- catheter
- vehicular

Q45 From the options, choose the word that may be associated with Communication

- confusion

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- demarcation
- pronunciation
- caterer

Q46 From the option provided, select the correct register that will correctly complete the sentence: There was a _____ car accident along the Okene-Lagos road.

- Serious
- Ghastly
- Dangerous
- Bad

Q47 From the option provided, select the correct register that will correctly complete the sentence: The captain announced that there was a ship _____ off the Atlantic coast.

- Fall
- Accident
- Wreck
- Crash

Q48 From the option provided, select the correct register that will correctly complete the sentence: The plane taxied down the _____ before it finally stopped.

- Runway
- Airport
- Flyzone
- Road

Q49 One of the high-order skills you need for an outstanding performance while listening to a lecturer is the _____

- ability to interpret a speaker's viewpoints
- ability to write as fast as the speaker speaks
- ability to code your points in a special way
- ability to ask unreasonable questions

Q50 Your ability to connect what was said before with what is been said now in a listening activity is called _____

- connectivism
- connectivity
- relationship

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- full concentration

Q51 A reader's speed is expected to vary according to the _____ only

- kind of material being read
- purpose of reading
- reading environment
- previously read materials

Q52 _____ is the term that refers to words that are similar, related or familiar to the words whose meaning you are trying to determine.

- semantic familiarization
- lexical familiarization
- lexical synonyms
- word relatedness

Q53 In English lexicon, words that cut across all fields are called _____

- lexical compounds
- specified diction
- field registers
- common-core words

Q54 A listening activity where you listen and link all details to the topic and form your own overall impression is known as _____

- listening for critical evaluation
- listening for general impression
- listening for a specific impression
- listening for the overlapping details in the speech of the speaker

Q55 The idea of finding the meaning of words using word ATTACK technique will involve _____

- checking quickly the meaning of every word you come across
- using a word to look for the meaning of another word
- breaking a difficult word into divisible parts and finding the meaning of each component
- looking for the meaning of the parts of the word in a larger context

Q56 Looking at the merits and demerits of what is heard will involve _____

- informational listening

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- intellectual listening
- critical analysis
- deductions and observations

Q57 _____ are representations of information in the form of drawings, paintings or sketches.

- Data card
- figures or Scores
- Arts and Crafts
- Art forms

Q58 Listening is said to be useless if there is no _____

- speaker
- comprehension
- listener
- language

Q59 A speaker is said to be speaking ???above your head?**??, if the speaker is _____**

- encouraging you to think deeply
- encouraging you to think along
- discussing an uninteresting topic.
- discussing a difficult topic

Q60 As an interactive process, listening comprehension will involve the interpretative and the_____ of the listener.

- activated intellect
- critical proposition
- Critical mind
- organizational skills

Q61 Choose the option that gives the meaning of the capitalized word: She was DIFFIDENT about stating her opinion.

- Difficult
- Unassertive
- Confident
- Caring

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Q62 Choose the option that gives the meaning of the capitalized word: Dr. Galadima is a gentleman and URBANE host of elegant dinner parties.

- clownish
- uncouth
- suave
- churlish

Q63 Choose the option that gives the meaning of the capitalized word: The pastor of the blue roofed church is quite CHARISMATIC.

- charming
- repugnant
- boorish
- apathetic

Q64 Choose the option that gives the meaning of the capitalized word: The praying child is said to be equally CLAIRVOYANT

- unprophetic
- unapologetic
- unrelenting
- extrasensory

Q65 Choose the option that gives the meaning of the capitalized word: Capable lawyers with business ACUMEN are valuable to any firm.

- insensitivity
- ingenuity
- ineptness
- obtuseness

Q66 Listening comprehension as it relates to information retrieval from data, figures, diagrams and tables tend to be _____ to academic purposes.

- more general and advanced
- more unified
- more specified
- more specific and directed

Q67 Reading at the fastest speed is needed when you want to _____

- locate information quickly

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- read in a study type manner.
- finally revise for your examinations
- read as many course materials as possible within a limited time

Q68 In order to read for _____ you must be able to decide how relevant the information provided is.

- Interpretation
- critical analysis and evaluation
- summary and comprehension
- your semester examination.

Q69 Which of the following skill is important when you are doing study reading?

- reading between the lines
- listening
- note-taking
- note making

Q70 One important way of increasing your vocabulary is to _____

- read outwardly
- read intensively
- speak and write more in English.
- read intensively and extensively.

Q71 Reading at an average speed suggests_____

- reading a material that is not so difficult
- reading a material that is rather too difficult
- reading too quickly to locate an important piece of information.
- reading for note making.

Q72 To be effective in your academic life, it is recommended that you _____

- evaluate, discuss and draw conclusions from the materials you read.
- Interpret, evaluate and critically analyse all reading materials.
- technically interpret, write points clearly, scan and skim reading materials
- scan, analyse and argue issues intelligently

Q73 The_____ needs high concentration and particular attention to specific details.

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- study reading speed
- average reading speed
- slow reading speed
- very slow reading speed.

Q74 For a poor reader to achieve a comprehensive rate of 80 ??? 90%, the study speed may be as low as _____

- 120 ??? 180 words/min
- 60 ??? 100 words/sec
- 60 ??? 125 words/min
- 30 - 45 words/min

Q75 Your comprehension rate in a study type reading should be about _____

- 80 ??? 90%
- 35 -40%
- 90 -110%
- 20 -35%

Q76 It is recommended that in a slow study type reading you should read at least _____ words per minute.

- 80 -120
- 200 ??? 300
- 450-500
- 40 -75

Q77 The slowest type of reading is usually done _____

- when you want to locate information quickly.
- when you want to gain a general impression of the reading material.
- when you read in a study type manner .
- when you are reading a material that is not so difficult.

Q78 According to what you have studied, the first stage in reading for interpretation is _____

- reading and understanding the passage very well
- Reading between the lines for subject matter
- providing answers to some difficult questions in the passage.
- understanding the writer's flow of thoughts from the beginning of the passage to the end

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Q79 When you increase your word power in any language, you are said to be _____ in the language.

- well known
- proficient
- renowned
- meticulous

Q80 Complete the slogan; 'A critical mind is _____

- a scientific mind
- an elaborate mind
- a complete mind
- an intelligent mind

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