GST101 SUMMARY WITH PAST QUESTIONS

· Apply the listening enabling skills discussed while practising some of the activities given in the unit. You are a listener because listening is a compulsory day to day activity of the programme. 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.

Turn to the end of the unit for answers. The last part of this unit is the most important. This part deals with listening enabling skills.

Listen to the first passage on the cassette in your study pack. Test the functioning of your ear by listening to the passage and filling the gaps indicated below. You need to listen attentively before you can complete this activity. Now rewind the tape to the passage to mark this exercise.

If you could not do so, more practice activities in this module will assist you to utilize your functioning ear well. 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. Listen to the second passage on your cassettee.

·Difficulty in following the speaker

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.

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. SUMMARY lnrthiwwait, you studied who a listener is, why we must listen and the listening enabling skills of a listener. 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. Communicate English Skills. Zaria Tamaza comprehension i.

Recording of all the Passages under Listening- comprehension i.

In the previous unit, you learnt who a listener is, why we have to listen and listening enabling skills. IA this unit, you are going to study the relationship between listening and comprehending. Get ready to study the unit. You need pen, paper and a tape recorder for the unit.

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The cassette in your study pack will also be used in the unit.

Perform tasks on how to comprehend; and

Comprehension is at different levels during the art of listening. Flexibility in the art of listening and comprehension is therefore very important. Listen to passage 2.1 titled course requirements casually and bring out the major points. May be you may be able to say that the passage is about what participants will be able to do after the completion of the media course.

Nobody will expect you to say more than this in a casual listening activity. Comprehension is bound to be minimal. Now listen to passage 2.1 again with proper attention. After the listening activity, fill in the gap below with the actual words or expressions from the passage.

Instruction

In fact, comprehension is more than getting all the words or expressions in a listening passage.

Listening Comprehension

So far in this unit, we stressed the fact that listening is closely related to comprehension.

STEPS TO LISTENING – COMPREHENSION

The title of the, passage is Factors for choosing a mate. The major points raised by the speaker are 1_____2.

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

Finally, listen to the audio-recording of passage 2.2 again and suggest the experiences you had before th=, passage that assisted you in comprehending it .

Let's go to the last part of this unit and this is a factor that can affect

The following can affect rate of comprehension.

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. You must always strive for comprehension whenever you listen.

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.

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Olaofe, LA Communicate English Skills. Module I Module 2 Unit I - Video Recording of all the Passages under Listening - comprehension i.

In this unit, you will study listening comprehension for note-taking. All throughout life, you will face situations where you have to listen to lectures, may be delivered by a distinguished special guest or lectures presented in audio recordings, video or on the television. The attempt in this unit is to prepare you for listening, comprehending and taking down notes during lectures. Rewind your cassette to the section titled listening for note taking.

If you visit your study centre, you may have a video recording of some of the lectures used as practice exercises in this unit.

In this unit, we distinguish between note-taking and note-making. 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. 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.

Take Notes from Lectures

1 to write as soon as the speaker starts speaking without taking pain to listen attentively to what the speaker is saying. Put down the summary of the main points of the lecture.

Typhoid fever associated with 39. Vaccination against typhoid fever 45.

typhoid fever caused by typhoid bacteria b. typhoid contracted through eating unwashed mangoes and road side food. Note-taking activity is very important to all students.

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.

One could get typhoid by eating unwashed mangoes that had fallen on the ground where someone had passed stool around with a high bacterial count of typhoid. Roadside food sellers are big offenders in transmitting typhoid. They may go to the toilet without washing theirhands properly afterwards, and may contaminate the food or water they sell to their customers.

As far as epidemics are concerned, it is not usual for typhoid to assume epidemic proportion in the urban centres, because most water corporations treat water. A person suspected to have malariafever, who does not respond to treatment for malaria, has typhoid fever unless proved otherwise. A typhoid victim's stool and urine should be properly disposed of so as to avoid transmitting the disease to others.

Prevention

The best preventive measure against typhoid is preventing contamination. Typhoid is grouped among diseases that are transmitted by the faeco-oral route, i. 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. Freezing does not kill the typhoid bacteria. In suspect' circumstances, food should be steaming hot to be on the safe side. In the towns and cities where people use tanks for storing water, these tanks must be properly covered and periodically make sure that the likelihood of the water carrying typhoid is zero.

Typhoid epidemics from water are more likely to occur in the rural areas where pipe-borne water is not readily available. 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.

Although there exists a vaccine for typhoid fever, its effectiveness is only about 70%. 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. As you listen to the lecture on COMPUTERS in the audio cassette recording, use the format below to take down notes on the lecture.

Retrieval: General

In the previous unit, you learnt about an important skill. This unit moves you to another aspect of listening-comprehension. This is listening-comprehension for information retrieval. 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. Have with you a pen, paper, tape recorder, the pre-recorded cassette in your study pack and other resource materials needed.

I wish you success as you go through the unit.

Academic life is full of different kinds of information. 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. Insert your cassette into the tape recorder and wind to passage 4.1 titled `Safety Precautions' and

perform the activities below.

You need directions in order to function effectively in real life. Directions are also important in academic life. Wrong directions may make a doctor kill his patient, an engineer to construct a collapsed bridge and a teacher to mislead a child for life. You can take facts to mean a piece of information that is known to be true or real.

The most difficult task in listening-comprehension is to be able to distinguish facts from fables, facts from opinions, true from untrue facts.

My facts may be your fables

Rewind the cassette to passages 4.3 A - G. In passage 4313, I regard the first statement as a matter of opinion. Almost every class of people in Ghana desire to see children reach the highest rungs of education ladder. Unfortunately, the cost of education in Ghana has become so expensive that only the rich are able to send their children to school.

The first statement of passage 4. 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. Thus, in such a listening activity, you link all details to the topic and form your own overall impression.

This kind of listening is important in life.

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. Passage 4.4. Many issues are raised regarding shifting cultivation in this passage.

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. Let's discuss the passage and come out with our own impression.

MANY FACES
You need this skill for progress in all academic pursuits.

Subsidiess education

Fees that parents pay each academic term, especially at the tertiary level, are higher than five monthes salary of a well paid civil servant in 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.

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. Cup in a non-World Cup year.

Present pollution Possible solution New pollution

Academic Purposes. Comprehension i. Module I Module 2 Unit I -Video Recording of all the Passages under Listening -comprehension i. Module I , Module 2.

Listening-Comprehension for Data Information

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. Data are a collection of information in a computer or a research document. 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'. As you listen to the cassette, fill in the gaps with data obtainable from the passage. Complete the passage by filling in the data.

Divorced home

As the passage is read in the cassette, a dash will be give by the presenter. The second reading of the passage titled SCORE CLASS INTERVAL fills up the gaps omitted in the first reading.

A bar chart was given and you practice to listen and observe the figure in form of a bar chart, you were also able to interpret the figure using in-put from the listening-comprehension passage.

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. 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. Remember, you are allowed to listen to the passage on the cassette only once.

The speaker used signals such as the first part, second, the third, the fourth part, and so

on.

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. In this section, you will practise how to store information recorded through listening comprehension into a table and chart. A chart suggests an illustration that gives clear information about something that changes over a period of time e. In this exercise, you will listen to a talk on WHICH WAY NIGERIA on the pre-recorded cassette.

Which Way Nigeria is passage 5.4 on the cassette. You are allowed to listen to the cassette only once. 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.

All these should be practised in your respective academic fields.

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.

Second Reading

This time the ,gaps that were not filled in the previous reading will be filled as the passage is read.

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. 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.

Comprehension and Note-Taking

Passages under Listening - Comprehension i. Module 1 , Module 2.

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. A common mistake is for you to want to learn everything, both facts and fables, main ideas and supporting details that you yourself can provide during examinations.

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. 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.

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

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. State at end of the exercise whether or not the main idea of the lecture relates to the title of the lecture. As you do so, rewind the sette to the passage and cross-check words and expressions you wrote with the ones in the box.

By calling attention to the main idea in the body of the lecture or talk

The speaker may deliberately call attention to main ideas in the body of the lecture or talk. Turn to your pre-recorded cassette.

This is passage 1.2 in the cassette. 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. The lecturer has been instructed to slow down so that if you cannot do so within one reading of the lecture, you are allowed to rewind the cassette and listen to the lecture for the second time.

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.

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. Instead of consciously or directly drawing attention to the main ideas through pointers like firstly, secondly, etc. they do so by means of repetition.

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.

By Identifying the Speech Patterns of the Speaker

This is the last point we are going to discuss regarding the way you can determine the main idea of a lecture or a talk. 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.

Jennifer's Story

·Parents withdraw children not so much because of academic demands but agreements over schools central beliefs or practices.

·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. Always insist on the main ideas or major points.

Banking for Nigerian Markets

Second, we refuse, in the main, to acknowledge the historical and contemporary fact that our early and continued attempts at democracy and good governance in Nigeria have always been thrown out of gear by the persisting stranglehold which Western financial, or forex power has on the local availability and distribution of economic opportunities. Third and last, we remain curiously blind to the fact that an integrated, market oriented and democratic Nigeria requires that we realign, in our own interest, the structures of our external economic relations to the convertible currency West and to the non-convertible currency South. For this enables us to provide ourselves with the necessary and sufficient conditions for establishment within Nigeria of an integrated, marketoriented and democratic polity. As you listen to the speech state the main idea in just one sentence.

Lecture this passage as no -, is t . The task is to suggest the main idea of the lecture and to give TEN details to support the main idea. A ``o imzunicate English Skills. Olaofe, LA wglish and Communication Skills for comprehension i.

Module 2 Unit 1 - Video Recording of all the Passages under Listening - Comprehension i. Module 1 , Module,2.

In the previous units, efforts have been made towards developing listening skills for notetaking, retrieval of general and specific information and main idea. This unit goes to probably the highest order of listeningcomprehension activity. That's to be able to interpret, evaluate and critically analyse speaker's viewpoints while listening. Listening for interpretation and critical evaluation is the type of skills that can enable you to be real master of what the speaker is saying.

This type of listening skills is perhaps the most difficult.

Interpretation is not as simple as finding or locating general or specific information while listening. Listening-comprehension should go beyond comprehending what is heard. Tick each of the situations you will hear in the audio - recorded cassette . Depending on the way you view the passage, your reaction may be different from mine in some cases.

On the whole, we should all agree on many of the passages. I think passage A is critical of the Congolese peace talks. 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.

I thing the passage is evaluative. Passage C seems to be critiquing armed purchase and the clearance given to the government’s wrong doings by the commission of inquiry. Thus, the passage is critical. Passage D is an evaluation of the aftermath of the election exercise.

The speaker’s assessment looks positive. Passage E looks like an evaluation of the work of Nissan Maxima. 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.

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. The speaker is trying to ironically say that there is not such a thing as a clear-cut definition of civilized and uncivilized world. Rewind the tape back to the given passages.

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

Let's try to find out what you have learnt in this unit.

Listening - comprehension i. In the previous units, you learnt how to listen effectively for general and specific information, main idea, for interpretative and critical evaluation. You are advised to study the unit very intensely and practise the

suggestions given to you.

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. 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.

Such facts are in form of data, explanations, reports, findings, theories, laws, and so on.

Decide What to Read

In two minutes only, look at the contents presented overleaf and decide the pages you will read, if you want to find information about the following topics or issues.

Cross-check your answers with the ones provided at the end of this unit.

Get the Overview of What to be Read

You need to do that because sometimes you may think the passage, chapter or section of a book is relevant and it may turn out to be irrelevant to the purpose of reading the text. In one minutes scan through this extract on livestock to decide its relevance to a project on Livestock Breeding in Nigeria.

As you read the passage entitled `Using' Geographical Information systems in the Management of Education,' use the following question as your guide. Use the notes to answer the question after reading the passage.

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

If you have gone through the passage carefully and formed useful notes, you will be able to answer guiding question posed at the beginning of the passage. This is because they do not answer the question posed at the beginning of passage. If you put everything that is suggested in this unit into practice as you go through the subsegi units under reading - comprehension, I can say that you will read efficiently.

As you move along in the subsequent units, you will be practising some of the suggested effective reading strategies discussed in this unit.

UNIT 4: Skimming and Scanning Table of Contents

In Unit 3, you were taught what effective reading entails. The two related reading activities to be discussed in this unit are skimming and scanning. They are two related reading skills that are useful for pleasure and academic purpose reading. As you go through the unit, be ready to practise these reading strategies, using the relevant passages provided.

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·Practise how to scan passages to locate specific information. You should recognise three main reading purposes. Your attention should go to details in the reading passage. 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.

in the reading passage. 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.

Skin through the passage entitled: Impact of Petroleum on the

You are not to go back to the passage after you have skimmed through once.

This is not our position in this unit. We take scanning to mean screening the passage very rapidly to locate important information within a large chunk of reading materials. In such a reading activity, you search through the passage to locate the information. They may move left and right, top to bottom, across the pages, northern to southern part of the page, to locate the specific information you are searching for.

Let's practice this activity.

What is an Enterprise Portal?

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.

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.

Knowledge management

Knowledge management ensures the capture, storage and dissemination of ideas, skills and knowledge of an organization’s workforce.

This section is an extension of Unit 4 where you learnt the skill of skimming and scanning. The difference is that skimming and scanning in this unit are geared towards reading very fast, while the ones discussed in Unit 4 are directed towards making you able to locate specific information and obtain a general impression of a particular reading passage. 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.

As you study this unit, have your pen, paper and a dictionary beside you.

·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

4 of this module and find out. In the last unit, I ended with a note that is possible to skim and scan -read a passage at the same time. This is possibly the fastest speed you can achieve in your academic activities. Since this unit is concerned with the reading and comprehension at varying speed levels, the first speed level you will practice is the level that requires you to skim and scan at the same time.

This is to be regarded as the fastest reading - comprehension speed level. Passages lumped together here are on various topics of high interest. You are expected to skim and scan through the passages to answer the following questions.

That Bola Ige was murdered by the bullet of the assasains shows that there are still some individuals in Nigeria who under a democratic system, do not appreciate how to tolerate other peoples' views.

Maiduguri, Borno State

The family of Ige should not weep for their departed husband, father, brother, uncle, etc but they should weep for our sickening country, Nigeria..

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

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- 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

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

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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
- 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

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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
- 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

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- 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
- 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 _____

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- 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

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

- note-taking

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- 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

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- sampling
- guessing
- 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

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- vehicular

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

- confusion
- 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

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- 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
- 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

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- 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
- 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

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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

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

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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
- 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 _____

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- 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.

- 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%

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- 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

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

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- a complete mind
- an intelligent mind

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