

SUGGESTED  
**SUGGESTED SOLUTION TO PAST**

**A200**

**EXAMINATION QUESTIONS**

**ON**

**GST 101**

00118350331

**USE OF ENGLISH**

**COMPILED FOR 1001  
STUDENTS**

## **GST 101 USE OF ENGLISH**

- Effective communication and writing.
- English study skills.
- Listening during lectures; Note taking; Reading; Comprehension
- The use of mnemonics.
- Effective speaking: elements of basic phonetics – vowels, consonants and syllabus in English.
- Public speaking & Oral Communication: Seminar presentation, shorts duration talk etc .

**FOR MORE INFORMATION ON THIS COURSE CALL 0802 - 7054840**



# DEPARTMENT OF GENERAL & REMEDIAL STUDIES

## FIRST SEMESTER EXAMINATION, 2009/2010 SESSION

COURSE CODE: GST 101A (Use of English)

### SECTION A: Reading Comprehension:

1. Read the following passage carefully and answer the question set on it.

The two most remarkable things about the musical plays of Richard Rodgers and Oscar Hammerstein II are their seriousness and their success. About their success there can be no doubt. In the spring of 1954, for the first time in the more than ten years since Oklahoma had opened at the St. James Theatre on April 1, 1943, there was no Rodgers and Hammerstein musical on Broadway; the respite was brief, however, for a revival of Carousel was warmly welcomed and held over for an extended summer run.

About the final seriousness of these plays there may be some room for disagreement. Certainly, they deal, at least tangentially, with solemn subjects – racial intolerance in south pacific, international understanding in the king and 1, the choice of the life of service over that of luxury in Allegro, unhealthy sexual proclivities in Oklahoma and in me and Juliet marital unhappiness in Carousel. There has been so much insistence on the importance of these ideas that they cannot be considered accidental, either to the musical plays or to their success; during its 1953 run in Atlanta, two members of the Georgia state legislature considered the ideational content of south pacific so important that they proposed the banning of the play because of the song "you've Got o Be Taught" which suggests that racial intolerance is socially acquired.

The commercial success of musicals such as Kismet and Can, can throwbacks to San Toy and Flora Dora and sustenance for the now – proverbial tired businessman, indicates that a musical does not have to flirt with serious themes to receive a top rating on the cash register. Yet the reputations of these two hits do not approach that of even the least successful Rodgers and Hammerstein production, Allegro, and the shows themselves do not receive the popular adoration – as against simple attendance – and critical praise bestowed on the Rodgers and Hammerstein pieces.

Obviously, Hammerstein has heightened the attractiveness of his musicals by treating ideas that have current popularity as problems.

The American who goes into the theatre, like the American who goes into the bookstore, unless he is blatantly seeking escape, carries with him an image of himself as an intelligent and reasonably liberal man who is undeniably interested in the problem of his time. The author or the playwright who can indulge him in this picture, without interfering with his entertainment, becomes not simply a successful author, but one who is worthy of great esteem. Thus, a few years ago Sinclair Lewis' melodramatic Kings blood Royal could become a best – seller, although few of Lewis' readers had the time or the inclination to look at Gunnar Myrdal's gigantic study of the Negro in American society.

### Question on the passage

Answer the questions by choosing the letter bearing the correct answer in case.

(i) According to the author, that the plays of Rodgers and Hammerstein have been successful is:

a) doubtful      ☒ b) a certainty      c) not remarkable      d) fantastic      e) controversial

(ii) The article notes that one could not see a Rogers and Hammerstein play on Broadway

You are Great

Doctor

Self







otherwise you lose the marks for this number.

(b) Supply one example each to demonstrate the following:

- (i) Acronym (ii) blending (iii) clipping  
(iv) Compounding (v) double prefixation

(c) Sometimes in the process of compounding, the new word formed has no semantic relationship with the words that formed it. illustrate this with five examples.

### SECTION C: BASIC PHONETICS

3. (a) Some Nigerian have problems with some English consonants and this causes confusion of words. Example with Yoruba speakers:

/ tʃ / confused with / ʃ / Resulting in cheap sounding like sheep

Use six example of this nature to show six different consonant Problems associated with the Hausa speaker of English.

(b) Indicate the contrasting sounds in the following pairs of words:

- i) fleas , please ii) taught , thought iii) think , sink  
iv) den , then v) soap , soup

(c) Write down five words in which the letter "p" is present in the spelling but the "p" performs no function in the pronunciation of the words.

### SECTION D: NOTE – TAKING AND SUMMARIZATION

4.(a) Think of a lecture you really enjoyed in your area of specialization. Indicating the topic of that lecture, draw up outline notes on it in a Chosen Format

(b) Summaries the content of that lecture in a short paragraph of not more than five sentences. (Remember that while note are jottings of important points in outline form, a summary clearly and briefly states these points in a series of connected sentences.

### SECTION E: MISCELLANEOUS

5. (a) Mention five bad reading habits known to you.  
(b) Itemize the importance of tutorials and seminars.  
(c) Mention three points to not about the meanings of words  
(d) Mention two factors on which depends a student's Ability to express and comprehend language.

### SOLUTION TO PAST EXAMINATION QUESTIONS ON GST 101 (USE OF ENGLISH 2009/2010 SESSION )

#### SOLUTION TO QUESTION ON SECTION. A. COMPREHENSION

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 2. B | 3. D | 4. E | 5. C  |
| 6. B | 7. A | 8. C | 9. C | 10. C |

#### SOLUTION TO QUESTION ON SECTION B: WORD FORMATION

- 2a(i) bake (verb) + er = baker (noun)  
(ii) beauty (noun) + ful = beautiful (Adjective)  
(iii) enjoy (verb) + able = enjoyable (Adjective)  
(iv) care (verb) + ful = carefully (Adjective)  
(v) repent (verb) tant = repentant (Adjective)

b.(i) **Acronym:** words made from first letter of a group of words.  
E.g. NEPA, NAFDAC, INEC, NACA



- ii **Compounding** : what is usually referred to as a compound word  
e.g. headmaster, policemen, blackboard etc.
- iii **Blending**: a mixture of two words e.g. Afro – American Pan American  
psychoanalytical.
- iv. **Clipping**:- similar to compounding, but have different collation  
e.g. ear + ring = earring  
wrist + watch = wristwatch
- v **Double prefixation**: a two prefix word attached to a root word. Or stem of a word e.g. In subordination, un re turn, Unreturned.
- c i House and wife = Housewife ii grown and up = grownup  
iii Photo and graph = Photograph iv Chair and man = chairman  
v king and ship = Kingship

### 3. Section C. Basic phonetics

- a (i) resignation is pronounced risiginition / rizigini /n /  
ii example is pronounced egsampul / egizæmpul /  
iii table is pronounced teibul / teibul /  
iv Milk is pronounced milik / milik /  
v President is pronounced fresident / Frəsidənt /  
vi thing is pronounced zing / sɪŋ /  
vii though is pronounced zough / zeu /

- b (i) fleas / f / please / p /  
(ii) taught / t / thought / θ /  
(iii) think / t / Sink / s /  
I(v) den / d / Then / ð /  
(v) Soap /əu / Soup / u: /

- c. i Psychology, ii Psalm, iii Photo,  
iv Physic v Phase

### SECTION E: MISCELLANEOUS

#### a. Five bad reading habits

- i) Head movement, ii Pointing at words iii Vocalization  
iv Regression v Sub-vocalization

#### b. Itemize the importance of tutorials and seminars.

- i) It brings about discoveries  
ii It build up self conference and conscious of the importance of the subject.  
iii It helps to discover students abilities and levels of understanding of topics being presented.  
iv It also help to educate, teach and build up individuals  
v It assist in teaching as well as encourage teacher/ student participation in learning.  
vi It helps students/teacher to look at a subject/ topic or an issue from different angles.

#### 5c Word meaning : Three things to note

- i. The value attach to the words shows its meaning  
ii The common agreement given the words by those who use the word languages.  
iii The historical attachment given the word and not what they represent.

#### 5d (1) A higher level of thought and understanding

- (2) Student attention given to the subject i.e. discipline of the mind to concentrate .



# DIVISION OF GENERAL STUDIES

## 2008/2009 SESSION

### 1<sup>st</sup> SEM. EXAMINATION

### GST 101A- USE OF ENGLISH

### INSTRUCTIONS: ATTEMPT ALL QUESTIONS

#### SECTION A: READING COMPREHENSION

**INSTRUCTION: Read the following passage and answer all questions on it..**

Most people would agree that, although our age far surpasses all previous ages in knowledge, there has been no correlative increase in wisdom. But agreement ceases as soon as we attempt to define 'wisdom' and consider means of promoting it. I want to ask first 'wisdom' is.

There are several factors that contribute to wisdom. Of these I should put first a sense of proportion: The capacity to take account of all the important factors in a problem and to attach to each its due weight. This has become more difficult than it used to be owing to the extent and complexity of the specialized knowledge required of various kinds of technicians. Suppose, for example, that you are engaged in research in scientific medicine. The work is difficult and is likely to absorb the whole of your intellectual energy. You have not time to consider the effect which your discoveries or inventions may have outside the field of medicine. You succeed (let us say) as modern medicine has succeeded, in enormously lowering the infant death rate, not only in Europe and America, but also in Asia and Africa. This has the entirely unintended result of making the food supply inadequate and lowering the standard of life in the populous parts of the world. To take an even more spectacular example, which is in everybody's mind at the present time: You study the composition of the atom from a disinterested desire for knowledge, and incidentally place in the hands of powerful lunatics the means of destroying the human race? In such ways the pursuit of knowledge may become harmful unless it is combined with wisdom; and wisdom in the sense of comprehensive vision is not necessarily present in specialists in the pursuit of knowledge.

The essence of wisdom is emancipation, as far as possible, from the tyranny of the here and now,. We cannot help the egoism of our senses. Sight and sound and touch are bound up with our own bodies and cannot be made impersonal. Our emotions start similarly from ourselves, an infant feels hunger or discomfort, and is unaffected except by his own physical condition. Gradually, with the years, his horizon widens, and in proportion as his thoughts and feelings become less personal and less concerned with his own physical state, he achieves growing wisdom. No one can view the world with complete impartiality; and if anyone could, he would hardly be able to remain alive. But it is possible to make a continual approach towards impartiality: on the one hand, by knowing things somewhat remote in time or space; and, on the other hand, by giving such things their due weight in our feelings. It is this approach towards impartiality that constitutes growth in wisdom.

#### QUESTIONS ON THE PASSAGE

For the multiple choice numbers, only write down the letters bearing the correct answer in each case.

1. According to the passage the most important quality of wisdom is  
(a) Knowledge (b) information (c) liberty (d) research



2. In the passage, the author states that
- (a) Wisdom like knowledge has grown fastest in our time
- (b) all agree that wisdom in this age far surpasses all other ages
- (c) we all agree on the managing of wisdom
- ~~(d)~~ there are divergent opinions on the meaning of wisdom.
3. 'Sense of proportion' is harder to use now because
- (a) People have grown less sensible
- (b) Problems have grown in number
- ~~(c)~~ Specialist knowledge has become more sophisticated
- (d) The proportions have increased.
4. Examples given in the passage are on
- (a) the disadvantage of wisdom
- (b) the disadvantage & knowledge
- (c) the disadvantage of wisdom with knowledge
- ~~(d)~~ the disadvantage of knowledge without wisdom.
5. According to the passage,
- (a) a person can become fully impartial
- (b) Fully impartial persons die young
- (c) people develop impartiality quickly
- ~~(d)~~ a person becomes less impartial as years role by
6. The author wants
- (a) atom bombs developed (b) madmen far from dangerous weapons
- (c) knowledge on its own ~~(d)~~ Knowledge that is self - distraction.
7. Write or copy out 2 disadvantages of infant mortality mentioned in the passage
8. Write or copy out 2 things, mentioned in the passage that constitute wisdom

In questions 9 \_ 14 provide synonyms of the following words in the passage.

9. 'Surpasses' (line 1) - *outclass* 10. 'Capacity' (para. 2) - *ability*
11. 'Weight' (para.2) - *measure* 12. 'emancipation' (para. 3) - *liberation*
13. 'tyranny' (para.3) - *cruelty* 14. 'continual' (para.:.3) - *persistent*

## Section B

### Phonetics and phonology

15. Write the appropriate phonetic symbols for the letter(s) underlined below:

- |                    |                    |                      |                       |                   |
|--------------------|--------------------|----------------------|-----------------------|-------------------|
| (a). <u>Ch</u> ew  | (b) <u>fo</u> und  | (c) poli <u>sh</u>   | (d) <u>fa</u> vour    | (e) <u>th</u> ose |
| (f) <u>g</u> entle | (g) <u>ti</u> ming | (h) <u>w</u> omen    | (i) rou <u>gh</u>     | (j) <u>a</u> sk   |
| (k) <u>l</u> ove   | (l) <u>s</u> ugar  | (m) tea <u>ch</u> er | (n) to <u>ge</u> ther |                   |

16. Place the stress marks on the appropriate syllables of the underlined words in the following sentences

- (i) The increase in salaries is long over due
- (ii) We need to increase our level of commitment to academic matters
- (iii) The rebels have divided the country into factions
- (iv) It is unfortunate that he often rebels against authority
- (v) Transport fares have gone up since the Easter period
- (vi) It is necessary to transport crude oil to the refineries
- (vii) Political parties object the decision by senate to reduce the number of registered parties.



- (viii) The refuse attracts this around the house  
 (ix) We refuse to be intimidated  
 (x) Do you know what it takes to fulfill a promise?  
 (xi) Promise me that you won't be late  
 (xii) The present situation is rather unfortunate  
 (xiii) Present the matter to the Chairman politely.  
 (xiv) She has her father's consent to marry early.

### Section C Word Formation

17. Identify the word process used in the formation of the following  
 (a) Rainbow, (b) harmattan, (c) piano (d) UNESCO, (e) ASUU,  
 (f) Bus (g) Televangelism, h) Apartheid (i) camcorder (j) Xerox
18. Prefixes and suffixes are also called  
~~(a)~~ Presuffixes (b) Affixes (c) surfixes (d) Apprexation
19. A prefix is added to the (a) Middle of a word (b) End of a word  
~~(c)~~ Beginning of a word (d) Central part of a word (e) None of the above
20. Circum - a prefix meaning  
 (a) behind (b) inside (c) between ~~(d)~~ around (e) under
21. Pre - a prefix meaning  
 (a) after (b) against (c) between ~~(d)~~ before (e) inside
22. Trans - a prefix meaning  
 (a) Without ~~(b)~~ Across (c) Behind .. (d) Between (e) Before
23. Anti - a prefix meaning  
~~(a)~~ against (b) for (c) between (d) across (e) near

### SECTION D. NOTE TAKING AND OUTLINING

Write true or false in response to the following statements

24. Note taking and note - making are six of one and a half dozen of the other  
 25. The use of sparse language through short forms of sentences and words is not the General principle of taking or making notes. **F**  
 26. Any note from a book or article should not include all information required for appropriate reference. **T**  
 27. Summarization is not just the precise rephrasal of the substance **F**  
 28. Summarization does not always eliminate irrelevance in discourse. **F**  
 29. Style and usage are as important as etymology and meaning to a dictionary **T**  
 30. Word attack is not a way of finding the meaning of words in a dictionary **F**  
 31. An outline must be written in correct sentences **F**  
 32. A good outline is an indication of a quality essay. **T**  
 33. The basis of a good outline is the major and secondary ideas. **T**

### SECTION E. Miscellaneous

Match the following groups of items to their respective activities listed in nos. 34 - 38 for example 21 = A or 23 = C etc

Group A: Preview, Select, Read, Record, Report.

Group B: Head movement, pointing at words, vocalization, sub -vocalization, Regression

Group C: Use of cardboard cards, Cardboard music, Phrase Reading, Skimming and scanning



### Group D:

- The individual builds up cumulative representations of the subject matter
- The representations form a store of knowledge on the subject matter
- The individual forms expectations concerning what may happen to the information he has stored up

### Group E:

- Increases one's reading efficiency and comprehension
  - Serves as an effective way of increasing one's reading speed.
  - It is a source of entertainment.
  - It is also one of the best ways to increase one's vocabulary power.
34. The importance of extensive reading **D**
35. Guidelines on how to develop extensive reading ability **A**
36. Faulty reading habits **B**
37. Techniques to improve reading speed and comprehension **E**
38. The thought process for recollecting information on a subject matter. **C**
39. In reading techniques for academic purposes SQ4R means **J**

## (SOLUTION TO SECTION A: COMPREHENSION)

1. c      2. d      3. c      4. d      5. d      6. d

7. Two disadvantage of infant mortality rates are:  
 a) It ,makes food supply inadequate and  
 b) It lowers the standard of life in the populous parts of the world
8. From the passage the two things that constitutes wisdom are:  
 a) sense of proportion and      b) Impartiality

word	synonym	word	synonym
9. Surpasses	Outclass	10. Capacity	Ability
11. Weight	Measure	12. emancipation	liberation
13. tyranny	Cruelty	14. Continual	persistent

## SOLUTION TO QUESTION ON SECTION B: PHONETICS & PHONOLOGY

15.

Underlined Word	Phonetic Symbol	Underlined Word	Phonetic Symbol
a.) <u>Ch</u> ew	/ tʃ /	b.) <u>fo</u> und	/ u: /
c.) <u>poli</u> sh	/ ʃ /	d.) <u>fa</u> vour	/ ei /
e.) <u>tho</u> se	/ ð /	f.) <u>ge</u> ntle	/ dʒ /
g.) <u>tim</u> ing	/ ŋ /	h.) <u>w</u> omen	/ I /
i.) <u>rou</u> gh	/ f /	j.) <u>a</u> sk	/ a: /
k.) <u>lov</u> e	/ ʌ /	l.) <u>sug</u> ar	/ u /
m.) <u>teach</u> er	/ tʃ /	n.) <u>togeth</u> er	/ ð /

16. i. 'increase      ii. in'crease      iii. 'rebels      iv. re'bels
- v. 'transport      vi. tran'sport      vii. ob'ject      viii. 'refuse
- ix. re'fuse      x. 'promise      xi. pro'mise      xii. 'present
- xiii. pre'sent      xiv. 'consent      xv. con'sent



## SOLUTION TO QUESTION ON SECTION C: WORD FORMATION

	Word	Word formation process
17.	(a) Rainbow,	Compounding morphology
	(b) Harmattan,	Borrowing ( Afrikaans )
	(c) Piano	Clipping
	(d) UNESCO,	Acronyms
	(e) ASUU,	Acronyms
	(f) Bus	Clipping
	(g) Televangelism,	Blending
	(h) Apartheid	Borrowing (Dukky/Africaans)
	(i) Camcorder	Blending
	(j) Xerox	Compounding morphology
18. a	19. c	20. d
21. d	22. b	23. a

## SOLUTION TO QUESTION ON SECTION D: NOTE TAKING & OUTLINING

24.	25. False	26. True	27. False	28. True	29. True
30. False	31. False	32. True	33. True		

## SOLUTION TO QUESTION ON SECTION E: MISCELLANEOUS

34 = D    35 = A    36 = B    37 = E    38 = C

39. (SQ4R) - **S** for **Survey**    **Q** for **Question** ,    The **4R** : **R1** stands for **Read** ,  
**R2** stands for **Recall** , **R3** stands for **Review** and **R4** stands for **React**

## **DEPARTMENT OF GENERAL STUDIES 2007/2008 SESSION** **FIRST SEMESTER EXAMINATION**

**COURSE CODE: GST 101A : USE OF ENGLISH**

**INSTRUCTIONS : ANSWER ALL QUESTIONS**

### **SECTION A : READING COMPREHENSION**

Instructions: read the following passage carefully and answer the questions below:

When I got a car of my own and began to drive it, I brought to the enterprises a magnificent ignorance of the workings of a petrol engine and a profound disinterest in its oily secrets: On several occasions worried friends of a mechanical turn of mind attempted to explain the nature of petrol engines to me, but they succeeded only in loosing me in a maze of mechanical terms. I developed the notion that the petrol engine was more soundly constructed than I was.

Once, when the battery of my car had run down in a village twenty kilometers from my destination, I asked a young mechanic in a recovery van to give me a tow for a few meters to start the engine of the car, I was supposed to let the clutch in and out (or out and in which ever it is) while the car was moving. It is a method as old as the motorcar itself; any child or old lad can do it.

So, off we went. I kept letting the clutch out and in (or in and out) mostly but nothing happened. The mechanic kept stopping every five hundred meters or so and coming back to look at me. He was profoundly puzzled. It was further than he had ever dragged a car in his life. We must have gone about ten kilometers in this disheartening manner. Finally, he got out for the twentieth time and said to me "what gear have you got her in?" I told him I



had not got her in any gear; she was in neutral. The exasperated mechanic cursed me soundly for not having got the car in any gear.

### QUESTIONS

- Give for each of the following a word or phrase that could take its place in the passage.
  - Magnificent
  - Of a mechanical turn of mind
  - Loosing me in
  - Rundown
  - Give me a tow
  - off we went
  - Profoundly puzzled
- Why could the author not understand why his car worked?
- Quote the phrase that describes how the author compared the petrol engine to himself
- Why was the mechanics "profoundly puzzled" by the author's inability to get his car started?
- What should the author have done to start the engine?
- What-figure of speech is involved in the use of "Her" and "she" referring to the car?
- Give a suitable title of these text not exceeding six words.

### SECTION B: BASIC PHONETIC SYMBOLS

Identify the phonetic symbols underlined in the following words.

- |                |              |             |             |                 |
|----------------|--------------|-------------|-------------|-----------------|
| 8. Rough       | 9. Three     | 10. Method  | 11. Father. | 12. Champagne   |
| 13. Television | 14. Question | 15. Surgery | 16. King    | 17. University' |
| 18. Women      | 19. Foetus   | 20. Village | 21. Axe     | 22. Flood       |
| 23. Ask:       | 24. Womb     | 25. Love    | 26. Ear     | 27. Air         |

### SECTION C WORD FORMATION

Identify the word process used in the formation of the following:

- |                   |              |                |            |
|-------------------|--------------|----------------|------------|
| 28. Apartheid     | 29. Internet | 30. Photos     | 31. Fridge |
| 32. Televangelism | 33. Chimp    | 34. Motionless | 35. Brunch |

### SECTION D

#### OUTLINING NOTE AND SUMMARIZATION

Write true or false

- The basis of a good outline is the major and secondary ideas. *T*
- A good outline is an indication of a quality essay. *T*
- A good outline should be brief and accurate. *T*
- Ease to recall is a characteristic of a good outline. *T*
- World attack is not a way of finding the meaning of words in a dictionary. *F*
- The two uses of a good outline are:- *writing and summarization*
- Note-taking* is synonymous with summarization.
- The major purposes of note-taking are *Research* and *Learn*.
- is writing in clear, accurate and shorter form what has been read in a longer text. *Summarization*.
- Two major ways of taking notes are *outline* and *sets of connected sentences*

### SECTION E MISCELLANEOUS

- Four major types of reading are:-
- In-developing intensive reading skills" SQ4R means
- Mention five uses of a dictionary.
- Four faulty reading habits are:-
- Three major speech problems area of learners of English as a second language are:-
- Two functions of seminars and tutorials are:-
- Two techniques of exemplification are:-
- Mention four reasons for academic reading.
- Two importance of extensive reading are:-
- Two factors that effect effective listening are:-



# SOLUTION TO PAST EXAMINATION QUESTIONS ON GST 101A

## SECTION A: COMPREHENSION (Solution to Section A not Proffered)

### SECTION B

- |                              |                           |                            |
|------------------------------|---------------------------|----------------------------|
| 8. Rough ----- / f /         | 9. Three ----- / θ /      | 10. Method ----- / θ /     |
| 11. Father. ----- / f /      | 12. Champagne ----- / ʃ / | 13. Television ----- / ʒ / |
| 14. Question ----- / ŋ j /   | 15. Surgery ----- / ʒ : / | 16. King ----- / ŋ j /     |
| 17. University ----- / u : / | 18. Women ----- / I /     | 19. Foetus ----- / i : /   |
| 20. Village ----- / dʒ /     | 21. Axe ----- / ae /      | 22. Flood ----- / ʌ /      |
| 23. Ask ----- / a : /        | 24. Womb ----- / u : /    | 25. Love ----- / ʌ /       |
| 26. Ear ----- / iə /         | 27. Air ----- / eə /      |                            |

### SECTION C

Word	word formation process
28. Apartheid -----	Borrowing (Dukky/Africaans)
29. Internet -----	
30. Photos -----	Clipping
31. Fridge -----	Clipping
32. Televangelism -----	Blending
33. Chimp -----	Clipping
34. Motionless -----	Derivational morphology
35. Brunch -----	Blending

### SECTION D

- 36 True      37. True      38. True      39 True      40. False
41. The outline is useful in (i) writing and (ii) summarization
42. Note-taking      43. Research purposes and examination purposes.
44. Summarization      45. (i) Outline form and series of connected sentences.

### SECTION E

46. (i) Reading for speed      (ii) Extensive reading  
(iii) Intensive reading for specific information      (iv) Reading for critical analysis
47. (SQ4R) - **S** for **Survey** **Q** for **Question**, The **4R** : **R1** stands for **Read**  
**R2** stands for **Recall**, **R3** stands for **Review** and **R4** stands for **React**
48. The dictionary is used for (i) Listening      (ii) Speaking      (iii) writing  
(iv) Reading      (v) knowing meaning of words
49. **Five bad reading habits**  
i. Head movement,      ii. Pointing at words,      iii. Vocalization  
iv. Regression      v. Sub-vocalization
50. (i) Consonants sounds      (ii) Voicing      (iii) Vowels sounds
51. (i) Seminars and tutorials help to develop one's language, self confidence and knowledge in topics chosen.  
(ii) It enables one to go into deep research that may lead to discoveries.
52. (i) Listing      (ii) Illustrations
53. (i) To acquire new knowledge      (ii) to answer questions in class or examination  
(iii) For acquisition of information, instructions, advice, intellectual growth and nourishment.  
(iv) For support, guidance and application of learned materials to real life or day to day life situations
54. (i) It increases one's reading efficiency and comprehension  
(ii) It helps increase a student vocabulary
55. (i) Lack of concentration      (ii) Distraction and disturbance.



## REMEDIAL AND GENERAL STUDIES UNIT

FIRST SEMESTER EXAMINATION **2010/2011** SESSION

COURSE CODE : GST 101A ( USE OF ENGLISH )

TIME : 2 ½ HRS

INSTRUCTIONS: *Attempt all Questions in all sections*

### SECTION A: READING COMPREHENSION (15 MARKS )

We knew truth, not only by the reason, but also by the heart, and it is in this last way that we know first principles; and reason, which has no part in it, tries in vain to impugn them. The skeptics, who have only this for their object, labour to no purpose. We know that we do not dream and however impossible it is for us to prove it by reason, this inability demonstrates only the weakness of our reason, but not, as they affirm, the uncertainty of all our knowledge. For the knowledge of first principles, as space, time, motion, number, is as sure as any of those which we get from reasoning. And reason must trust these intuitions of the heart, and must base on them every argument. ( We have intuitive knowledge of the tri-dimensional nature of space, and of the infinity or number, and reason then shows that there are no two square numbers one of which is double the other. Principles. are intuited, propositions are inferred, all with certainty, though in different ways.) And it is as useless and absurd for reason to demand from the heart proofs of the first principles, before admitting them, as it would be for the heart to demand from reason an intuition of all demonstrated propositions before accepting them.

This inability ought, then, to serve only to humble reason, which would judge all, but not to impugn our certainty, as if only reason were capable of instructing us. Would to God, on the contrary, that we had never need of it, and that we knew everything by instinct and intuition! But nature has refused us this boon. But on the contrary, she has given us but very little knowledge of this kind; and all the rest can be acquired only by reasoning.

Therefore, those to whom God has imparted religion by intuition are very fortunate, and justly convinced. But to those who do not have it, we can give it only by reasoning, waiting for God to give them spiritual insight, without which faith is only human, and useless for salvation.

#### (1) QUESTIONS ON THE PASSAGE

i) The author, Pascal, believes that

- A. it is impossible to know the truth      ☒ B. truth is known by reason and by the heart  
C. truth can be known .only through reason      D. truth can be known .only by the heart  
E. there is no such thing as absolute truth.

ii). First principles, as space, time, motion, number, are known by

- A. the heart alone      ☒ B. reason alone;      C. no .one;      D. God .only;      E. Reason and the heart

iii). A skeptic, as the word is used here, is one who

- A. denies the existence .of reason;      B. denies the existence of God  
C. believes that first principles can be known intuitively  
☒ D. tries to impugn first principles which cannot be known through reason  
E. believes that man is not a rational animal.

iv). The inability to prove a principle by reason, according to Pascal,

- A. proves the principle to be untrue;  
B. demonstrates the uncertainty of all our knowledge;  
☒ C. demonstrates the weakness .of .our reason  
D. proves that the skeptics are right;



- E demonstrates the complete absence of man's reason.
- v). Man knows the tri-dimensional nature of space  
~~A.~~ intuitively B. by reason C. through supernatural revelation  
 D. through experimentation E. by means of theology.
- vi). "There are no two square numbers one of which is double the other" is  
 A. a first principle ~~B.~~ known intuitively C. an inferred proposition  
 D. an absurd statement E. both A and B.
- vii). Pascal fervently wishes that  
 A. we could know everything by reason  
 B. reason would impugn all intuitive knowledge  
~~C.~~ we could know everything by instinct and intuition  
 D. God had not revealed anything to man  
 E. The first principles could be known by reason instead of by the heart
- viii). Most of man's knowledge, in the author's opinion, is acquired  
~~A.~~ Intuitively B. supernaturally C. as beasts acquire knowledge  
 D. rationally E. by faith.
- ix). Faith acquired only by reason, lacking spiritual insight, is  
 A. only human B. useless for salvation C. sufficient for salvation  
 D. absurd ~~E.~~ both A and B
- x). Implied but not stated:  
 A. Those to whom God has imparted religion by intuition are very fortunate  
~~B.~~ Reason alone cannot lead man to salvation.  
 C. God's greatest gift to man is the power to reason.  
 D. Unfortunately, man can be instructed by reason alone.  
 E. With spiritual insight, faith is something more than human.

## SECTION B: WORD FORMATION (15 MKS).

- 1). Indicate the word formation processes involved in the building of the following words.
- |               |                  |                 |                 |           |
|---------------|------------------|-----------------|-----------------|-----------|
| i). kaput     | ii). disgraceful | iii). Camcorder | iv). hippo      | v). snafu |
| vi). Telethon | vii). nuke speak | viii). Michelle | ix). Psychopath | x). INEC. |

2). Provide one example each of the following

- |                   |                                 |  |
|-------------------|---------------------------------|--|
| a). Backformation | b). Triple root                 | c). double prefixation + root + suffix |
| d). conversion    | e). root + suffix + double root | f). Blending                           |
| g). clipping      | h). compounding                 | i). Acronym                            |
| j). derivation    |                                 |  |

3.) Provide another word that suggests the meaning of each of the following prefixes, and supply one example each to demonstrate the word formed from that prefix.

	Prefix	Another Word	Example
i).	mal		
ii).	Circum		
iii).	Pre		
iv).	Un		
v).	post		

## SECTION C: BASIC PHONETICS (15 MKS)

1). From the words in brackets, select one word that contains the sounds listed below. "

Example: a) / **D** / (many, teeth: sun, four, dog) The correct answer for (a) is dog.

- i). / **Iə** / (fair, sour, bear, gate, tears(n) )  
 ii). / **θ** / (fate, breath, though, cot)



- iii). / ʌ / (about, Doubt, know, fowl)  
 iv). / ɜ: / (part, count, girl, sail)  
 v). / ʒ / (chew, vision, swing, June, mission).

- 2). Provide the phonetic symbol for the underlined sounds in the following words.  
 i). forth (ii) squeak (iii) ptarmigan (iv) wreath (v) shampooing  
 (vi) youth (vii) Champaign (ix) love (x) alone (xi) pull  
 (xii) cake (xiii) tatch\_ (xiv) legs (xv) fool (xvi) lean  
 (xvii) peg (xviii) goal (xix) fight (xx) sure

3). Using stress marks, indicate how stress can be used to identify the grammatical class for the following pairs of words:

- i). export (v) export (n) (ii). Interest (n) interest (v) (iii). Comfort(n) comfort(v)  
 iv). increase (v) increase(n) (v) express (adj) express (v) .

### SECTION D: MISCELLANEOUS (15 MKS)

Write down only the answers that can fill the fifteen blank spaces below. Do not copy the passage. -

The Use of English course is basically a 1 skills programme. The basic Language skills are 2, 3, 4 and 5 . While the mnemonic for effective listening is 6, the one for reading comprehension is 7. The fastest reading technique is called 8 but when one reads intensively for specific information, one is said to be 9 . However, 'wide reading for pleasure' is described as 10. When we speak English, we should make the correct 11 and 12 the appropriate syllables as well as apply the right 13 patterns in our utterances. The words we write must be 14: correctly and our sentences should be well 15

## SOLUTION TO PAST EXAMINATION QUESTIONS ON GST 101A (USE OF ENGLISH 2010/2011 SESSION)

### SECTION A: COMPREHENSION

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 2. B | 3. D | 4. C | 5. A  |
| 6. B | 7. C | 8. A | 9. E | 10. B |

### SECTION B: WORD FORMATION

	Word		word formation process		
i.	Kaput	=>	Borrowing	ii	disgraceful => Affixation
iii	camcorder	=>	Blending	iv	hippo => clipping
v	snafu	=>	Acronyms		
vi	telethon	=>	Analogy		
vii	nuke speak	=>	Analogy		
viii	Michelle	=>	-----		
ix	psychopath	=>	Blending		
x	INEC	=>	Acronyms		
2a	Back formation	=>	Automation ~ automatic		
			eavesdropper ~ eavesdrop		
b	triple root	=>	father in-law		
c	double prefixation root + suffix	=>	undenominational		
d	conversion	=>	serve (verb) => servant (noun)		
e	root + suffix + double root	=>	mothers inlaw.		
f.	Blending	=>	Telecast		



g clipping => ear + ring = earring, wrist + watch = Wristwatch  
 h compounding => policeman, Headmaster  
 i Acronyms- ECOWAS, NAFDAC, INEC  
 j Derivation: => Derm (derived from skin)  
 Chateau => large house (in France)

3.	<u>Prefix</u>	<u>Another</u>	<u>example</u>
i	mal	adjust	maladjust
	Mal	nutrition	malnutrition
ii	Circum	Spect	Circumspect
	Circum	Vent	Circumvent
iii	Pre	dict	predict
	Pre	Para	prepare
iv	Un	known	Unknown
	Un	paid	unpaid
v	post	mortem	post mortem
		War	post-war

### SECTION C: BASIC PHONETIC

1a i. / ɪə / bear ii. / θ / breath iii. / ðu / known iv. / ɜ: / girl v. / ʒ / vision

2.	i	F <u>or</u> th	/ ɔ: /	ii	S <u>quea</u> k	/ k /
	iii	pt <u>ar</u> migan	/ /	iv	wreath <u>e</u>	/ θ /
	v	shamp <u>oo</u> ing	/ ŋ /	vi	youth	/ θ /
	vii	Ch <u>am</u> paign	/ tʃ /	ix	lov <u>e</u>	/ ʌ /
	x	al <u>o</u> ne	/ ə /	xi	pu <u>ll</u>	/ u /
	xii	ca <u>k</u> e	/ eɪ /	xiii	t <u>at</u> ch	/ tʃ /
	xiv	leg <u>s</u>	/ s /	xv	fo <u>o</u> l	/ u: /
	xvi	le <u>a</u> n	/ I: /	xvii	pe <u>g</u>	/ e /
	xviii	ga <u>o</u> l	/ g /	xix	figh <u>t</u>	/ aɪ /
	xx	s <u>u</u> re	/ ʃ /			

### SECTION D: MISCELLANEOUS

1. Communication
2. Reading
3. Listening
4. Writing
5. Speaking
6. FCT – Functioning ear, Concentration, and Thinking along with the speaker
7. (SQ4R) - S for **Survey** Q for **Question**, The 4R : R1 stands for **Read**, R2 stands for **Recall**, R3 stands for **Review** and R4 stands for **React**
8. Intensive Reading
9. Reading for a purpose/ more material
10. Extensive reading
11. Pronunciation
12. Use
13. Stress
14. Spelt
15. Co-coordinated



## **DIVISION OF GENERAL STUDIES**

**First Semester Examination 2005/2006 Session**

**COURSE: GST 101A [ USE OF ENGLISH**

**INSTRUCTION ]:** Read the passage below and answer the questions set on it.

As soon as he entered Tukuyan territory, Jangidi was robbed and attacked; and at this point his faithful servants declared that they could go no farther for fear of being taken as slaves. "I tried by all means in my power", writes Jangidi, "to persuade them to go on, but they remained obstinate, and, fearing some further attack from the Tukas, I decided to go on alone. Accordingly the next morning, about three o'clock, I departed. It was moonlight, but the roaring of the wild beasts made it necessary to proceed with caution"

Had Jangidi's servants departed straight away they might have reached safely, but they delayed and were captured. Nor could their former master help them. For by this time he too had been captured and was being dragged back along the route he had followed from the border. For the rest of his life Jangidi used sometimes to dream that once again he was a prisoner of the Tukas, for they treated him with the utmost cruelty. He tells how on one occasion he begged for water at a well, and an old woman drew up a bucketful: "But" writes Jangidi, "as I was about to take hold of it, she remembered I was a Christian and fearing that her bucket might be dirtied by my lips she threw the water into a trough and told me to drink from that. Though the trough was small, and three cows were already drinking in it, I decided to get my share and kneeling down, pushed my head between two of the cows and drank with great pleasure, until the water was nearly exhausted, and the cows began to struggle with each other for the last mouthful".

In spite of all the petty persecutions he was forced to endure and the knowledge that for their faith in him his servants might, still be free, Jangidi never lost control of his temper. But he was in constant danger of death, and had it not been for the kindness of some of the women he might well have died from starvation, if not by murder. The one thing about him he records, which the Tukas appeared to respect was his magnificent red beard. "I think", he writes, "that they thought it too good a beard for a Christian:."

### **QUESTIONS**

- i) Why did Jangidi's servants wish to leave him?
- A. They were obstinate men.
  - B. They knew that he had been robbed and attached.
  - C. They did not wish to leave him, because they were faithful.
  - D. They were afraid of being captured and made slaves.
  - E. They did not wish to leave their own territory.
- ii) Why had Jangidi to proceed with caution?
- A. He could not see the way very clearly.
  - B. He feared that the Tukas would notice him in the daylight.
  - C. He could hear wild animals in the neighborhood.
  - D. He knew that his servants had turned against him.
  - E. He was lonely and afraid.
- iii) What caused his servants to be captured?
- A. They had no master to lead them to safety.
  - B. They had wasted time by not leaving the place at once.
  - C. They had made their departure too hurriedly.
  - D. They were following the route from the border.
  - E. Their master, having been captured, told the Tukas where they were.
- iv) Why did Jangidi often dream about being a prisoner of the Tukas?
- A. He could not forget the cruel treatment he had received.



- B. He was capture again and again during the rest of his life.
- C. He thought it was a wonderful adventure.
- D. They forced him to go in the opposite direction from the one he wanted.
- E. He was sad at the fate of his servants.

v) Why would the old woman not allow Jangidi to drink from her bucket?

- A. She thought Jangidi had an infections disease of the mouth.
- B. She did not like strangers.
- C. She did not want any contact with a Christian whom she considered impure.
- D. She was afraid that the Tukas would punish her.
- E. She wanted to make joke against the prisoner.

vi) Why did Jangidi push his head between two of the cows?

- A. He was nearly exhausted and needed their support.
- B. He needed some of the water and decided to take his share.
- C. He wanted to prevent them struggling with each other,
- D. He did not want them to take a share of the little water there was
- E. He did not want the old woman to see him drinking.

vii) What saved Jangidi from dying of starvation?

- A. He endured the petty persecutions cheerfully.
- B. He never lost control of his temper.
- C. His servants still had great faith in him.
- D. Some of the women were kind to him.
- E. The Tukas were afraid of his red beard

viii) The word "border" here could be replaced by the word

- A. Edge    B. Frontier    C. Barrier    D. Coast    E. Margin

ix) What is a "trough" here?

- A. ditch by the roadside    B. kind of basin for animals to drink from
- C. hole in the ground    D. A pool of water    E. Farmyard.

x) Replace the word "persecution" with one of the following.

- A. Tenderness    B. Kindness    C. Punishment    D. Tiredness    E. Danger.

## SECTION B: BASIC PHONETICS

1. Identity the contrasting sound in the listed pairs of words:

- |            |         |             |        |
|------------|---------|-------------|--------|
| a. fees,   | peas    | b. thought, | taught |
| c. sink,   | think . | d. then,    | den    |
| e. choose, | shoes   | f. you,     | Jew    |
| g. die,    | dear    | h. park,    | pack   |

2. List only the underlined word in each of the following sentences and place stress mark on its appropriate syllable.

- a. I shall present a gift to you on your birthday.
- b. This is a promise.
- c. You have my consent to organize the party
- d. You may wish to conduct your friends.
- e. This contract is hereby signed and sealed.
- f. This course requires more contact hours.
- g. We are not satisfied with the present situation.

## SECTION C: WORD FORMATION

1. (a) Provide 5 derivational morphemes. 1. (b) Give 5 examples in each case of:  
(i) Triple root + suffix. (ii) Derivation + inflection.

2. Fill in the blanks in the following sentences.

- a. Bound morphemes are also called \_\_\_\_\_
- b. Another name for word formation is \_\_\_\_\_



- c. Another name for word formation -----  
 d. Absogoddamnlutely is a typical example of -----  
 e. We study how ----- come together to form ----- in word formation

## SECTION D. OUTLINING.

- 1a) Draw up an outline of any format of your choice on "The need for a convocation of a sovereign national conference in Nigeria" or  
 1(b) "Corruption: problems and suggestion of ways by which it can be eradicated in Nigeria".

## SECTION E: MISCELLANEOUS

- 1) Provide 5 cognitive skills of comprehension.
- 2) Provide 5 points to note while pondering on the meaning of a word.
- 3) In one sentence define word attack.
- 4) Provide 5 things to avoid In a good public presentation.
- 5) Provide the 5 major steps in developing extensive reading ability.
- 6) In one sentence define extensive reading.

Name the 2 main purposes of note taking.

## SOLUTION TO PAST EXAMINATION QUESTIONS ON GST 101A (USE OF ENGLISH 2005/2006 SESSION)

### SECTION A: COMPREHENSION (Solution to Section A not Proffered)

#### SECTION B: BASIC PHONETICS

- |                 |             |                   |              |                |              |
|-----------------|-------------|-------------------|--------------|----------------|--------------|
| 1a. fees, / f / | peas / p /  | b. thought, / θ / | taught / t / | c. sink, / s / | think. / t / |
| d. then, / d /  | dene. / ʒ / | choose, / i /     | shoes / ʃ /  | f. you, / j /  | Jew / dʒ /   |
| g. die, / d /   | dear / ʒ /  | h. park, / p /    | pack / p /   |                |              |
| 2. a. pre'sent  | b. 'promise | c. 'consent       | d. con'duct  |                |              |
| e. 'contract    | f. 'contact | g. 'present       |              |                |              |

#### SECTION C: WORD FORMATION

##### 1a Five derivational morphemes

- 1) correct + able = correctable
- 3) friend + ship = friendship
- 5) water + proof = waterproof

- 2) in + form = inform
- 4) hood + child = childhood

##### 1b (i) 5 examples of triple root + suffix.

- |                            |                       |
|----------------------------|-----------------------|
| 1) Father-in-law + s       | = father-in-law's     |
| 2) Great grand child + ren | = Great grandchildren |
| 3) Mother - in - law + s   | = Mother-in-laws      |
| 4) Son - in - law + s      | = Son-in-laws         |
| 5) Daughter - in - law + s | = Daughter-in-laws    |

##### (ii) Derivation + inflection.

- |                           |                      |
|---------------------------|----------------------|
| 1) boy + s = boys         | 2) big + er = bigger |
| 3) sleep + ing = sleeping | 4) come + ed = came  |
| 5) Niger + ian = Nigerian |                      |
| 2. a. affixes             | b. morphology        |
|                           | c. infixes           |
|                           | d. ....              |

thought = / θ /  
 laugh = / l /



## SECTION E: MISCELLANEOUS

### 1. Cognitive Skills of Comprehension

The competent reader - the fully literate person- uses not one skill but many, which have been acquired through specific practice. Among the cognitive skills of comprehension are:

- (i) ability to anticipate both the form and the content.
- (ii) ability to identify the main idea(s);
- (iii) ability to recognize and recall specific details;
- (iv) ability to recognize the relationship between the main idea(s) and their expansion, examples; etc
- (v) ability to follow sequenced events, instructions, stages of an argument;
- (vi) ability to infer from the text (reading between the lines);
- (vii) ability to draw conclusions; and
- (viii) ability to recognize the writer's purpose and attitude.

### 2. Things to Note while pondering on the Meanings of Words in Context'

When you come across a word whose meaning you do not know, always try to pause to deduce the meaning.

These are some of the many suggestions one could use while pondering on the word.

- (i) Look at the function of the word in the context. See whether the word is playing the role of a noun, a verb, an adjective, an adverb, and so on. See whether the word is shedding light on another word in its surrounding or whether another word or expressions in the surrounding can shed light on the word.
- (ii) Look for its grammatical form. Is the word in a past, present or future tense? Is it in *-ing* form ending in *-ly*, *-sm* or *-ty*?
- (iii) Use all clues available in the context to determine the meaning of the
- (iv) Relate the meaning of the word to the context so that the meaning first, into the passage structurally and grammatically.
- (v) Insist on only one meaning of the word that fits into the passage rather than listing different meanings, all of them guess-work, thinking one of them will be correct.
- (vi) When reading a novel or reading extensively, complete a whole passage or paragraph before trying to deduce the meaning of an unfamiliar word. The wider the context in which you look at the word the more readily you may be able to deduce its meaning.

### 3. Word attack - implies the breaking down of words into divisible components parts such as suffixes and affixes for the purpose of deducing its meaning.

### 4. Shortcomings in Public Presentation

- (i) Failing to round off or sum up a speech so that it seems complete and final is a shortcoming. Inappropriate too long, and anti-climatic conclusions spoil any speech presentation. A speech that does not gain a response suitable to the purpose for which it was presented, is not a success.
- (ii) A speech that finishes too long before the time limit or too far beyond the time limit is not a success.
- (iii) Flowery and sluggy 'Language spoil a presentation of any speech as no adequate communication is made since the audience may not comprehend ideas presented. However, dull words can also undermine the seriousness of the topic or occasion. Lack of originality and unnecessary repetition are speech killers. A shaky voice, uncontrolled breathing, lack of vocal flexibility and pitch variation make a poor speech. A speaker who is not audible all times will not carry his audience through. A speaker who does not use facial expressions (who keeps a still expression throughout) does not demonstrate with parts of his body in order to convey meaning may end up making his presentation very boring and dull.



- (iv) A speaker's appearance if shabby can make the audience have a sort of bias against him. Lack of enthusiasm, forcefulness and humor' also make a speech lose color. Lack of skill on the part of the speaker to attract audience attention at all times and being aggressive and insulting will spoil the presentation of a speech.

Note that when discussing sensitive issues like birth control for instance where people have different opinions, words should be well chosen, so that people with different opinions are not offended. In discussing a topic about false prophecies or prophets for instance, it will be unwise to say "Many prophets nowadays are liars".

Instead you may say "Prophecies of prophets nowadays are not accurate as most of their prophecies are not fulfilled". Careful selection of words therefore is important.

## 5) **How to Develop Extensive Reading Ability**

The first thing to note is that no extensive reading can take place without materials to read. You should throw yourself inside books and be willing and ready to read them when they come your way. As should be noted, one need to visit the library regularly, form your own private library and read anything that comes your way. The following are guidelines to assist a reader in developing these desirable extensive reading habits. These are suggested in the form of Five major steps:

PREVIEW, SELECT, READ FAST, RECORD AND REPORT. Each of these steps are discussed below:

- (i) **Preview :-** This is the first step in developing extensive reading ability. In this step you should expose yourself to as many books in various subjects as available in schools and public libraries, as well as bookshops. Preview is an effective method of familiarizing yourself with books that are suitable for you. Before you ever select these books, there must be an accurate assessment of them. If previewing is done correctly, you should be able to
- i) determine whether or not the book is interesting, uninteresting, difficult, or too easy;
  - ii) summarize the gist of the general content of the book;
  - iii) build up a kind of broad outline of the material contained in the book; and
  - iv) suggest the approximate time the actual reading of the book will be completed.

- ii) **Select :-** This is the second stage of developing an extensive reading culture. After previewing a variety of books, you should select the most suitable one. The following are the suggested selection criteria.

1. The book should not be too difficult or too easy for your level.
2. The book should be captivating, interesting and well laid out.
3. It should be written in standard English; a book written in pidgin or slang expressions may not be appropriate at this level, since the goal is to develop in you proficiency in standard English.

4. It should not be too long or in tiny prints, at the initial. Stage of your extensive reading development.

- (iii) **Read :-** This is the third stage in extensive reading development. In order to be able to read one book per week (which is an ideal prescription for you), you should read fast. Your reading speed should certainly be more than the one you use for reading a textbook, but less than skimming. You should read groups of words, phrases, 'Or short sentences at once, rather than word by word reading. You normally get through the material very quickly if the story is an exciting one. A dull story will kill your reading interest, so select an appropriate story.

An excellent speed for an entertainment reading is about 350 – 400 words per minute. Many are able to read faster. As a rough guide, most pages of a novel have 350 - 400 words in them. It means, therefore, that you should get through a page in a minute.



I am aware of the fact that you may not attain this speed immediately, but with constant practice, it is an attainable goal.

Remember fast reading with no comprehension is as good as not reading at all. Speed and accuracy is the watchword.

- (iv) **Record** :- This is the fourth stage in extensive reading development exercise. You should open a reading diary today. Record in this diary the novel or book you have read, the time it took you to complete this novel, the title of the book the new words and expressions you have gain, and the summary of the novel in TEN sentences only.
- (v) **Report** :- This is the last stage in the development of extensive reading ability. In order -to fully utilize your extensive reading knowledge, you must be ready to talk to people about the book you have read. Tell the story of the novel or play you have read to a friend or friends. Record the name of the friend(S) you told the story to in your reading diary. Encourage the friend to read the same story.
- Remember, To Build A Library Of Your Own Is A Task That Must Be Accomplished.**
- 6) **Extensive Reading.** :- extensive reading involves reading for pleasure and not for specific information as is the case with intensive reading and literary reading in which the reader is expected to digest all details. In extensive reading you are expected to skim, scan and read very fast, only getting the tone and, gist of the materials being read.

#### 7) The two purposes of note taking.

- (i) For research purposes                      (ii) Examination purposes.

## PRACTICE QUESTION

### DIVISION OF GENERAL STUDIES

### FIRST SEMESTER EXAMINATIONS, 2015/2016

**COURSE CODE: GST 101**

**COURSE TITLE: USE OF ENGLISH**

**TIME ALLOWED: 1HR 30MINS**

Instruction: Answer All Questions. Write your Registration Number and Departmental/ Programme Code and shade carefully using HB Pencil Only. Handle the OMR Sheet very carefully; completely erase incorrect answers and avoid curling or folding the OMR. Submit the OMR as directed at the Examination Halls.

#### Section A-Read the questions below and choose the correct option from A-E

1. In the word "unlucky" the prefix "UN" means .....  
(a) Not (b)Before (c) In (d) Wrong (e) After
2. The prefix "IN " and "IM" means (a) Not (b)Middle (c) Above (d) Is (e) Are
3. If I use the prefix "DIS" and the base "LIKE" what is the new word  
(a) Liked (b) Disliked (c) Unlike (d) Likeness (e) likeable
4. Which of the word means "NOT TO" in the following  
(a) Approved (b) Unapproved (c) Disapprove (d) Disallowed (e) Pre approved
5. Even when he realizes that he is wrong, our boss is too big-headed to change his mind:  
the underlined work is an example  
(a) Prefixes (b) Suffixes (c) Blending (d) Compounding (e) Clipping
6. Note taking involves the use of (a) Abbreviation (b) labeling (c) picking  
(d) deleting (e) extracting
7. Effective reading involves (a) Moderation and extractions  
(b) Assimilation and comprehension (c) information (d) exchanging (e) planning



8. Note making can take place (a) In the classroom (b) in the library  
(c) in your room (d) all of the above (e) in the market
9. One of the basic steps in effective listening is:  
(a) Gossiping (b) fighting (c) understanding (d) responding (e) adjusting
10. Listening process involves receiving and constructing meaning from and ..... to  
spoken and/or non verbal message.  
(a) Amounting (b) adapting (c) adjusting (d) responding (e) resolving

**Section B- Read the questions below and choose the correct option from A-D**

11. The three basic steps in listening include hearing, understanding and -----  
(a) Judging (b) acquitting (c) arresting (d) playing
12. All these tolls can be used for retaining information curing listening process except  
(a) Paragraphing (b) paraphrasing (c) repetition (d) visualization
13. .... is a bad listening habit  
(a) Taking notes (b) Asking questions  
(c) Repeating the speech (d) Criticizing the speakers delivery
14. A good speech presentation should include an introduction, a body and a .....  
(a) paragraph (b) conclusion (c) middle (d) end
15. .... is the act of getting meaning from printed or written works  
(a) speaking (b) writing (c) listening (d) reading
16. I In extensive reading, you read mainly for .....  
(a) details (b) assignments (c) pleasure (d) examination
17. In skimming, you read mainly to get .....  
(a) specific details (b) sleep (c) examination (d) pleasure
18. Intensive reading is used when reading for .....  
(a) examination (b) listening (c) pleasure (d) feedback
19. Paragraph connectors include-----  
(a) moreover (b) in addition (c) in sum (d) all of the above
20. Regression causes reader to -----  
(a) move the mouth (b) move the finger  
(c) go back always to read what has been read before (d) point to words
21. The four cardinal rules of writing is -----  
(a) unity (b) coherence (c) originality of idea (d) all the above.
22. The following are types of writing except-----  
(a) Narration (b) exposition (c) argumentation (d) paragraphing
23. The type of summary writing that restricts you to specific instructions based on words is  
(a) guarded summary (b) guided summary  
(c) graded summary (d) empty summary
24. A good summary must be \_\_\_\_\_ except"  
(a) original (b) brief (c) divided, (d) straight to the point
25. The smallest meaningful unit of language is called .....  
(a) free (b) root (c) morpheme (d) base
26. The type of morphemes that can change the classification of words is called \_  
(a) Replacing (b) inflectional (c) derivational (d) root
27. The classes of words that belong to grammatical words includes articles, determiners,  
pronouns and .....  
(a) verbs (b) conjunctions (c) nouns (d) adjectives
28. \_\_\_\_\_ is an example of a compound word  
(a) snake down (b) felt (c) occasional (d) feeling (e) boys
29. A sentence forward when TWO or more independent clauses are joint together is  
called--..... (a) simple sentence (b) complex sentence  
(c) passive sentence (d) compound sentence



30. Types of sentences according to function include .....  
 (a) interrogative sentence (b) a compound  
 (c) a complex sentence (d) a simple sentence
31. This is the girl who danced very well at the party. This is .....  
 (a) Compound sentence (b) Complex sentence  
 (c) Simple sentence (d) an active sentence
32. A fleet of cars is an example of .....  
 (a) an abstract noun (b) a common noun  
 (c) a collective noun (d) a proper noun
33. "This book is mine" is an example of .....  
 (a) Demonstrative pronoun (b) Personal pronoun  
 (c) Reflexive pronoun (d) Possessive Pronoun
34. Those men helped Dupe and, ..... (a) Myself (b) Me (c) I (d) We
35. Give me the black ..... I hate the yellow .....  
 (a) One/Ones (b) One/Both (c) One/None (d) One/One
36. While the worshippers closed their eyes in prayers, a thief ..... with their collection  
 (a) made out (b) made away (c) made through (d) made out
37. Kola bought a .....-bag  
 (a) A large, white leather (b) leather white, large  
 (c) white, leather, large (d) large leather white
38. My brother doesn't have a flair ..... music  
 (a) for (b) in (c) at (d) of
39. .... we waited, Rabi read the letter over again  
 (a) While (b) when (c) where (d) why
40. I never knew I could be so fast ..... I entered the race  
 (a) of (b) when (c) while (d) until
41. Her little boy is suffering ..... jaundice.  
 (a) of (b) with (c) for (d) from
42. The man has atoned ..... his sins (a) upon (b) in (c) on (d) for

**Section C. Carefully read the passage and answer the questions below.**

When he marries, a thoughtful man will take out -43- insurance so that should he die young, his wife and children will receive some income after his death. When he is earning more money, this should be -44- to a 10, 15 or 20 year -45- insurance policy, under this, not only would his family receive an income should he die before the policy -46- but he, the - 47- holder, would receive a lump -48- if still alive at the end of the 10, 15 or 20 year period. This is the one kind of insurance with which you cannot lose. For, while you may live to be a hundred, never be robbed or have your house destroyed, you are certain to get your money on the -49- date of such a policy- provided, that is, the particular company you are -50- with does not go bankrupt in the meanwhile

- |     | A           | B         | C         | D          |
|-----|-------------|-----------|-----------|------------|
| 43. | Life        | Accident  | Death     | Health     |
| 44. | Modified    | converted | conveyed  | changed    |
| 45. | Health life | endowment | endowed   | family     |
| 46. | Matures     | expires   | finishes  | ends       |
| 47. | Premium     | insurance | endowment | policy     |
| 48. | Cash        | money     | payment   | Sum        |
| 49. | Maturity    | expiry    | expiring  | claim      |
| 50. | Dealing     | insured   | insuring  | registered |