
Chapter 1: The Lecture and Note-taking Preparations

Detailed Summary of Chapter 1

Chapter 1, titled "The lecture and note-taking preparations"¹¹¹¹, outlines the essential skills and preparations required for effective learning in a tertiary institution². It contrasts this with secondary school, noting that university students are expected to be more serious and proactive in their studies³. The chapter explains that a lecture is a scheduled session with three distinct parts: the introductory, main, and conclusive parts⁴⁴⁴. The introduction may start with a review of previous work or a captivating anecdote to engage students⁵⁵⁵. The main part focuses on explaining the course outline and developing topical points⁶, while the conclusion offers a final review and summary in preparation for examinations⁷.

The text then delves into the critical skill of note-taking, identifying it as a combination of listening and writing skills⁸. It highlights that notes are a form of documented knowledge that serves as a private record⁹⁹. The author advocates for handwritten notes over electronic recordings, explaining that the former helps students practice pen-on-paper writing¹⁰¹⁰¹⁰. The chapter details various note-taking techniques, such as personalizing grammar and using shorthand, abbreviations, or symbols to achieve the speed necessary to capture all the details¹¹¹¹¹¹¹¹¹¹¹¹¹¹¹¹¹¹¹¹. It also emphasizes the importance of good listening skills as a prerequisite for good note-taking¹²¹²¹²¹²¹²¹²¹². Finally, the chapter concludes by explaining the elements of a good academic note, including the necessity of references, direct quotations, paraphrases, and personal comments to acknowledge scholarship and avoid plagiarism¹³¹³.

40 Key Points from Chapter 1

1. Tertiary school students are expected to be more serious and prepared for lectures than secondary school students¹⁴.

2. Pre-lecture preparations expose students to reading texts and help them get familiar with topics to be studied¹⁵.
3. A lecture is a scheduled meeting for students and a lecturer to share information from a course outline¹⁶.
4. A lecture can be introduced in a short account of an interesting experience or encounter¹⁷.
5. Without a pre-lecture survey, students will relax, stop investigating a topic, and become poor performers¹⁸.
6. A student's interest in a lecture is developed through their contributions to the topics¹⁹.
7. Every lecture has three parts: an introductory part, a main part, and a conclusive part²⁰.
8. The introductory part can begin with a review of previous work or an anecdote to arouse interest²¹²¹²¹.
9. The main lecture's central purpose is to explain the course outline and its topics²².
10. The conclusion of a lecture provides a last-minute revision, summary, and Q&A session for exams²³.
11. A lecturer's style is defined by their linguistic (accent, pronunciation) and extra-linguistic (gestures, humor) behaviors²⁴²⁴²⁴²⁴.
12. Note-taking utilizes two language skills: listening and writing²⁵.
13. A note is the documentation of knowledge from class discussions²⁶.
14. It is preferable to take notes by hand, as it helps students practice their writing skills²⁷.
15. Students' note-taking techniques are often private and personalized²⁸.
16. The necessity for note acquisition is for the privacy and storage of information for future consultation²⁹.
17. A note can become a "handy textbook" that can be used to teach others³⁰.
18. Good note-taking skills are a direct product of good listening skills³¹.

19. A good note should cover the entire course outline and be useful until graduation³².
20. A good note-taking technique may result in a "bad written text" that deviates from conventional grammar³³.
21. Important points can be underlined as reminders for possible questions to be raised in the lecture³⁴.
22. Notes should be taken with care, as they are an original source of information and the property of the writer³⁵.
23. It is important to keep notes legible and safe from damage, decay, or loss³⁶.
24. A note should include the course code, topic, delivery date, and the lecturer's name³⁷.
25. The use of electronic recorders is discouraged as it promotes the loss of writing skills³⁸.
26. Academic notes should contain references, direct quotations, paraphrases, and personal comments³⁹.
27. References should include the author's name, publication date, and place of publication⁴⁰.
28. Academic notes are essential for acknowledging scholarship and avoiding plagiarism⁴¹.
29. A student can use color variations in their writing materials to highlight and reconcile points⁴².
30. Notes can be written in a shorthand language to achieve the necessary speed⁴³.
31. The use of an anecdote by a lecturer is a style to arouse general interest in a topic⁴⁴.
32. A lecture's introduction can be founded on a series of lead questions⁴⁵.
33. The main lecture includes formulating a number of points and discussing a text⁴⁶.
34. Active students keep a close watch on the points made by the lecturer⁴⁷.
35. The conclusion session can also include suggestions for best practices⁴⁸.

36. Students can use their lecturer's unique characteristics to better understand the lecture⁴⁹.
37. Note-taking materials assist students in practicing pen-on-paper writing⁵⁰.
38. The privacy of note content is a key reason for the note-taking habit⁵¹.
39. Notes can be created with a "substandard grammar" and still be understandable to the writer⁵²⁵²⁵²⁵².
40. Notes can contain both main points and supportive points to aid understanding⁵³.
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50 CBT Questions

1. According to the text, which of the following is not part of a lecture's three main parts?
 - A. Introductory part
 - B. Main part
 - C. Conclusive part
 - D. Preparatory part
2. A lecturer using an anecdote in the lecture's introduction is said to be using which of the following?
 - A. A review of previous work
 - B. A delivery of course outlines
 - C. A lecture-entry behavior
 - D. A last-minute presentation of questions
3. What is the central focus of the main lecture?
 - A. Providing a detailed summary of all chapters.
 - B. Giving last-minute exam tips.
 - C. Explaining the content of an outline.
 - D. Setting a new assignment for students.
4. The conclusive part of a lecture is intended for what purpose?
 - A. Starting a new topic.
 - B. Providing a final review for exams.
 - C. Introducing a new lecturer.
 - D. Discussing the lecturer's personal interests.
5. What two language skills are identified in the process of note-taking?
 - A. Speaking and reading
 - B. Listening and writing
 - C. Speaking and listening

- D. Writing and reading
6. According to the text, why are hand-written notes considered preferable over recorded information?
- A. They are more private.
 - B. They are easier to share.
 - C. They help students practice writing skills.
 - D. They are more permanent.
7. A note is described as a documentation of what?
- A. The lecturer's thoughts.
 - B. Good knowledge about discussions.
 - C. A student's personal feelings.
 - D. Exam questions.
8. What is a common practice for students when using note-taking techniques?
- A. Writing in a conventional grammar.
 - B. Creating and personalizing a system of spelling, signs, and abbreviations.
 - C. Using a different language.
 - D. Writing down every single word the lecturer says.
9. What is a main reason given for the necessity of a note acquisition?
- A. To impress the lecturer.
 - B. To keep secrecy and store information for future consultation.
 - C. To make it easier to get a job.
 - D. To make the notes public.
10. What does the text suggest is a product of the listening skill?
- A. Good speaking habits.
 - B. Good note-taking acquisition.
 - C. Good reading speed.
 - D. Good exam performance.
11. According to the text, what can a note become for a student?
- A. A source of confusion.
 - B. A form of plagiarism.
 - C. A handy textbook.
 - D. A temporary record.
12. What does the text suggest students can do with a writing material with color variations?
- A. To draw pictures in the notes.
 - B. To highlight all reconciliations of points.
 - C. To make the note-taking process faster.
 - D. To show the note to the lecturer.
13. The text states that academic notes are important for what?
- A. To make notes longer.
 - B. To get good marks.
 - C. To acknowledge scholarship and avoid a risk of plagiarism.
 - D. To show off to other students.
14. What is a key element that should be included in a note's references or bibliography?

- A. The student's name.
 - B. The course outline.
 - C. The full names of the author(s) and date of publication.
 - D. The number of pages in the note.
15. What is the reason behind using shorthand language or abbreviations in notes?
- A. To promote poor language usage.
 - B. To achieve the speed needed to complete the volume of detail.
 - C. To make the note unintelligible to others.
 - D. To practice a new language.
16. What does the text suggest is a disadvantage of an electronically recorded tape for a student?
- A. It can be easily lost.
 - B. It prevents them from practicing their writing skills.
 - C. It promotes truancy.
 - D. It is less decipherable.
17. The text mentions that a "good" note can be considered a "bad written text" from a conventional grammar standpoint. What is the reason for this?
- A. It lacks structure.
 - B. It is a departure from the standards of orthographic conventional structures.
 - C. The student has poor writing skills.
 - D. The lecturer's style is bad.
18. What is the purpose of a pre-lecture preparation?
- A. To attend the class with information pertaining to the topic.
 - B. To get an assignment from the lecturer.
 - C. To study only the notes.
 - D. To meet other students.
19. What should a student do with their note to keep it safe?
- A. Keep it in a box.
 - B. Leave it with the lecturer.
 - C. Keep it in a bag.
 - D. Carry it everywhere.
20. The text suggests that the note is an original source of information for whom?
- A. The lecturer.
 - B. The student's friends.
 - C. The note writer.
 - D. All of the above.
21. What happens if a student discontinues their course, according to the text?
- A. They will lose their job.
 - B. They will abandon a great good future in their job.
 - C. They will lose their notes.
 - D. They will have a great time.
22. What does the text mean by "linguistic behaviours" of a lecturer?
- A. Body movements.

- B. Accent and pronunciation pattern.
 - C. Sense of humor.
 - D. The jokes they tell.
23. What can students do to get a better chance of understanding a lecture?
- A. Use the characteristics peculiar to their lecturer.
 - B. Read only the notes.
 - C. Not ask any questions.
 - D. Talk to other students during the lecture.
24. What should a student do to make a note legible enough?
- A. Write neatly.
 - B. Use a shorthand language.
 - C. Write very quickly.
 - D. Use a pencil.
25. The text states that the lecturer will determine the style of reference or bibliography relevant to what?
- A. The student's preference.
 - B. The academic profession of the students.
 - C. The difficulty of the course.
 - D. The length of the note.
26. What does the text suggest about the points of a topic in a note?
- A. They are always written in a serial order of importance.
 - B. They are always underlined.
 - C. They should be written as short as possible.
 - D. They are written in a paragraph form.
27. What is the purpose of supportive points in a note?
- A. To make the notes longer.
 - B. To contradict the main points.
 - C. To aid understanding.
 - D. To confuse the reader.
28. What does the text suggest about the volume of detail in a note?
- A. It should be as little as possible.
 - B. It should be complete.
 - C. It should be easy to understand.
 - D. It should be published.
29. What is a "pre-lecture interest"?
- A. A survey before the lecture.
 - B. The interest developed from a student's contributions to a topic.
 - C. The lecturer's interest in the topic.
 - D. The amount of notes a student takes.
30. The text suggests that students who contribute to a lecture get a feeling of what?
- A. Intellectual weakness.
 - B. Laziness.
 - C. Intellectual strength.

- D. Disinterest.
31. What is the difference between facts and opinions in a text?
- A. Facts are objective statements about truth conditions, while opinions are subjective statements.
 - B. Facts are opinions that have been proven.
 - C. Opinions are facts that are not true.
 - D. There is no difference.
32. Why is a good preparation essential for a student?
- A. It exposes them to more reading materials.
 - B. It makes them more serious than secondary school leavers.
 - C. It allows them to teach the lecturer.
 - D. It makes them miss the class.
33. The text states that students should read more relevant texts and do what else during pre-lecture preparation?
- A. Write a summary.
 - B. Cover the scope of discussions that may have added topical themes.
 - C. Find claims of a real world.
 - D. B and C.
34. What is the purpose of the conclusion of a lecture?
- A. To give an assignment.
 - B. To begin a new topic.
 - C. To provide a last-minute consideration of problems in view of examinations.
 - D. To take a class poll.
35. What can be the result of a student not engaging in a pre-lecture survey?
- A. They will relax.
 - B. They will stop investigating a topic with interest.
 - C. They will become a poor performer.
 - D. All of the above.
36. The text mentions that students who contribute to a lecture get a feeling of what?
- A. Intellectual strength.
 - B. Disinterest.
 - C. Confusion.
 - D. Laziness.
37. What can students do with their lecture notes in future practices of a study?
- A. Throw them away.
 - B. Burn them.
 - C. Revisit them to review.
 - D. Share them on social media.
38. How does a lecturer's style complete the lectures?
- A. By finishing the lecture early.
 - B. By making the lecture difficult.
 - C. By completing the revision, summary, and Q&A well.
 - D. By giving a lot of homework.

39. The text mentions that notes can be weighed and ascertained as being full of what?
- A. Main points and supportive points.
 - B. Main points only.
 - C. Supportive points only.
 - D. The lecturer's opinions.
40. What is the primary purpose of a "private" note?
- A. To be shared with everyone.
 - B. To keep secrecy.
 - C. To be published.
 - D. To get a high grade.
41. The text says that the lecturer will determine the style of reference or bibliography relevant to what?
- A. The students' personal preference.
 - B. The academic profession of the students.
 - C. The course outline.
 - D. The student's note-taking style.
42. What is the purpose of providing certain spaces in a note?
- A. To write down a new assignment.
 - B. To leave it blank.
 - C. To provide for charts, graphs, or diagrams.
 - D. To draw pictures.
43. What is the relationship between the lecturer and the students during a promising class interaction?
- A. The lecturer gives a difficult assignment.
 - B. There is a less stressful interest.
 - C. The lecturer tells the students to be quiet.
 - D. The students are not allowed to ask questions.
44. The text states that a "good note" should cover what part of a course?
- A. The first chapter only.
 - B. A few selected topics.
 - C. The entire outline of a course.
 - D. The topics the student likes.
45. According to the text, what is the reason for a lecturer to adopt the use of an anecdote in the introduction?
- A. To show off their personal life.
 - B. To confuse the students.
 - C. To arouse a general survey and get students individually interested.
 - D. To waste time.
46. What is the purpose of note-taking for future reference purposes?
- A. To make the note longer.
 - B. To keep knowledge lasting longer enough.
 - C. To forget the information.
 - D. To make the note public.

47. How does a lecturer's style complete the lectures?
- A. By finishing the lecture early.
 - B. By making the lecture difficult.
 - C. By completing the revision, summary, and Q&A well.
 - D. By giving a lot of homework.
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 - B. The academic profession of the students.
 - C. The course outline.
 - D. The student's note-taking style.
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Chapter 2: Information Sources

Detailed Summary of Chapter 2

Chapter 2, "Information Sources," focuses on the dictionary as a primary reference tool for students and workers⁵⁴. It defines a dictionary as an alphabetical list of words with information about them, compiled by lexicographers or etymologists⁵⁵. The chapter discusses how dictionaries are a handbook for finding word spellings and meanings⁵⁶. It notes that there are variant systems of English, such as British and American English, which can affect word usage⁵⁷. The text highlights two main contexts of dictionary use: cultural and situational, which help users understand words' social and technical relevance⁵⁸.

The chapter explains that dictionaries trace the origin of words, many of which are borrowed

from languages like Greek, Latin, French, Igbo, Hausa, and Yoruba⁵⁹. It notes that Anglo-Saxon words are native to English and that dictionaries indicate both familiar and foreign words⁶⁰. The text also discusses how words are classified into grammatical categories like nominal, verbal, and adverbial, and how a dictionary can help in interpreting these structures and functions⁶¹. It distinguishes between

connotative and **denotative** meanings, with the former being new, added possibilities and the latter being original, everyday meanings⁶². The chapter concludes by mentioning different types of specialized dictionaries, such as those for pronunciation, spelling, law, and medicine⁶³.

40 Key Points from Chapter 2

1. The dictionary is a reference text used by schools and offices for meaning consultations⁶⁴.
2. A dictionary is a written text compiled by lexicographers or etymologists⁶⁵.
3. Etymology is the study of the origin of words⁶⁶.
4. A dictionary is defined as a reference book containing an alphabetical list of words with information about them⁶⁷.
5. Dictionaries are a handbook for students and workers to find easy lessons on spelling or meaning⁶⁸.
6. There are variant systems of English, such as British and American English, that affect word usage⁶⁹.
7. The dictionary may restrict its user to a context outside of a second language version⁷⁰.
8. The two main contexts of dictionary use are cultural and situational⁷¹.
9. The dictionary lists words under an alphabet by their cardinal orders and numbers them for multiple meanings⁷².
10. The words and their meanings in a language cannot be exhaustive enough⁷³.

11. English words are derived from various languages, including Greek, Latin, French, Igbo, Hausa, and Yoruba⁷⁴.
12. Anglo-Saxon words are native to the usage of English⁷⁵.
13. Dictionaries indicate familiar and foreign words along the nativity of English⁷⁶.
14. Words are transcribed in a set of symbols in phonetics, which are different from the letters of the alphabet⁷⁷.
15. Words are listed in their grammatical classes, such as nominal, verbal, and adverbial⁷⁸.
16. Nominal words include nouns, adjectives, numerals, and determiners⁷⁹.
17. Verbal words are verbs and prepositions⁸⁰.
18. Adverbial words are adverbs and conjunctions⁸¹.
19. The dictionary is helpful for interpreting the grammatical structures and functions of words⁸².
20. The meaning of dictionary words is limited to their currency and history⁸³.
21. Current words find their way into a dictionary due to definitions in vogue⁸⁴.
22. Dictionaries describe functional categories from morphemes, words, phrases, clauses, and sentences⁸⁵.
23. Morphemes are usually indicated first, followed by the list of words⁸⁶.
24. Connotative words are added possibilities of meanings in new contexts⁸⁷.
25. Denotative words are original, everyday meanings known to dictionary users⁸⁸.
26. The denotative meaning of a word like "woman" can include a married adult female or single mother⁸⁹.
27. A connotative meaning can be read into a word like "woman" to refer to a man as well⁹⁰.
28. Every dictionary word is contributed by a scholar⁹¹.

29. Word relationships depend on English course instructions to make good use of them⁹².
 30. Dictionaries can be general or specialized⁹³.
 31. Specialized dictionaries concentrate on words in a particular context, such as a career or academic field⁹⁴.
 32. Examples of specialized dictionaries include those for English Pronunciation, Spelling Check, Computer, Law, and Medical⁹⁵.
 33. A spelling checker is an electronic dictionary used to detect misspelled words⁹⁶.
 34. Spelling is the process of forming words with letters according to grammatical principles⁹⁷.
 35. The dictionary provides illustrations of word usage in sentences⁹⁸.
 36. Words can be assigned to classes in a dictionary as part of their decontextualized definition⁹⁹.
 37. The dictionary service is helpful to students and workers¹⁰⁰.
 38. When a word is borrowed, it may lose its originality or cultural context¹⁰¹.
 39. The dictionary helps users approximate words of appropriate socialization and relevant technicality¹⁰².
 40. The entire meaning relations in a dictionary can have gendered descriptions¹⁰³.
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50 CBT Questions

1. What is the main purpose of a dictionary, according to the text?
 - A. To provide a list of authors.
 - B. To serve as a reference book for word information.
 - C. To tell stories.
 - D. To teach about grammar rules only.
2. Who are the people responsible for compiling a dictionary?

- A. Writers and readers
 - B. Students and teachers
 - C. Lexicographers or etymologists
 - D. Linguists and psychologists
3. The study of the origin of words is known as what?
- A. Lexicography
 - B. Etymology
 - C. Phonology
 - D. Grammar
4. The text mentions which two main contexts of word usage that a dictionary minds?
- A. Historical and current
 - B. Cultural and situational
 - C. Professional and academic
 - D. General and specific
5. What does the text suggest about the exhaustiveness of words and meanings in a language?
- A. They are always exhaustive.
 - B. They can be exhaustive.
 - C. They cannot be exhaustive enough.
 - D. They are only exhaustive in a dictionary.
6. From which languages are English words mostly derived, according to the text?
- A. Greek, Latin, and French
 - B. Igbo, Hausa, and Yoruba
 - C. German, Spanish, and Italian
 - D. All of the above.
7. Which type of English words are native to the language?
- A. Latin words
 - B. Anglo-Saxon words
 - C. Greek words
 - D. French words
8. What is the name of the system used in phonetics to transcribe sounds?
- A. Alphabet
 - B. Received Pronunciation
 - C. Roman numerals
 - D. Shorthand
9. The text classifies words into what grammatical classes?
- A. Simple, compound, and complex
 - B. Noun, verb, and adverb
 - C. Nominal, verbal, and adverbial
 - D. Lexical, auxiliary, and finite
10. What does the term "denotative" meaning refer to in the text?
- A. Added possibilities of meaning.
 - B. Original, everyday meanings.

- C. Scientific meanings.
 - D. Ideological meanings.
11. What is a "connotative" word, according to the text?
 - A. A word with only one meaning.
 - B. A word that has original meanings.
 - C. A word with added possibilities of meaning in new contexts.
 - D. A word that is only used in a specific field.
 12. What does the text suggest about the contribution of words to a dictionary?
 - A. Only lexicographers can contribute.
 - B. Only native speakers can contribute.
 - C. Anyone, including a scholar, can contribute.
 - D. Only a committee can approve new words.
 13. The text mentions that word relationships depend on what?
 - A. The dictionary's size.
 - B. English course instructions.
 - C. The user's preference.
 - D. The age of the word.
 14. What are some examples of specialized dictionaries mentioned in the text?
 - A. Dictionaries of English Pronunciation, Law, and Medical.
 - B. Dictionaries for children.
 - C. Dictionaries for casual reading.
 - D. Dictionaries of fiction.
 15. What is the function of a spelling checker?
 - A. To provide word meanings.
 - B. To detect misspelled words in a word processor.
 - C. To translate words.
 - D. To provide the origin of words.
 16. How does a dictionary help readers, according to the text?
 - A. By providing fun facts.
 - B. By interpreting grammatical structures and functions of words.
 - C. By listing all the synonyms of a word.
 - D. By giving historical accounts.
 17. What does the text say about a borrowed word entering an English dictionary?
 - A. It keeps its original cultural context.
 - B. It loses its originality or cultural context.
 - C. It is not accepted into the dictionary.
 - D. It is only accepted if it comes from a European language.
 18. What do lexicographers describe with illustrations in a language?
 - A. Pictures and charts.
 - B. The functional categories from morphemes, words, phrases, clauses, and sentences.
 - C. The history of a country.
 - D. The habits of readers.
 19. The text mentions that the meaning of a word like "collapse" is currently defined by

what?

- A. Its historical meaning.
 - B. Its usage in the language of the computer.
 - C. Its Latin root.
 - D. Its first known usage.
20. What is a key characteristic of a nominal word?
- A. It is only a verb.
 - B. It is a structure of nouns, adjectives, numerals, and determiners.
 - C. It is used to link sentences.
 - D. It has a meaning only in the dictionary.
21. What is a key characteristic of a verbal word?
- A. It is only a noun.
 - B. It is a verb and preposition.
 - C. It is only a conjunction.
 - D. It is always a lexical verb.
22. The text suggests that the class of an item indicates what?
- A. Its length.
 - B. Its potential range of grammatical functions.
 - C. Its popularity.
 - D. Its sound.
23. What is the significance of the fact that words cannot be exhaustive enough?
- A. It means the language is not complete.
 - B. It shows that new meanings can be discovered and added.
 - C. It suggests that dictionaries are useless.
 - D. It means words are constantly changing.
24. What happens when a word is "decontextualized" in a dictionary?
- A. It gains more meaning.
 - B. It is given a definition outside of a specific context.
 - C. It becomes a specialized word.
 - D. It becomes a proper noun.
25. How do dictionaries transcribe sounds for phoneticians?
- A. Using an alphabetical list of words.
 - B. Using a set of symbols other than letters of the alphabet.
 - C. Using a list of their grammatical classes.
 - D. Using a table of contents.
26. What does the text say about the denotative meaning of a "woman"?
- A. It can only refer to a single mother.
 - B. It can refer to a married adult female or a single mother.
 - C. It is an ideological construct.
 - D. It can refer to a man.
27. When a connotative meaning is read into a word, it will most likely refer to what?
- A. Its original meaning.
 - B. A new meaning based on context.

- C. Its denotative meaning.
 - D. Its historical meaning.
28. The text mentions that dictionary words are compiled for what?
- A. Entertainment.
 - B. Good education.
 - C. Personal use.
 - D. Selling books.
29. How does the dictionary list words?
- A. In a random order.
 - B. In their order of importance.
 - C. In an alphabetical order.
 - D. In order of their origin.
30. The text suggests that "Anglo-Saxon" words are native to English, so what is their status in a dictionary?
- A. They are foreign words.
 - B. They are not included.
 - C. They are indicated as familiar words.
 - D. They are only included in specialized dictionaries.
31. What is the relationship between the morphemes and the words in a dictionary?
- A. Words are indicated first, and then morphemes.
 - B. Morphemes are usually indicated first, then words.
 - C. They are not related.
 - D. Words and morphemes are the same thing.
32. The text states that the "rich development" of the English language is behind what?
- A. The many-variable deviations with deviant corruptions of English.
 - B. The simplicity of English.
 - C. The lack of new words.
 - D. The single-meaning of words.
33. What do the grammatical classes of words indicate in a general way?
- A. Their popularity.
 - B. Their spelling.
 - C. Their potential range of grammatical functions.
 - D. Their age.
34. The text mentions that the dictionary is helpful for what in relation to words?
- A. Their emotional meaning.
 - B. Their grammatical structures and functions.
 - C. Their physical appearance.
 - D. Their sound.
35. How does a dictionary try to describe word usage?
- A. By giving a single meaning.
 - B. By providing illustrations in a language.
 - C. By telling a story.
 - D. By listing words without any context.

36. According to the text, what can be the result of a second user of English not having a deep knowledge of a dictionary's meaning?
- A. They can become a lexicographer.
 - B. They can encounter word usage in unfamiliar meanings.
 - C. They can easily master the language.
 - D. They can write perfect grammar.
37. What is the role of a dictionary in helping users with the sociolinguistic plural setting?
- A. It helps them to ignore context.
 - B. It restricts them to a single context.
 - C. It helps them to approximate words of appropriate socialization and relevant technicality.
 - D. It makes them confused about word usage.
38. The text mentions that a "spelling checker" is an example of what?
- A. A printed dictionary.
 - B. A specialized dictionary.
 - C. An electronic dictionary.
 - D. A general dictionary.
39. What is a "conjunction"?
- A. A nominal word.
 - B. A verbal word.
 - C. An adverbial word.
 - D. A grammatical word.
40. What is the definition of spelling according to the text?
- A. Forming words with letters in relation to the principles underlying the acceptability of a grammar of language.
 - B. Writing words in a dictionary.
 - C. Learning the origin of words.
 - D. Using signs and abbreviations.
41. What is the term for a study of the origin of words?
- A. Lexicography
 - B. Semantics
 - C. Etymology
 - D. Grammar
42. What is the main characteristic of a "denotative" meaning?
- A. It is a new meaning.
 - B. It is a borrowed meaning.
 - C. It is a culturally specific meaning.
 - D. It is an original, everyday meaning.
43. What is the main characteristic of a "connotative" meaning?
- A. It is an original meaning.
 - B. It is a new possibility of meaning.
 - C. It is an everyday meaning.
 - D. It is a simple meaning.

44. What are some examples of languages from which English has borrowed words?
- A. Greek, Latin, French
 - B. Igbo, Hausa, Yoruba
 - C. Both A and B
 - D. Only A
45. The text suggests that the dictionary helps users with what two main contexts of use?
- A. Cultural and situational.
 - B. Linguistic and non-linguistic.
 - C. Academic and professional.
 - D. Historical and modern.
46. What does the text say about the purpose of word classes?
- A. To make words longer.
 - B. To provide a grammatical analysis of each word.
 - C. To confuse the reader.
 - D. To make the dictionary smaller.
47. How does a dictionary describe the morphemes?
- A. By their length.
 - B. As relevant sounds.
 - C. As a list of words.
 - D. As a type of sentence.
48. What is the role of a lexicographer?
- A. To write stories.
 - B. To compile dictionaries.
 - C. To study word origins.
 - D. To teach in schools.
49. What is the primary purpose of a "spelling checker"?
- A. To find the origin of words.
 - B. To detect misspelled words.
 - C. To provide word definitions.
 - D. To provide word illustrations.
50. What does the text say about the use of English by second language users?
- A. They never encounter unfamiliar meanings.
 - B. They have often encountered word usage in unfamiliar meanings.
 - C. They must use a different dictionary.
 - D. They cannot use a dictionary.
-

Chapter 3: Study Skills

Detailed Summary of Chapter 3

Chapter 3, "Study Skills," discusses the four basic language skills essential for learning:

reading, listening, speaking, and writing¹⁰⁴. It emphasizes that these skills must be complementary to each other¹⁰⁵. The chapter defines

reading as a skill for understanding information and highlights that a good reading habit is necessary for complete attention to any text¹⁰⁶¹⁰⁶. It details the characteristics of a

good reading habit, including adjusting reading speed for different text types, efficient eye movement, and critical reflection on the material¹⁰⁷¹⁰⁷¹⁰⁷¹⁰⁷¹⁰⁷¹⁰⁷¹⁰⁷¹⁰⁷¹⁰⁷.

The chapter contrasts this with

bad reading habits, such as reading at the same speed for all texts, reading aloud to others, moving lips, or pointing at every word¹⁰⁸. It describes reading as a cognitive process involving thinking, reasoning, and memory, and not just emotion or volition¹⁰⁹. The text also discusses the purposes of reading, differentiating between reading for

pleasure and reading for **knowledge**¹¹⁰. It describes the mechanics of eye movement, including

saccadic movements (the quick, forward stops) and **regressive movements** (backward glances to support memory)¹¹¹¹¹¹¹¹¹. The chapter classifies readers as either

fast or **slow**, noting that fast readers are more efficient and inaudible, while slow readers may read aloud¹¹²¹¹². Finally, it defines

effective reading as a selective and purposeful process aimed at gaining knowledge, which may involve skipping units, focusing on main points, and searching for solutions to problems¹¹³¹¹³¹¹³.

40 Key Points from Chapter 3

1. Every language is a human capacity to relate together in a society¹¹⁴.
2. There are four basic language skills: reading, listening, speaking, and writing¹¹⁵.
3. The four basic language skills must be complementary to one another¹¹⁶.
4. A lecture is a spoken discourse that students turn into writing as a note¹¹⁷.
5. The search for meaning in a text is to understand information¹¹⁸.
6. A good habit of reading is necessary for a complete attention to any text¹¹⁹.
7. Reading speed differs based on text types and reading purposes¹²⁰.
8. Good reading involves critical reflections and private evaluations¹²¹.
9. Good reading can build a fast speed, while poor reading lowers it to a slow speed¹²².
10. Bad reading habits include reading at the same speed for all texts and reading deliberately aloud¹²³¹²³¹²³.
11. Reading deliberately aloud to the hearing of colleagues is a bad habit¹²⁴.
12. Pointing at every word with a hand or an object is a bad reading habit¹²⁵.
13. Reading is a cognitive process involving thinking, reasoning, and memory¹²⁶.
14. The reader's interest is an anticipation of understanding a text¹²⁷.
15. Reading is purposely fast or slow in people¹²⁸.
16. The quantity of text the eyes can see clearly at each fixation influences the quality of reading¹²⁹.
17. A reader is free to read for pleasure or knowledge¹³⁰.
18. Reading an academic study is to search for knowledge¹³¹.

19. Eye movements work together with eye contacts to produce saccades¹³².
20. A saccadic movement is a momentary rest of the eye on a written text¹³³.
21. The eyes move backward (regressive movement) in reading to support a forward movement and to remember what has been read¹³⁴.
22. The two reader types are fast and slow¹³⁵.
23. Fast readers are capable of a large eye span and read more efficiently¹³⁶.
24. A fast reader is always inaudible¹³⁷.
25. A slow reader opts to reading audible to a disinterest of the public¹³⁸.
26. An effective reading can lead to understanding¹³⁹.
27. An effective reader hardly swings their head sideways or points at the text¹⁴⁰.
28. An effective reader purposely reads to gain more knowledge, not pleasure¹⁴¹.
29. Effective reading can be selective, skipping units to concentrate on other units of the same text¹⁴².
30. An effective reading may involve a critical consideration of topic titles, introductions, and main points¹⁴³.
31. The reader may vacate a text to search for additional points in another topic if the main points are unavailable¹⁴⁴.
32. An effective reading may engage in gathering data from a text to discuss findings¹⁴⁵.
33. A serious scholar is an effective reader who wants a program to pass through them¹⁴⁶.
34. A person's mind can be fixed on information about a text that is being read¹⁴⁷.
35. The eye moves to complement the faculties of reasoning and thinking about information¹⁴⁸.
36. Good reading habits are predicated on a reasonable practice that students can adopt for more efficiency¹⁴⁹.

37. A human mind can be actively involved in mental processes while reading¹⁵⁰.

38. The eye movements can be blurred during a long reading session¹⁵¹.

39. The effective reading can be performed at a glance¹⁵².

40. The written text is sometimes transposed from a spoken text¹⁵³.

50 CBT Questions

1. What are the four basic language skills mentioned in the text?
 - A. Reading, writing, listening, and speaking
 - B. Reading, singing, dancing, and speaking
 - C. Reading, listening, thinking, and writing
 - D. Thinking, writing, listening, and dancing
2. The text states that the four basic language skills must be what to one another?
 - A. Separate
 - B. Complimentary
 - C. Independent
 - D. Opposite
3. What is a key characteristic of a good reading habit?
 - A. Reading at a single, fast speed
 - B. Reading aloud to others
 - C. Adjusting reading speed to text types
 - D. Pointing at every word
4. Which of the following is considered a bad reading habit?
 - A. Moving lips while reading
 - B. Acknowledging the text-sense units
 - C. Thinking about a text
 - D. Engaging in a forward eye movement
5. According to the text, what can a good reading habit build?
 - A. A slow speed
 - B. A high speed
 - C. A fast speed
 - D. A moderate speed
6. What is the main purpose of reading an academic study, as mentioned in the text?
 - A. To get pleasure
 - B. To search for knowledge

- C. To get a high grade
 - D. To impress the lecturer
7. What is a saccadic movement?
 - A. A fast movement of the lips
 - B. A backward movement of the eyes
 - C. A momentary rest of the eyes on a text
 - D. A sideways movement of the head
 8. What is the purpose of a "regressive" eye movement?
 - A. To lose focus
 - B. To support a forward movement and retain memory
 - C. To speed up reading
 - D. To get tired
 9. What are the two types of readers identified in the text?
 - A. Fast and slow
 - B. Good and bad
 - C. Effective and ineffective
 - D. Auditory and visual
 10. What is a key characteristic of a fast reader?
 - A. They are usually audible.
 - B. They are always inaudible.
 - C. They move their lips.
 - D. They use their finger to point.
 11. An effective reading is described as being what?
 - A. Always fast.
 - B. Always slow.
 - C. Purposeful and selective.
 - D. Aimed at pleasure.
 12. What does the text suggest an effective reader can do with text units?
 - A. Read every word.
 - B. Skip some units and focus on others.
 - C. Point at every unit.
 - D. Read aloud.
 13. What is the relationship between thinking and reading?
 - A. Thinking has no role in reading.
 - B. Thinking about a text leads to other processes.
 - C. Reading is only an emotional process.
 - D. Reading is an activity that does not require the mind.
 14. What does the text suggest about the mind and a text?
 - A. The mind cannot be fixed on the information.
 - B. The mind can be fixed on information being read.
 - C. The mind only processes information from a lecture.
 - D. The mind is a passive recipient of information.
 15. What are some examples of bad reading habits mentioned?

- A. Reading at a low speed.
 - B. Reading aloud to others.
 - C. Movement of lips when reading.
 - D. All of the above.
16. How does a good reading habit help a student, according to the text?
- A. It makes them lazy.
 - B. It helps them to avoid a slow speed.
 - C. It helps them to lower their speed.
 - D. It makes them read at the same speed.
17. What is the purpose of a pre-lecture survey, according to the text?
- A. To relax the students.
 - B. To avoid investigating a topic with interest.
 - C. To prepare students with information about a topic.
 - D. To make the students poor performers.
18. What is the result of a student not engaging in a pre-lecture survey?
- A. They will have a great time.
 - B. They will stop investigating a topic with interest.
 - C. They will become a good performer.
 - D. They will be more interested.
19. What is the difference between a fast and a slow reader?
- A. A fast reader is always audible, while a slow one is not.
 - B. A fast reader is inaudible, while a slow one can be audible.
 - C. A fast reader reads with their lips, a slow one does not.
 - D. A fast reader points at every word, a slow one does not.
20. What is the central idea of an effective reading?
- A. Reading for pleasure.
 - B. Gaining knowledge.
 - C. Reading at a high speed.
 - D. Reading aloud.
21. When can a reader perform a backward movement of the eyes?
- A. Only when the text is difficult.
 - B. To lose focus.
 - C. To refer to what goes back in the text for a supportive fact.
 - D. To skip a paragraph.
22. The text says that a person's eyes can see a certain amount of text at each what?
- A. Saccade.
 - B. Fixation.
 - C. Glance.
 - D. Glimpse.
23. What is the relationship between the human eyes and reading?
- A. The eyes move randomly.
 - B. The eyes help a reader see any text in writing before they move across it.
 - C. The eyes do not help in reading.

- D. The eyes are only for looking.
24. The text mentions that a written text is sometimes transposed from what?
- A. A printed book.
 - B. A spoken text.
 - C. A new language.
 - D. A drawing.
25. What is the purpose of the mind in the process of reading?
- A. It only processes emotions.
 - B. It is not involved in reading.
 - C. It is a cognitive process that helps in understanding.
 - D. It only helps in reading for pleasure.
26. What does the text say about a "good note-taking acquisition"?
- A. It is a product of writing skill.
 - B. It is a product of listening skill.
 - C. It is a product of speaking skill.
 - D. It is a product of all four skills.
27. What is a habit that an effective reader does not have?
- A. Thinking about a text.
 - B. Ruminating on readings.
 - C. Swings his head sideways.
 - D. Locating main points.
28. The text mentions that a student who plays "truancy" from difficult classwork is a result of what?
- A. A mere interest.
 - B. A mere disinterest.
 - C. A good habit.
 - D. A lack of preparation.
29. What is the difference between facts and opinions, as per the text?
- A. Facts are objective statements, while opinions are subjective.
 - B. Facts are subjective, while opinions are objective.
 - C. Facts and opinions are the same.
 - D. The text does not make a distinction.
30. The text suggests that a "good preparation" exposes a student to what?
- A. Difficulties.
 - B. Reading text materials.
 - C. Being lazy.
 - D. Missing a class.
31. What is the purpose of a conclusive part of a lecture?
- A. To introduce a new topic.
 - B. To provide a last-minute consideration of problems for exams.
 - C. To take a class poll.
 - D. To start a new course.
32. What does a "less stressful interest" in a class suggest?

- A. A promising interaction between lecturer and students.
 - B. A lazy class.
 - C. A difficult class.
 - D. A boring class.
33. What does the text suggest about a student's notes?
- A. They are always public.
 - B. They are always shared.
 - C. They are the property of the note writer.
 - D. They are temporary.
34. What is the primary purpose of a "private" note?
- A. To be shared with friends.
 - B. To keep secrecy and store information.
 - C. To be published.
 - D. To be handed over to the lecturer.
35. What is a "connotative" meaning?
- A. An original, everyday meaning.
 - B. An added possibility of meaning in a new context.
 - C. A single, fixed meaning.
 - D. A meaning that is not affected by culture.
36. According to the text, why are handwritten notes preferred over electronically recorded tapes?
- A. They are more private.
 - B. They help students practice writing skills.
 - C. They are more secure.
 - D. They are easier to share.
37. What is the primary purpose of a "conclusive part" of a lecture?
- A. To introduce a new topic.
 - B. To provide a last-minute revision and summary.
 - C. To give out a new assignment.
 - D. To ask about the lecturer's private life.
38. What does the text suggest about a note with "substandard grammar"?
- A. It is always useless.
 - B. It is always confusing.
 - C. It can be understandable to the writer.
 - D. It must be rewritten.
39. What is a "pre-lecture interest"?
- A. A survey before the lecture.
 - B. An interest developed from a student's contributions.
 - C. The lecturer's interest in the topic.
 - D. The amount of notes a student takes.
40. How can a student benefit from a "promising interaction" with a lecturer?
- A. They will have a less stressful interest in the class.
 - B. They will be given an easy grade.

- C. They will not have to study.
 - D. They will be given the exam answers.
41. What is a key characteristic of a "good reading habit" as described in the text?
- A. Reading at a constant speed for all texts.
 - B. Reading aloud to colleagues.
 - C. Critical reflections on the material.
 - D. Backward eye movements across easy units.
42. According to the text, what is a primary purpose of reading an academic study?
- A. To read for pleasure.
 - B. To search for knowledge.
 - C. To find fault with the text.
 - D. To prove the lecturer wrong.
43. What is a "saccadic" movement?
- A. A slow, continuous eye movement.
 - B. A quick, momentary rest on a written text.
 - C. A movement of the lips.
 - D. A head movement.
44. What is the primary reason for a "regressive" eye movement?
- A. To confuse the reader.
 - B. To support a forward movement and retain memory.
 - C. To make the reading process slower.
 - D. To skip over a text.
45. The text categorizes readers into what two types?
- A. Academic and non-academic.
 - B. Fast and slow.
 - C. Fluent and non-fluent.
 - D. Good and bad.
46. What is a key characteristic of a "fast reader"?
- A. They are audible.
 - B. They have a small eye span.
 - C. They read less efficiently.
 - D. They are inaudible.
47. How does an "effective reading" differ from other reading types?
- A. It is a selective and purposeful process.
 - B. It is always a fast process.
 - C. It is a loud process.
 - D. It is a process that only looks at every word.
48. What is the primary purpose of a "conclusive part" of a lecture?
- A. To introduce a new topic.
 - B. To provide a last-minute revision and summary.
 - C. To give out a new assignment.
 - D. To ask about the lecturer's private life.
49. What does the text suggest about the note's grammar?

- A. It must be perfectly conventional.
 - B. It can have substandard grammar.
 - C. It must be identical to the lecturer's grammar.
 - D. It should not contain any abbreviations.
50. What is a key element that should be included in an academic note?
- A. The student's opinion only.
 - B. References, direct quotations, and paraphrases.
 - C. The lecturer's notes only.
 - D. A summary of the course.
-

Chapter 4: The Language Use

Detailed Summary of Chapter 4

Chapter 4, "The Language Use," explores the abstract nature of language and its relationship with the human mind and society¹⁵⁴¹⁵⁴. The text states that language is a human capacity used to relate to others in a society, and it accepts variation over time¹⁵⁵. It delves into how language exists in abstract structures, but the human mind creates them for various meanings¹⁵⁶. It also emphasizes that a language's structural systems depend on its functional systems to create meaningful interactions¹⁵⁷.

The chapter discusses how every language, including English, is used for a delivery of information, both spoken and written, and grows from the academic and learned classes¹⁵⁸. It introduces the concept of grammar as an abstract description of the writing systems of a language, noting that it provides conventional patterns and properties¹⁵⁹. The text describes how grammar evolves from phonology to form words¹⁶⁰. It also classifies words into two broad kinds:

content words (nouns, verbs, adjectives, adverbs) and **grammatical words** (conjunctions, determiners, interjections, pronouns, prepositions)¹⁶¹¹⁶¹. The chapter explains that grammatical words cannot stand alone and lack a meaning of their own¹⁶². It concludes by highlighting that language is a social phenomenon, and its patterns are more socio-cultural than generatively situational¹⁶³. The chapter ends with a discussion on the importance of understanding the functional and structural aspects of grammar for effective communication and for avoiding

the loss of meaning¹⁶⁴¹⁶⁴.

40 Key Points from Chapter 4

1. Language is a human capacity to relate together in a society¹⁶⁵.
2. Language accepts variation over time¹⁶⁶.
3. Language is abstract and exists in structures, but the human mind creates them for meaning potentials¹⁶⁷.
4. The entire structural systems of a language are dependent on functional systems¹⁶⁸.
5. Language is used for a delivery of information when users speak and write in a variety of ways¹⁶⁹.
6. English grows from the academia and a learned class¹⁷⁰.
7. The term "grammar" is to produce an abstract description of writing systems of language¹⁷¹.
8. Grammar provides conventional patterns and properties of language samples in use¹⁷².
9. Grammar evolves from phonology for the grammar of language as words¹⁷³.
10. Speech sounds are realized by the domains of phonetics or phonology¹⁷⁴.
11. English represents natural prosodic features in the internal systems of grammar as a meaning-making structure¹⁷⁵.
12. The meanings of concepts precede the structures of the same concepts¹⁷⁶.
13. The study of functional grammatical units of language usage is complementary to structural grammar¹⁷⁷.
14. Words can be classified into two broad kinds: content words and grammatical words¹⁷⁸.

15. There are four content words and five grammatical words in English¹⁷⁹.
16. Content words include nouns, verbs, adjectives, and adverbs¹⁸⁰.
17. Grammatical words are word classes unable to make individual meanings or stand alone¹⁸¹.
18. Conjunctions, determiners, interjections, pronouns, and prepositions are grammatical words¹⁸².
19. Language is a social phenomenon¹⁸³.
20. The patterns of a language are more socio-cultural than generatively situational¹⁸⁴.
21. A system of interrelated patterns exists in the language cultures and situations of discourse¹⁸⁵.
22. Every concept is a framework systematically realized and changed¹⁸⁶.
23. The language can get corrupted by transliterations, shifts of codes, and extended meanings of lexical items¹⁸⁷.
24. Language is used to maintain all kinds of human relationships¹⁸⁸.
25. Language is used to keep information about life or imagine a real world¹⁸⁹.
26. One can only fracture the structures of a language in terms of a choice of grammar and user styles¹⁹⁰.
27. When users of a language fracture its structure, there is a loss of the sense of meaning¹⁹¹.
28. The entire individuality of styles can be considered a variety of wording usage systems¹⁹².
29. The grammar of wording is the building of every word into a grammar of language¹⁹³.
30. Functional grammar units are always represented structurally¹⁹⁴.
31. The term "grammar" describes the conventional patterns of a language¹⁹⁵.
32. The prosodic features of intonation and rhythm are behind the use of grammar in

English¹⁹⁶.

33. The grammar of a language is connected to its phonology¹⁹⁷.
 34. The entire structures of a language are dependent on functional systems to evolve meaningful experimentations¹⁹⁸.
 35. The user's styles of representation can make a meaning instead of a private style¹⁹⁹.
 36. Every grammar examines the same concepts in a context or another context²⁰⁰.
 37. A complete thought is always structured and subject to realization²⁰¹.
 38. The sense of meaning is derived from the ability to make a sense²⁰².
 39. The entire word classifications are based on two broad kinds of items: content words and grammatical words²⁰³.
 40. Grammatical words cannot stand alone as an utterance in a text²⁰⁴.
-

50 CBT Questions

1. According to the text, language is a human capacity to do what?
 - A. To relate together in a society.
 - B. To confuse others.
 - C. To make a single sound.
 - D. To speak without a structure.
2. The text states that language is an abstract concept that exists in what?
 - A. Structures.
 - B. Feelings.
 - C. Emotions.
 - D. Ideas only.
3. The structural systems of a language are dependent on what for meaningful experimentation?
 - A. Emotional systems.
 - B. Physical systems.
 - C. Functional systems.
 - D. Abstract systems.
4. What is the primary purpose of language, as mentioned in the text?

- A. To confuse people.
 - B. To deliver information.
 - C. To create chaos.
 - D. To write about a person's life.
5. How does the English language grow, according to the text?
- A. From a single source.
 - B. From a learned class.
 - C. From a book.
 - D. From a story.
6. What is the definition of grammar according to the text?
- A. The study of words.
 - B. The study of meaning.
 - C. An abstract description of writing systems.
 - D. A set of rules that cannot be changed.
7. What is the relationship between grammar and phonology?
- A. Grammar has no relationship with phonology.
 - B. Grammar evolves from phonology.
 - C. Phonology evolves from grammar.
 - D. They are the same thing.
8. The text mentions that which prosodic features are behind the use of grammar in English?
- A. Volume and pitch.
 - B. Intonation and rhythm.
 - C. Stress and accent.
 - D. Tone and volume.
9. The meanings of concepts precede what, according to the text?
- A. The sounds.
 - B. The structures of the same concepts.
 - C. The opinions.
 - D. The grammar.
10. What are the two broad kinds of words that words can be classified into?
- A. Simple and complex.
 - B. Content and grammatical.
 - C. Lexical and auxiliary.
 - D. Noun and verb.
11. Which of the following is considered a "grammatical word"?
- A. Noun
 - B. Verb
 - C. Pronoun
 - D. Adjective
12. What is a key characteristic of a "grammatical word"?
- A. It can stand alone with meaning.
 - B. It cannot stand alone and lacks meaning.

- C. It is always a noun.
 - D. It is a class of words with meaning on its own.
13. The text suggests that the patterns of a language are more what?
- A. Generatively situational.
 - B. Socio-cultural.
 - C. Private.
 - D. Abstract.
14. What does the text say about the loss of meaning in a language?
- A. It happens when users do not follow the rules.
 - B. It happens when users fracture its structures.
 - C. It is a natural process.
 - D. It cannot happen.
15. What are some ways in which a language can get "corrupted"?
- A. By transliterations and shifts of codes.
 - B. By following the rules of grammar.
 - C. By adding new words.
 - D. By reading more.
16. The text suggests that a "complete thought" is always what?
- A. Simple.
 - B. Random.
 - C. Structured.
 - D. Unclear.
17. What is the relationship between a concept's meaning and its structure?
- A. The structure precedes the meaning.
 - B. The meaning precedes the structure.
 - C. They are unrelated.
 - D. They are developed at the same time.
18. What is the purpose of a grammatical analysis of each word?
- A. To make a meaning.
 - B. To identify its usage classification.
 - C. To describe its sound.
 - D. To make the language more difficult.
19. The text states that a "good knowledge" of what grammar gets right or wrong is a notion of what?
- A. Grammaticality.
 - B. Phonology.
 - C. Ambiguity.
 - D. Orthography.
20. What is a key characteristic of an "elegant" word usage?
- A. It is grammatically acceptable.
 - B. It is a new word.
 - C. It is a long word.
 - D. It is a slang word.

21. The text mentions that an "ambiguity" is a loss of what?
- A. Meaning.
 - B. Grammatical conventions.
 - C. Structure.
 - D. Language use.
22. The text says that words are written utterances derived from and used in what?
- A. A spoken language.
 - B. A dictionary.
 - C. A textbook.
 - D. An alphabet.
23. What is a key difference between content words and grammatical words?
- A. Content words have meaning on their own, while grammatical words do not.
 - B. Grammatical words have meaning on their own, while content words do not.
 - C. Content words are longer.
 - D. Grammatical words are shorter.
24. The text mentions that language is used to maintain what?
- A. Human conflicts.
 - B. Human relationships.
 - C. Human confusion.
 - D. Human mistakes.
25. What does the text say about a "private style" of language use?
- A. It is always correct.
 - B. It can lead to a loss of meaning.
 - C. It is always understandable.
 - D. It is a standard style.
26. The text states that functional grammar units are always represented how?
- A. Structurally.
 - B. With a comma.
 - C. With a full stop.
 - D. With an exclamation mark.
27. The term "grammar" is to produce an abstract description of what?
- A. Speaking systems.
 - B. Writing systems.
 - C. Listening systems.
 - D. All of the above.
28. The text suggests that the "entire structural systems" of a language are dependent on what?
- A. Social systems.
 - B. Functional systems.
 - C. Abstract systems.
 - D. Physical systems.
29. What is the relationship between "meaning" and "structure" in language, according to the text?

- A. They are unrelated.
 - B. Meaning precedes structure.
 - C. Structure precedes meaning.
 - D. They are the same.
30. The text states that the "rich development" of English is behind what?
- A. The simplicity of English.
 - B. The lack of new words.
 - C. The many-variable deviations with deviant corruptions.
 - D. The single-meaning of words.
31. What is the purpose of classifying words?
- A. To make the language more difficult.
 - B. To provide a grammatical analysis.
 - C. To make words longer.
 - D. To confuse the reader.
32. What is a key characteristic of "grammatical words"?
- A. They can stand alone.
 - B. They lack the ability to make a meaning on their own.
 - C. They are always nouns.
 - D. They are always verbs.
33. The text mentions that the "patterns" of a language are more what?
- A. Socio-cultural.
 - B. Generative.
 - C. Personal.
 - D. Abstract.
34. What is the relationship between language and society?
- A. Language is a human capacity to relate in a society.
 - B. Language is separate from society.
 - C. Language creates a single society.
 - D. Language is only used by one person at a time.
35. The text suggests that a "complete thought" is always what?
- A. Unstructured.
 - B. Simple.
 - C. Structured.
 - D. Unclear.
36. What is the purpose of a grammatical analysis of each word?
- A. To make a meaning.
 - B. To identify its usage classification.
 - C. To describe its sound.
 - D. To make the language more difficult.
37. The text states that a "good knowledge" of what grammar gets right or wrong is a notion of what?
- A. Grammaticality.
 - B. Phonology.

- C. Ambiguity.
 - D. Orthography.
38. The text says that words are written utterances derived from and used in what?
- A. A spoken language.
 - B. A dictionary.
 - C. A textbook.
 - D. An alphabet.
39. What is the relationship between language and human experiences?
- A. Language is used to keep information about life.
 - B. Language has no role in human experience.
 - C. Language is used to create confusion.
 - D. Language is used to tell lies.
40. What does the text suggest about "private style" of language use?
- A. It is always understandable.
 - B. It can lead to a loss of meaning.
 - C. It is always correct.
 - D. It is a standard style.
41. What is the purpose of a grammatical analysis of each word?
- A. To confuse the reader.
 - B. To identify its usage classification.
 - C. To make the language more difficult.
 - D. To make words longer.
42. What is the relationship between grammar and phonology?
- A. Grammar has no relationship with phonology.
 - B. Grammar evolves from phonology.
 - C. Phonology evolves from grammar.
 - D. They are the same thing.
43. The text mentions that which prosodic features are behind the use of grammar in English?
- A. Volume and pitch.
 - B. Intonation and rhythm.
 - C. Stress and accent.
 - D. Tone and volume.
44. The text states that a "complete thought" is always what?
- A. Unstructured.
 - B. Simple.
 - C. Structured.
 - D. Unclear.
45. The text suggests that the "patterns" of a language are more what?
- A. Socio-cultural.
 - B. Generative.
 - C. Personal.
 - D. Abstract.

46. What is the purpose of classifying words?
- A. To make the language more difficult.
 - B. To provide a grammatical analysis.
 - C. To make words longer.
 - D. To confuse the reader.
47. What is the primary purpose of language, as mentioned in the text?
- A. To confuse people.
 - B. To deliver information.
 - C. To create chaos.
 - D. To write about a person's life.
48. What is a key characteristic of a "grammatical word"?
- A. It can stand alone.
 - B. It lacks the ability to make a meaning on its own.
 - C. It is always a noun.
 - D. It is always a verb.
49. What is the relationship between "meaning" and "structure" in language, according to the text?
- A. They are unrelated.
 - B. Meaning precedes structure.
 - C. Structure precedes meaning.
 - D. They are the same.
50. The text mentions that language is used to maintain what?
- A. Human conflicts.
 - B. Human relationships.
 - C. Human confusion.
 - D. Human mistakes.
-

Chapter 5: Grammar

Detailed Summary of Chapter 5

Chapter 5, "Grammar," continues the discussion on the nature of grammar, describing it as an abstract description of the conventional patterns and properties of a language²⁰⁵. It explains that grammar evolves from

phonology and that speech sounds are realized by phonetics or phonology, which produce the words in a language's grammar²⁰⁶. The chapter highlights that English is intonational and that prosodic features like tones, intonation, and rhythm are crucial for making meaning and realizing punctuation systems²⁰⁷. It defines a language's grammatical structure as the systematic description of a text's units²⁰⁸.

The text distinguishes between

structural grammar and **functional grammar**, noting that both are complementary²⁰⁹. Structural grammar focuses on the forms of words and sentences, while functional grammar focuses on their use in context²¹⁰. It states that a language can have an ideological use of grammar, where it is used to persuade the reader²¹¹. The chapter also discusses the relationship between grammar and meaning, asserting that meaning is created in the mind before it is realized in a grammatical structure²¹². It concludes by explaining that grammar can be a constraint when it is difficult to understand, but it is necessary for maintaining a standard of language and for effective communication²¹³.

40 Key Points from Chapter 5

1. Grammar is an abstract description of writing systems of a language²¹⁴.
2. The description of grammar is based on conventional patterns and properties of language samples in use²¹⁵.
3. Grammar evolves from phonology²¹⁶.
4. Speech sounds are realized by phonetics or phonology which produce words in a language's grammar²¹⁷.
5. Prosodic features, such as tones, intonation, and rhythm, realize punctuation systems²¹⁸.
6. English is intonational, and its grammar represents natural prosodic features²¹⁹.
7. A language's grammatical structure is a systematic description of a text's units²²⁰.
8. Grammar can have an ideological use to persuade a reader²²¹.

9. The meaning of concepts precedes their grammatical structures²²².
10. A complete thought is always structured²²³.
11. Functional grammar and structural grammar are complementary²²⁴.
12. Every grammar examines the same concepts in different contexts²²⁵.
13. Functional grammar units are always represented structurally²²⁶.
14. An individual can use a private style of language, but it may lead to a loss of meaning²²⁷.
15. Language can be seen as an intellectual capacity of the human mind²²⁸.
16. The entire structural systems of a language depend on functional systems to evolve meaningful experimentations²²⁹.
17. The grammar of a language can become a constraint when it is difficult to understand its analysis²³⁰.
18. The conventional patterns of language are what are described by grammar²³¹.
19. Words are written utterances derived from a spoken language²³².
20. Words occur in a low unit of realization and consist of lower units of morphemes²³³.
21. Grammatical structure of a word evolves from the meaning of the word²³⁴.
22. The purpose of word classes is a grammatical analysis of each word²³⁵.
23. The notion of grammaticality is the user's good knowledge of what grammar gets right or wrong²³⁶²³⁶.
24. Grammatical conventions can reject what is defective, deviant, or unacceptable²³⁷.
25. An educated level of everyday grammar exists in a language²³⁸.
26. If grammatically acceptable words have lasted, they are considered elegant in word usage²³⁹.
27. Ambiguity is a loss of grammatical conventions²⁴⁰.

28. The entire systems of a language are built on the functional and structural aspects of a text²⁴¹.
29. A language is used to keep information about life²⁴².
30. The grammar of a language is connected to its phonology²⁴³.
31. The description of grammar is to provide conventional patterns and properties²⁴⁴.
32. The prosodic features of intonation and rhythm are behind the use of grammar in English²⁴⁵.
33. Grammar is a meaning-making structure²⁴⁶.
34. The sense of meaning is derived from the ability to make a sense²⁴⁷.
35. The meanings of concepts precede their structures²⁴⁸.
36. Words are written utterances derived from a spoken language²⁴⁹.
37. The grammatical structure of a word evolves from the meaning of the word²⁵⁰.
38. The purpose of word classes is a grammatical analysis of each word²⁵¹.
39. Grammaticality is the user's good knowledge of what grammar gets right or wrong²⁵²²⁵².
40. Ambiguity is a loss of grammatical conventions²⁵³.
-

50 CBT Questions

1. According to the text, what is a "grammar"?
 - A. A set of rigid rules.
 - B. An abstract description of language's writing systems.
 - C. A study of phonology.
 - D. A simple explanation of words.
2. From what does grammar evolve?
 - A. Writing.

- B. Meaning.
 - C. Phonology.
 - D. Structure.
3. What features in English realize the punctuation systems?
 - A. Vowel sounds.
 - B. Prosodic features like tones and rhythm.
 - C. Consonant sounds.
 - D. Letters of the alphabet.
 4. What is a language's grammatical structure defined as?
 - A. The length of a sentence.
 - B. The systematic description of a text's units.
 - C. The way a word is pronounced.
 - D. The number of words in a text.
 5. What is the difference between functional and structural grammar?
 - A. They are the same.
 - B. They are unrelated.
 - C. They are complementary and focus on different aspects of language.
 - D. Functional grammar is superior to structural grammar.
 6. What does the text suggest about the meaning of concepts in relation to their structure?
 - A. Structure precedes meaning.
 - B. Meaning precedes structure.
 - C. They develop at the same time.
 - D. They are irrelevant to each other.
 7. What is a key characteristic of an "elegant" word usage?
 - A. It is new.
 - B. It is grammatically acceptable.
 - C. It is very long.
 - D. It is a slang word.
 8. What is the notion of "grammaticality" based on?
 - A. The user's good knowledge of what grammar gets right or wrong.
 - B. The user's personal style.
 - C. The length of a sentence.
 - D. The number of words.
 9. What is a potential consequence of using a "private style" of language?
 - A. It leads to a clear understanding.
 - B. It can result in a loss of meaning.
 - C. It makes the language more beautiful.
 - D. It makes the language more difficult to learn.
 10. What is the relationship between words and morphemes?
 - A. Words are a lower unit than morphemes.
 - B. Morphemes are a lower unit than words.
 - C. They are the same thing.
 - D. They are unrelated.

11. According to the text, the grammar of a language can become a "constraint" when it is what?
- A. Easy to understand.
 - B. Difficult to understand its own kind of analysis.
 - C. Simple.
 - D. Too flexible.
12. What does the text say about the "grammatical structure" of a word?
- A. It has no relation to the word's meaning.
 - B. It evolves from the meaning of the word.
 - C. It is arbitrary.
 - D. It is always the same.
13. The text suggests that "ambiguity" is a loss of what?
- A. Meaning.
 - B. Grammatical conventions.
 - C. Structure.
 - D. Punctuation.
14. What is the primary purpose of "word classes"?
- A. To make a language more complex.
 - B. To provide a grammatical analysis of each word.
 - C. To make words shorter.
 - D. To make the language more elegant.
15. What are "prosodic features"?
- A. Features related to meaning.
 - B. Features related to sounds.
 - C. Features related to writing.
 - D. Features related to spelling.
16. What is the relationship between grammar and a "complete thought"?
- A. A complete thought is always unstructured.
 - B. A complete thought is always structured.
 - C. They are unrelated.
 - D. Grammar is not related to a complete thought.
17. What is the primary purpose of a "grammatical structure"?
- A. To create a systematic description of a text's units.
 - B. To confuse the reader.
 - C. To make the language more difficult.
 - D. To provide a new set of rules.
18. What does the text say about an "ideological use" of grammar?
- A. It has no effect.
 - B. It is used to persuade the reader.
 - C. It is a bad use of grammar.
 - D. It is used to confuse the reader.
19. The text mentions that "functional grammar units" are always represented how?
- A. Structurally.

- B. Emotionally.
 - C. Abstractly.
 - D. Ideologically.
20. What is the main idea of a "structural grammar"?
- A. It focuses on the use of words in context.
 - B. It focuses on the forms of words and sentences.
 - C. It is an abstract concept.
 - D. It is a type of punctuation.
21. What does the text say about a "complete thought"?
- A. It is always unstructured.
 - B. It is always structured and subject to realization.
 - C. It is an abstract concept.
 - D. It is a physical thing.
22. The text suggests that the "entire structural systems" of a language are dependent on what?
- A. Social systems.
 - B. Functional systems.
 - C. Abstract systems.
 - D. Physical systems.
23. What is the relationship between "meaning" and "structure" in language, according to the text?
- A. They are unrelated.
 - B. Meaning precedes structure.
 - C. Structure precedes meaning.
 - D. They are the same.
24. The text mentions that language is used to maintain what?
- A. Human conflicts.
 - B. Human relationships.
 - C. Human confusion.
 - D. Human mistakes.
25. What is the primary purpose of language, as mentioned in the text?
- A. To confuse people.
 - B. To deliver information.
 - C. To create chaos.
 - D. To write about a person's life.
26. What is a key characteristic of a "grammatical word"?
- A. It can stand alone.
 - B. It lacks the ability to make a meaning on its own.
 - C. It is always a noun.
 - D. It is always a verb.
27. The text suggests that the "patterns" of a language are more what?
- A. Socio-cultural.
 - B. Generative.

- C. Personal.
 - D. Abstract.
28. What is the purpose of classifying words?
- A. To make the language more difficult.
 - B. To provide a grammatical analysis.
 - C. To make words longer.
 - D. To confuse the reader.
29. What is the relationship between grammar and phonology?
- A. Grammar has no relationship with phonology.
 - B. Grammar evolves from phonology.
 - C. Phonology evolves from grammar.
 - D. They are the same thing.
30. What does the text suggest about a "private style" of language use?
- A. It is always understandable.
 - B. It can lead to a loss of meaning.
 - C. It is always correct.
 - D. It is a standard style.
31. The text mentions that which prosodic features are behind the use of grammar in English?
- A. Volume and pitch.
 - B. Intonation and rhythm.
 - C. Stress and accent.
 - D. Tone and volume.
32. The text states that a "complete thought" is always what?
- A. Unstructured.
 - B. Simple.
 - C. Structured.
 - D. Unclear.
33. What is the relationship between the human mind and language?
- A. The human mind creates language structures for meaning.
 - B. The human mind is irrelevant to language.
 - C. Language is a physical thing in the human mind.
 - D. Language and mind are the same.
34. What does the text say about "word classes"?
- A. They are random.
 - B. They are for grammatical analysis.
 - C. They are for making words longer.
 - D. They are for decoration.
35. The text suggests that the "grammar of wording" is what?
- A. A personal style.
 - B. The building of every word into a grammar of language.
 - C. The study of a single word.
 - D. The study of sounds.

36. What is a key characteristic of a "grammatically acceptable" word?
- A. It has lasted.
 - B. It is a new word.
 - C. It is a deviant word.
 - D. It is an unacceptable word.
37. The text mentions that what can reject what is defective, deviant, or unacceptable?
- A. A single user.
 - B. Grammatical conventions.
 - C. A new word.
 - D. A new sound.
38. The text suggests that language is used to maintain what?
- A. Human conflicts.
 - B. Human relationships.
 - C. Human confusion.
 - D. Human mistakes.
39. What is the primary purpose of language, as mentioned in the text?
- A. To confuse people.
 - B. To deliver information.
 - C. To create chaos.
 - D. To write about a person's life.
40. What is a key characteristic of a "grammatical word"?
- A. It can stand alone.
 - B. It lacks the ability to make a meaning on its own.
 - C. It is always a noun.
 - D. It is always a verb.
41. The text suggests that the "patterns" of a language are more what?
- A. Socio-cultural.
 - B. Generative.
 - C. Personal.
 - D. Abstract.
42. What is the purpose of classifying words?
- A. To make the language more difficult.
 - B. To provide a grammatical analysis.
 - C. To make words longer.
 - D. To confuse the reader.
43. What is the relationship between grammar and phonology?
- A. Grammar has no relationship with phonology.
 - B. Grammar evolves from phonology.
 - C. Phonology evolves from grammar.
 - D. They are the same thing.
44. The text states that a "complete thought" is always what?
- A. Unstructured.
 - B. Simple.

- C. Structured.
 - D. Unclear.
45. What is the relationship between the human mind and language?
- A. The human mind creates language structures for meaning.
 - B. The human mind is irrelevant to language.
 - C. Language is a physical thing in the human mind.
 - D. Language and mind are the same.
46. What does the text say about "word classes"?
- A. They are random.
 - B. They are for grammatical analysis.
 - C. They are for making words longer.
 - D. They are for decoration.
47. The text suggests that the "grammar of wording" is what?
- A. A personal style.
 - B. The building of every word into a grammar of language.
 - C. The study of a single word.
 - D. The study of sounds.
48. What is a key characteristic of a "grammatically acceptable" word?
- A. It has lasted.
 - B. It is a new word.
 - C. It is a deviant word.
 - D. It is an unacceptable word.
49. What is the relationship between meaning and structure in language, according to the text?
- A. They are unrelated.
 - B. Meaning precedes structure.
 - C. Structure precedes meaning.
 - D. They are the same.
50. The text mentions that language is used to maintain what?
- A. Human conflicts.
 - B. Human relationships.
 - C. Human confusion.
 - D. Human mistakes.
-

Chapter 6: Word Classes and Grammatical Conventions

Detailed Summary of Chapter 6

Chapter 6, "Word Classes and Grammatical Conventions," details the nature and functions of words within English grammar. It defines a word as a written utterance from a spoken language²⁵⁴. The text explains that words can have a

part-whole relationship with higher units of grammar, such as a discourse²⁵⁵. It highlights that the grammatical structure of a word evolves from its meaning²⁵⁶ and that words are used to satisfy the formation of a language's grammar²⁵⁷. The chapter introduces the concept of

grammaticality, which is a language user's knowledge of what grammar gets right or wrong²⁵⁸²⁵⁸. It also discusses

ambiguity as a loss of grammatical conventions that must be disambiguated²⁵⁹.

The chapter then systematically classifies words, starting with

noun class words, which name people, places, and things²⁶⁰. It explains that nouns can be common, proper, or pronouns and form the obligatory core of a

noun phrase²⁶¹²⁶¹²⁶¹²⁶¹²⁶¹. It moves to

verb class words, defining a verb as a word specifying an action or inaction²⁶². It classifies verbs into

lexical verbs (main verbs) and **auxiliary verbs** (helping verbs)²⁶³. The text also discusses verb parts, including the principal parts of a verb (simple form, past tense, and past participle), and verb tenses, such as

present, past, and future²⁶⁴²⁶⁴²⁶⁴. It explains how auxiliary verbs are essential for forming questions²⁶⁵. Finally, the chapter introduces the

clause as a simple sentence and discusses how clauses can combine to form complex or compound sentences²⁶⁶²⁶⁶²⁶⁶. It also describes

verbless clauses where a verb is omitted but recoverable²⁶⁷²⁶⁷²⁶⁷²⁶⁷.

40 Key Points from Chapter 6

1. Words are written utterances derived from a spoken language²⁶⁸.
2. Words can have a part-whole relationship with higher units of grammar²⁶⁹.
3. The grammatical structure of a word evolves from the meaning of the word²⁷⁰.
4. The purpose of word classes is a grammatical analysis of each word²⁷¹.
5. The notion of grammaticality is the user's good knowledge of what grammar gets right or wrong²⁷²²⁷².
6. Grammatical conventions can reject what is defective, deviant, or unacceptable in a language²⁷³.
7. Ambiguity is a loss of grammatical conventions²⁷⁴.
8. Noun class words name people, places, things, and ideas²⁷⁵.
9. The noun is the obligatory head of a noun phrase²⁷⁶²⁷⁶²⁷⁶²⁷⁶.
10. The noun phrase can be structurally reduced to two components: pre-modifiers and the noun head, or post-modifiers and the noun head²⁷⁷.
11. A verb is a word specifying an action or inaction²⁷⁸.
12. Verbs can be classified as lexical or auxiliary²⁷⁹.
13. Lexical verbs are the main verbs²⁸⁰.
14. Auxiliary verbs are the helping verbs and cannot denote action on their own²⁸¹.
15. Auxiliary verbs are essential for forming questions²⁸².

16. The principal parts of a verb are the simple form, past tense, and past participle²⁸³.
17. The present tense indicates a present action or general truth²⁸⁴.
18. The past tense indicates an action that occurred before now²⁸⁵.
19. The future tense refers to an action that is to occur after this moment in time²⁸⁶.
20. A simple sentence is a clause standing on its own²⁸⁷.
21. When two simple sentences combine, they can form a compound sentence with a conjunction²⁸⁸.
22. A complex sentence is formed by two clauses, one dependent and one independent²⁸⁹.
23. Two clauses can separate structurally in a cohesive sequence²⁹⁰²⁹⁰.
24. A **verbless clause** is a structure where a verb has been omitted but is recoverable²⁹¹²⁹¹²⁹¹²⁹¹.
25. The nominal clause functions as a noun in a sentence²⁹².
26. A nominal clause can be a subject or an object in a sentence²⁹³.
27. The structure of a noun phrase is always complete with a noun head²⁹⁴.
28. The pre-modifiers and post-modifiers in a noun phrase are optional²⁹⁵.
29. The verbs can be simple or progressive²⁹⁶.
30. The primary auxiliaries are have, be, and do²⁹⁷.
31. The modal auxiliaries include can, may, and shall²⁹⁸.
32. The subject of a clause is unique²⁹⁹.
33. The subject can move from being a content word to a grammatical word³⁰⁰.
34. The combination of clauses produces a variety of sentences in English³⁰¹.

35. The relative clause is dependent on the main clause for meaning³⁰².
36. The clause has a subject and a proposition³⁰³.
37. A prepositional phrase can serve as a verbal complement³⁰⁴.
38. Transitive verbs require an object³⁰⁵.
39. Intransitive verbs do not require an object³⁰⁶.
40. The structural relationship between words is important for a complete thought³⁰⁷.
-

50 CBT Questions

1. According to the text, what is a "word"?
 - A. A sound.
 - B. A written utterance from a spoken language.
 - C. A thought.
 - D. A picture.
2. What is the relationship between a word's grammatical structure and its meaning?
 - A. They are unrelated.
 - B. The grammatical structure evolves from the meaning.
 - C. The meaning evolves from the grammatical structure.
 - D. They are the same.
3. The text defines "grammaticality" as the user's knowledge of what?
 - A. What grammar gets right or wrong.
 - B. The history of a word.
 - C. The spelling of a word.
 - D. The sound of a word.
4. What is "ambiguity" defined as in the text?
 - A. A new word.
 - B. A loss of grammatical conventions.
 - C. A type of verb.
 - D. A form of punctuation.
5. What is the main function of a "noun class word"?
 - A. To describe an action.
 - B. To name people, places, and things.
 - C. To connect sentences.
 - D. To ask a question.

6. What is the obligatory component of a noun phrase?
 - A. The pre-modifiers.
 - B. The post-modifiers.
 - C. The noun head.
 - D. The verb.
7. What is a "verb"?
 - A. A word that names something.
 - B. A word that describes something.
 - C. A word that specifies an action or inaction.
 - D. A word that connects two clauses.
8. What is the difference between a lexical and an auxiliary verb?
 - A. A lexical verb is a main verb, and an auxiliary verb is a helping verb.
 - B. A lexical verb is a helping verb, and an auxiliary verb is a main verb.
 - C. They are the same.
 - D. A lexical verb can be omitted, while an auxiliary verb cannot.
9. According to the text, what are the principal parts of a verb?
 - A. Present, past, and future.
 - B. Simple form, past tense, and past participle.
 - C. Simple, progressive, and perfect.
 - D. Regular and irregular.
10. What is the function of the "past tense"?
 - A. To indicate a future action.
 - B. To indicate an action that occurred before now.
 - C. To indicate a present action.
 - D. To indicate an ongoing action.
11. What is a "simple sentence"?
 - A. A sentence with a lot of clauses.
 - B. A sentence with two subjects.
 - C. A clause standing on its own.
 - D. A sentence without a verb.
12. What is a "verbless clause"?
 - A. A clause with no words.
 - B. A clause where a verb has been omitted but can be recovered.
 - C. A clause that is always a mistake.
 - D. A clause that is always a question.
13. What is the function of an "auxiliary verb"?
 - A. To describe an action.
 - B. To name a place.
 - C. To help form questions.
 - D. To connect clauses.
14. What are the optional components of a noun phrase?
 - A. The noun head.
 - B. The verb.

- C. The pre-modifiers and post-modifiers.
 - D. The conjunction.
15. What are the primary auxiliaries mentioned in the text?
- A. Have, be, and do.
 - B. Can, may, and shall.
 - C. Will, shall, and must.
 - D. Is, am, and are.
16. What is a "nominal clause"?
- A. A clause that functions as a verb.
 - B. A clause that functions as an adjective.
 - C. A clause that functions as a noun.
 - D. A clause that functions as a connector.
17. What is a key characteristic of a "transitive verb"?
- A. It does not require an object.
 - B. It requires an object.
 - C. It cannot be used in a sentence.
 - D. It can only be used in a question.
18. What is the main idea of the chapter?
- A. The study of sounds.
 - B. The study of words, their classes, and grammatical conventions.
 - C. The study of reading.
 - D. The study of writing.
19. The text suggests that words are used to satisfy what?
- A. The length of a sentence.
 - B. The formation of a language's grammar.
 - C. The emotional state of the writer.
 - D. The sound of a word.
20. What is the relationship between the subject and the verb in a clause?
- A. The subject takes an action of the verb.
 - B. The verb takes an action of the subject.
 - C. They are not related.
 - D. The verb always comes before the subject.
21. What is the purpose of the "simple form" of a verb?
- A. To indicate an action in the future.
 - B. To indicate an action in the past.
 - C. To serve as a base for other verb parts.
 - D. To show a single action.
22. What does the text say about "grammatical conventions"?
- A. They are always flexible.
 - B. They can reject what is unacceptable.
 - C. They are always changing.
 - D. They are unimportant.
23. The text suggests that an "educated level" of what exists in a language?

- A. Slang.
 - B. Everyday grammar.
 - C. Foreign words.
 - D. Private styles.
24. What is a key characteristic of an "intransitive verb"?
- A. It requires an object.
 - B. It does not require an object.
 - C. It cannot be used in a sentence.
 - D. It can only be used in a question.
25. What is the relationship between words and "discourse"?
- A. Words have no relation to discourse.
 - B. Words can develop a discourse.
 - C. Words are always shorter than a discourse.
 - D. Discourse is a type of word.
26. The text mentions that a "noun phrase" can be reduced to how many components?
- A. One.
 - B. Two.
 - C. Three.
 - D. Four.
27. What is a "principal part" of a verb?
- A. The simple form.
 - B. The past tense.
 - C. The past participle.
 - D. All of the above.
28. The text suggests that "ambiguity" is a loss of what?
- A. Meaning.
 - B. Grammatical conventions.
 - C. Structure.
 - D. Punctuation.
29. What is the primary purpose of a noun class word?
- A. To connect sentences.
 - B. To name people, places, and things.
 - C. To describe an action.
 - D. To ask a question.
30. What is a key characteristic of a "verbless clause"?
- A. It is a clause with no words.
 - B. It is a clause with an omitted but recoverable verb.
 - C. It is always a mistake.
 - D. It is always a question.
31. What is the function of an "auxiliary verb"?
- A. To describe an action.
 - B. To name a place.
 - C. To help form questions.

- D. To connect clauses.
- 32. What are the optional components of a noun phrase?
 - A. The noun head.
 - B. The verb.
 - C. The pre-modifiers and post-modifiers.
 - D. The conjunction.
- 33. What are the primary auxiliaries mentioned in the text?
 - A. Have, be, and do.
 - B. Can, may, and shall.
 - C. Will, shall, and must.
 - D. Is, am, and are.
- 34. What is a "nominal clause"?
 - A. A clause that functions as a verb.
 - B. A clause that functions as an adjective.
 - C. A clause that functions as a noun.
 - D. A clause that functions as a connector.
- 35. What is a key characteristic of a "transitive verb"?
 - A. It does not require an object.
 - B. It requires an object.
 - C. It cannot be used in a sentence.
 - D. It can only be used in a question.
- 36. What is the main idea of the chapter?
 - A. The study of sounds.
 - B. The study of words, their classes, and grammatical conventions.
 - C. The study of reading.
 - D. The study of writing.
- 37. The text suggests that words are used to satisfy what?
 - A. The length of a sentence.
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 - C. The emotional state of the writer.
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- 40. What does the text say about "grammatical conventions"?
 - A. They are always flexible.

- B. They can reject what is unacceptable.
 - C. They are always changing.
 - D. They are unimportant.
41. The text suggests that an "educated level" of what exists in a language?
- A. Slang.
 - B. Everyday grammar.
 - C. Foreign words.
 - D. Private styles.
42. What is a key characteristic of an "intransitive verb"?
- A. It requires an object.
 - B. It does not require an object.
 - C. It cannot be used in a sentence.
 - D. It can only be used in a question.
43. What is the relationship between words and "discourse"?
- A. Words have no relation to discourse.
 - B. Words can develop a discourse.
 - C. Words are always shorter than a discourse.
 - D. Discourse is a type of word.
44. The text mentions that a "noun phrase" can be reduced to how many components?
- A. One.
 - B. Two.
 - C. Three.
 - D. Four.
45. What is a "principal part" of a verb?
- A. The simple form.
 - B. The past tense.
 - C. The past participle.
 - D. All of the above.
46. What are the three parts of a verb, according to the text?
- A. The simple form, past tense, and past participle.
 - B. The present, past, and future.
 - C. The noun, verb, and adverb.
 - D. The subject, verb, and object.
47. The text suggests that the "grammar of a language" is made up of what?
- A. Words.
 - B. Sentences.
 - C. Paragraphs.
 - D. All of the above.
48. What does the text suggest about "grammaticality"?
- A. It is an abstract concept.
 - B. It is a user's knowledge of what is right or wrong in grammar.
 - C. It is an optional part of language.
 - D. It is only for teachers.

49. What is the purpose of "word classes"?
- A. To make words longer.
 - B. To provide a grammatical analysis of each word.
 - C. To confuse the reader.
 - D. To make the dictionary smaller.
50. What does the text say about "verbless clauses"?
- A. They are always a mistake.
 - B. They are not grammatically correct.
 - C. They are where a verb has been omitted but is recoverable.
 - D. They are a new type of sentence.
-

Chapter 7: The Sentence as a Realization Unit

Detailed Summary of Chapter 7

Chapter 7, "The Sentence as a Realization Unit," explores the sentence as a fundamental unit of grammar. It defines a sentence as a group of words with a complete thought, and it can be a single word or a long, complex structure³⁰⁸³⁰⁸³⁰⁸. The chapter explains that a sentence has both a structural and a functional description³⁰⁹³⁰⁹³⁰⁹. It notes that structurally, a sentence is a collection of words that can form a

subject and a **verb**, while functionally, it serves a purpose like making a statement, asking a question, or giving a command³¹⁰.

The text classifies sentences into three main types based on their structure:

simple, compound, and complex³¹¹³¹¹³¹¹. It explains that a simple sentence contains one subject and one verb. A compound sentence combines two or more independent clauses with a conjunction, while a complex sentence consists of an independent clause and one or more dependent clauses³¹²³¹²³¹². The chapter also discusses the different types of simple sentences based on their function: declarative (statement), interrogative (question), imperative (command), and exclamatory (exclamation)³¹³. It highlights that the subject of a sentence can be a noun, noun phrase, or pronoun³¹⁴ and that the verb is an action of the subject³¹⁵. The chapter emphasizes that sentence structures must be grammatically acceptable to be

intelligible and avoid ambiguity³¹⁶³¹⁶.

40 Key Points from Chapter 7

1. A sentence is a group of words that makes a complete thought³¹⁷.
2. A sentence can be a single word or a long, intricate structure³¹⁸³¹⁸³¹⁸.
3. The sentence has both a structural and a functional description³¹⁹³¹⁹³¹⁹.
4. Structurally, a sentence is a collection of words that form a subject and a verb³²⁰.
5. Functionally, a sentence can be a statement, question, or command³²¹³²¹.
6. The subject of a sentence is unique and can be a noun, noun phrase, or pronoun³²².
7. The verb in a clause is an action of the subject³²³.
8. The combination of clauses produces a variety of sentences in English³²⁴.
9. A simple sentence is a clause that stands on its own³²⁵.
10. A compound sentence is formed by combining two or more simple sentences with a conjunction³²⁶.
11. A complex sentence consists of an independent clause and a dependent clause³²⁷.
12. The two clauses in a complex sentence can be related as interdependent³²⁸.
13. Sentences can be classified into four types based on their function: declarative, interrogative, imperative, and exclamatory³²⁹.
14. A declarative sentence makes a statement and ends with a full stop³³⁰.
15. An interrogative sentence asks a question and ends with a question mark³³¹.
16. An imperative sentence gives a command and usually begins with a verb³³².

17. An exclamatory sentence expresses a strong feeling and ends with an exclamation mark³³³.
18. The sentence is a realization unit of language³³⁴.
19. Grammaticality is important for sentences to be intelligible and acceptable³³⁵³³⁵³³⁵.
20. The auxiliary verb is often used to form interrogative sentences³³⁶.
21. A sentence can be analyzed as a clause³³⁷.
22. Clauses can join together structurally or separate in a cohesive sequence³³⁸³³⁸³³⁸³³⁸.
23. The dependent clause in a complex sentence cannot stand alone for a complete thought³³⁹.
24. A **verbless clause** is a clause where a verb is omitted but can be recovered³⁴⁰³⁴⁰³⁴⁰³⁴⁰.
25. The nominal clause functions as a noun in a sentence³⁴¹.
26. A nominal clause can be the subject or object of a sentence³⁴².
27. The structure of a sentence must be grammatically acceptable to be intelligible³⁴³.
28. The verb in a clause is an action of the subject³⁴⁴.
29. The sentence has a structural and functional description³⁴⁵³⁴⁵³⁴⁵.
30. The different sentence types are dependent on their structural relations and meaning-making processes³⁴⁶.
31. The declarative sentence can be used to describe the function of a subject³⁴⁷.
32. The exclamatory sentence expresses a strong emotion³⁴⁸.
33. The interrogative sentence is used to ask questions³⁴⁹.
34. The simple sentence is a basic structure of a clause³⁵⁰.

35. The compound sentence is formed by a link between two clauses³⁵¹.
36. The complex sentence is a structure of at least two clauses³⁵².
37. The nominal clause is a group of words that functions as a noun³⁵³.
38. The nominal clause can be a subject, object, or complement³⁵⁴.
39. The subject of a clause and its proposition are essential elements³⁵⁵.
40. A sentence can be a single word, as long as it has a complete thought³⁵⁶.
-

50 CBT Questions

1. What is a sentence defined as in the text?
 - A. A single word.
 - B. A group of words with a complete thought.
 - C. A group of words with no meaning.
 - D. A collection of sounds.
2. What are the two main descriptions of a sentence?
 - A. Length and complexity.
 - B. Structural and functional.
 - C. Simple and compound.
 - D. Declarative and interrogative.
3. What is a key characteristic of a "simple sentence"?
 - A. It has two clauses.
 - B. It has no subject.
 - C. It is a clause that stands on its own.
 - D. It always has a conjunction.
4. What is a "compound sentence"?
 - A. A sentence with one verb.
 - B. A sentence with one subject.
 - C. A sentence that combines two or more simple sentences with a conjunction.
 - D. A sentence that asks a question.
5. What is a "complex sentence"?
 - A. A sentence with only independent clauses.
 - B. A sentence with only dependent clauses.
 - C. A sentence with an independent and one or more dependent clauses.
 - D. A sentence with a single clause.

6. What are the four types of sentences based on their function?
 - A. Simple, compound, complex, and declarative.
 - B. Declarative, interrogative, imperative, and exclamatory.
 - C. Noun, verb, adverb, and adjective.
 - D. Past, present, future, and perfect.
7. What is a "declarative sentence"?
 - A. A sentence that asks a question.
 - B. A sentence that makes a statement.
 - C. A sentence that gives a command.
 - D. A sentence that expresses a strong feeling.
8. What is the main function of an "interrogative sentence"?
 - A. To make a statement.
 - B. To give a command.
 - C. To express a strong feeling.
 - D. To ask a question.
9. What is a "verbless clause"?
 - A. A clause without words.
 - B. A clause where a verb is omitted but can be recovered.
 - C. A clause that is always a mistake.
 - D. A clause that has no meaning.
10. What does the text say about the subject of a sentence?
 - A. It can only be a noun.
 - B. It can be a noun, noun phrase, or pronoun.
 - C. It can only be a verb.
 - D. It can only be a pronoun.
11. What is the relationship between the verb and the subject in a clause?
 - A. The verb is a description of the subject.
 - B. The verb is an action of the subject.
 - C. The verb is always a noun.
 - D. The verb is always a pronoun.
12. What is the role of an "auxiliary verb" in forming an interrogative sentence?
 - A. It has no role.
 - B. It is essential for forming a question.
 - C. It can be omitted.
 - D. It is only used in declarative sentences.
13. What is a "nominal clause"?
 - A. A clause that functions as a verb.
 - B. A clause that functions as an adjective.
 - C. A clause that functions as a noun.
 - D. A clause that functions as an adverb.
14. The text suggests that a sentence's structure must be what to be intelligible?
 - A. Long.
 - B. Complex.

- C. Grammatically acceptable.
 - D. Simple.
15. What does the text say about "grammaticality"?
- A. It is not important for sentences.
 - B. It is a user's knowledge of what grammar gets right or wrong.
 - C. It is an abstract concept.
 - D. It is a personal style.
16. What is the relationship between a "clause" and a "simple sentence"?
- A. They are unrelated.
 - B. A simple sentence is a clause standing on its own.
 - C. A clause is a simple sentence with a conjunction.
 - D. A simple sentence is always longer than a clause.
17. What is the main idea of the chapter?
- A. The study of words.
 - B. The study of sentences as a realization unit.
 - C. The study of phonology.
 - D. The study of meaning.
18. What is a "relative clause"?
- A. An independent clause.
 - B. A dependent clause.
 - C. A clause that can stand alone.
 - D. A clause with no subject.
19. The text suggests that two clauses can join together structurally or what?
- A. Separate in a cohesive sequence.
 - B. Never be joined.
 - C. Always form a complex sentence.
 - D. Always form a compound sentence.
20. What is a key characteristic of a "compound sentence"?
- A. It has only one independent clause.
 - B. It has no conjunction.
 - C. It has two or more independent clauses joined by a conjunction.
 - D. It has a dependent clause.
21. What is the function of a "declarative sentence"?
- A. To ask a question.
 - B. To make a statement.
 - C. To express an emotion.
 - D. To give a command.
22. What is the function of an "imperative sentence"?
- A. To make a statement.
 - B. To ask a question.
 - C. To give a command.
 - D. To express an emotion.
23. What is a key characteristic of a "nominal clause"?

- A. It functions as an adverb.
 - B. It functions as a noun.
 - C. It functions as a verb.
 - D. It functions as a connector.
24. The text suggests that a sentence's structure must be what to be intelligible?
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50. What is a key characteristic of a "compound sentence"?
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 - C. It has two or more independent clauses joined by a conjunction.
 - D. It has a dependent clause.
-

Chapter 8: The Language

Detailed Summary of Chapter 8

Chapter 8, "The Language," delves into the nature of language as a human phenomenon with both an abstract and a social dimension³⁵⁷³⁵⁷³⁵⁷. The chapter reiterates that language is used to maintain human relationships and to share information about life³⁵⁸. It explains that language exists in abstract structures, which are created by the human mind for a variety of meanings³⁵⁹.

The text further discusses the

socio-cultural aspect of language, stating that word patterns are more socio-cultural than situational³⁶⁰. It highlights that every language, including English, grows from a learned, academic class³⁶¹. The chapter emphasizes that a language's structural systems are dependent on its functional systems to create meaningful interactions³⁶². It also addresses the concept of language corruption, which can occur through transliterations, code-shifting, and the extended meanings of lexical items³⁶³. The chapter concludes by suggesting that every text, as a form of language use, has a style of presentation that includes statements, definitions, and illustrations³⁶⁴. It distinguishes between

facts (objective statements) and **opinions** (subjective statements) within a text, noting that implicit facts are inherent truths, while opinions are uncertain judgments that cannot be

substantiated³⁶⁵³⁶⁵³⁶⁵. The chapter positions language as a dynamic and flexible system used for a wide range of human endeavors³⁶⁶.

40 Key Points from Chapter 8

1. Language is a human capacity to relate together in a society³⁶⁷.
2. Language accepts variation over time³⁶⁸.
3. Language is abstract and exists in structures, but the human mind creates them for meaning potentials³⁶⁹.
4. The entire structural systems of a language are dependent on functional systems³⁷⁰.
5. Language is used for a delivery of information when users speak and write in a variety of ways³⁷¹.
6. English grows from the academia and a learned class³⁷².
7. The patterns of a language are more socio-cultural than generatively situational³⁷³.
8. A system of interrelated patterns exists in the language cultures and situations of discourse³⁷⁴.
9. The language can get corrupted by transliterations, shifts of codes, and extended meanings of lexical items³⁷⁵.
10. Language is used to maintain all kinds of human relationships³⁷⁶.
11. Language is used to keep information about life or imagine a real world³⁷⁷.
12. Every text has a style of presentation³⁷⁸.
13. A text's content is information about facts or opinions³⁷⁹.
14. Facts are objective statements about truth conditions³⁸⁰.

15. Opinions are subjective statements that cannot be substantiated by proof³⁸¹.
16. Implicit facts are inherent truths that are not directly stated³⁸².
17. If a fact is not implicit, it is explicit³⁸³.
18. Private opinions and beliefs are easy judgments³⁸⁴.
19. Language can be seen as an intellectual capacity of the human mind³⁸⁵.
20. Every concept is a framework systematically realized and changed³⁸⁶.
21. The grammar of wording is the building of every word into a grammar of a language³⁸⁷.
22. The meanings of concepts precede their structures³⁸⁸.
23. The study of functional grammatical units of language usage is complementary to structural grammar³⁸⁹.
24. A complete thought is always structured³⁹⁰.
25. Every grammar examines the same concepts in different contexts³⁹¹.
26. Functional grammar units are always represented structurally³⁹².
27. When users of a language fracture its structure, there is a loss of the sense of meaning³⁹³.
28. The entire individuality of styles can be considered a variety of wording usage systems³⁹⁴.
29. The prosodic features of intonation and rhythm are behind the use of grammar in English³⁹⁵.
30. The language is a dynamic and flexible system³⁹⁶.
31. Language is used to explore a wide range of experiences and ideas³⁹⁷.
32. The writing skill makes the student writer capable of acting as a professional reporter, commentator, or investigator³⁹⁸.
33. The text states that a text can be considered an independent or integrated writing³⁹⁹.

34. Writing is a skill with styles and technicalities related in the same universe of discourse⁴⁰⁰.
35. The writing task can be to provide opinions or answers on public beliefs⁴⁰¹.
36. Writing is specific to a topic of text done in many different styles⁴⁰².
37. The writing task requires the writer to think and describe a situation of action⁴⁰³.
38. The writing skill is a general study of the grammar of a language⁴⁰⁴.
39. The writer can present ideas in an organized paragraphing order⁴⁰⁵.
40. Good paragraphing assists the readers in understanding the text⁴⁰⁶.
-

50 CBT Questions

1. According to the text, language is a human capacity to do what?
 - A. To relate together in a society.
 - B. To confuse others.
 - C. To make a single sound.
 - D. To speak without a structure.
2. What is the relationship between a language's structural and functional systems?
 - A. They are unrelated.
 - B. The structural systems are dependent on the functional systems.
 - C. The functional systems are dependent on the structural systems.
 - D. They are the same.
3. The text mentions that language can get corrupted by what?
 - A. Reading more.
 - B. Learning a new language.
 - C. Transliterations and shifts of codes.
 - D. Following the rules of grammar.
4. What does the text suggest about the growth of the English language?
 - A. It is stagnant.
 - B. It grows from a learned, academic class.
 - C. It grows only from a single country.
 - D. It has stopped growing.
5. What is the difference between a "fact" and an "opinion"?

- A. Facts are subjective, and opinions are objective.
 - B. Facts are objective, and opinions are subjective.
 - C. They are the same.
 - D. Facts are only found in science, and opinions are in humanities.
6. What is an "implicit fact"?
- A. A fact that is directly stated.
 - B. An inherent truth that is not directly stated.
 - C. A subjective statement.
 - D. A belief that cannot be proven.
7. What does the text say about an "opinion"?
- A. It can be substantiated by a valid proof.
 - B. It is an objective statement.
 - C. It is an uncertain judgment.
 - D. It is a real fact.
8. What is the relationship between the human mind and language?
- A. The mind is irrelevant to language.
 - B. The mind creates abstract structures for language.
 - C. Language creates the mind.
 - D. They are not connected.
9. What is a key characteristic of an "explicit fact"?
- A. It is not directly stated.
 - B. It is a dubious statement.
 - C. It is directly stated.
 - D. It is an opinion.
10. The text suggests that the patterns of a language are more what?
- A. Generatively situational.
 - B. Socio-cultural.
 - C. Private.
 - D. Abstract.
11. What is the primary purpose of language, as mentioned in the text?
- A. To confuse people.
 - B. To deliver information.
 - C. To create chaos.
 - D. To write about a person's life.
12. What does the text say about the "entire structural systems" of a language?
- A. They are dependent on functional systems.
 - B. They are independent of functional systems.
 - C. They are always the same.
 - D. They are flexible.
13. What is the relationship between "meaning" and "structure" in language, according to the text?
- A. They are unrelated.
 - B. Meaning precedes structure.

- C. Structure precedes meaning.
 - D. They are the same.
14. The text mentions that language is used to maintain what?
- A. Human conflicts.
 - B. Human relationships.
 - C. Human confusion.
 - D. Human mistakes.
15. What is a key characteristic of a "grammatical word"?
- A. It can stand alone.
 - B. It lacks the ability to make a meaning on its own.
 - C. It is always a noun.
 - D. It is always a verb.
16. The text suggests that the "patterns" of a language are more what?
- A. Socio-cultural.
 - B. Generative.
 - C. Personal.
 - D. Abstract.
17. What is the purpose of classifying words?
- A. To make the language more difficult.
 - B. To provide a grammatical analysis.
 - C. To make words longer.
 - D. To confuse the reader.
18. What is the relationship between grammar and phonology?
- A. Grammar has no relationship with phonology.
 - B. Grammar evolves from phonology.
 - C. Phonology evolves from grammar.
 - D. They are the same thing.
19. The text suggests that a "complete thought" is always what?
- A. Unstructured.
 - B. Simple.
 - C. Structured.
 - D. Unclear.
20. What is the relationship between the human mind and language?
- A. The human mind creates language structures for meaning.
 - B. The human mind is irrelevant to language.
 - C. Language is a physical thing in the human mind.
 - D. Language and mind are the same.
21. What does the text say about "word classes"?
- A. They are random.
 - B. They are for grammatical analysis.
 - C. They are for making words longer.
 - D. They are for decoration.
22. The text suggests that the "grammar of wording" is what?

- A. A personal style.
 - B. The building of every word into a grammar of language.
 - C. The study of a single word.
 - D. The study of sounds.
23. What is a key characteristic of a "grammatically acceptable" word?
- A. It has lasted.
 - B. It is a new word.
 - C. It is a deviant word.
 - D. It is an unacceptable word.
24. The text mentions that what can reject what is defective, deviant, or unacceptable?
- A. A single user.
 - B. Grammatical conventions.
 - C. A new word.
 - D. A new sound.
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 - D. The study of sounds.
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- A. It has lasted.
 - B. It is a new word.
 - C. It is a deviant word.
 - D. It is an unacceptable word.

48. The text mentions that what can reject what is defective, deviant, or unacceptable?
- A. A single user.
 - B. Grammatical conventions.
 - C. A new word.
 - D. A new sound.
49. What does the text suggest about the purpose of language?
- A. To cause conflict.
 - B. To maintain human relationships.
 - C. To create confusion.
 - D. To create chaos.
50. What does the text say about an "opinion"?
- A. It is an objective statement.
 - B. It is a subjective statement.
 - C. It can be substantiated by proof.
 - D. It is a real fact.
-

Chapter 9: Paragraphing Text

Detailed Summary of Chapter 9

Chapter 9, "Paragraphing Text," focuses on the paragraph as a fundamental unit of discourse in writing⁴⁰⁷. It defines a paragraph as a grammatical unit above a sentence that involves a single topic of discussion⁴⁰⁸⁴⁰⁸. The text emphasizes that paragraphing is a style of the writing skill that helps a writer stay on track and assists readers in understanding the text⁴⁰⁹.

The chapter presents the

basic paragraphing rule: one main idea should occupy one paragraph⁴¹⁰. It explains that a writer can introduce additional, connective, and supportive details into the same main idea before a new paragraph is created⁴¹¹. It also discusses the

topic sentence as the main idea of a paragraph, which can be located at the beginning, in the middle, or at the end⁴¹²⁴¹²⁴¹²⁴¹². The chapter provides a list of rules for good paragraphing, which include: discriminating between main and minor points, creating a new paragraph for

each main point, explaining the discussion in a number of text units, and developing the paragraph until the discussion is concluded⁴¹³⁴¹³. The text concludes by stating that a paragraph's length can be determined by the writer, but it must be satisfactory to the reader and rich enough to conclude a discussion⁴¹⁴.

40 Key Points from Chapter 9

1. A paragraph is a unit of discourse in a text⁴¹⁵.
2. A paragraph is a grammatical unit above a sentence⁴¹⁶.
3. A paragraph involves a single topic of discussion⁴¹⁷.
4. Paragraphing is a style of the writing skill⁴¹⁸.
5. Good paragraphing assists readers in understanding the text⁴¹⁹.
6. The basic paragraphing rule is that one main idea should occupy a paragraph⁴²⁰.
7. Ideas can be discriminated into a main idea (major point) and a minor idea (subsidiary point)⁴²¹.
8. A new paragraph is created when there is a shift away from the current point of view⁴²².
9. The topic sentence contains the main idea of a paragraph⁴²³.
10. The topic sentence can be located at the beginning, in the middle, or at the end of a paragraph⁴²⁴⁴²⁴⁴²⁴⁴²⁴.
11. A paragraph begins when an utterance occurs, especially in writing⁴²⁵.
12. The length of a paragraph can be determined by the writer⁴²⁶.
13. A paragraph is satisfactory to the reader when it is convincing and rich enough⁴²⁷.
14. A new paragraph can connect to a previous discussion on an entirely different point of view⁴²⁸.

15. A number of rules for good paragraphing exist⁴²⁹.
16. The rules include discriminating between the main and minor points⁴³⁰.
17. Another rule is to create a new paragraph for a different main point⁴³¹.
18. A writer can develop a paragraph from one word to a group of words and even a sentence or more⁴³².
19. The paragraph should be developed until the discussion is concluded⁴³³.
20. Good paragraphing can sustain the interest of readers⁴³⁴.
21. The paragraph is a unified textual structure⁴³⁵.
22. The writer can present ideas in an organized paragraphing order⁴³⁶.
23. The topic sentence can be a statement of a problem, an interrogative sentence, or an illustrative sentence⁴³⁷.
24. A paragraph can contain a number of supportive details⁴³⁸.
25. Paragraphing helps a writer stay on track during the drafting and revision stages⁴³⁹.
26. The text can be an integrated or independent writing⁴⁴⁰.
27. The writing task requires the writer to think and describe a situation⁴⁴¹.
28. The writing skill is a general study of the grammar of a language⁴⁴².
29. The writer can present a text in an organized paragraphing order⁴⁴³.
30. The content of a text can contain facts or opinions⁴⁴⁴.
31. Facts are objective statements about truth conditions⁴⁴⁵.
32. Opinions are subjective statements that cannot be substantiated⁴⁴⁶.
33. An implicit fact is an inherent truth that is not directly stated⁴⁴⁷.

34. The writing skill makes the student a professional reporter, commentator, or investigator⁴⁴⁸.
35. The writing task can be to provide opinions on public beliefs⁴⁴⁹.
36. The paragraph is a unit of discourse in a text⁴⁵⁰.
37. A paragraph is a grammatical unit above a sentence⁴⁵¹.
38. A paragraph can be shorter or longer than a sentence⁴⁵².
39. The writer's ideas can be fantastic, but they need to be presented in an organized paragraph⁴⁵³.
40. The paragraph is a style of the writing skill of language use⁴⁵⁴.
-

50 CBT Questions

1. What is a "paragraph" defined as in the text?
 - A. A single sentence.
 - B. A unit of discourse in a text.
 - C. A collection of random ideas.
 - D. A group of words without a topic.
2. What is the primary function of a paragraph?
 - A. To confuse the reader.
 - B. To make a text longer.
 - C. To organize a single topic of discussion.
 - D. To make the text more visually appealing.
3. The text suggests that paragraphing is a style of what skill?
 - A. Speaking.
 - B. Reading.
 - C. Writing.
 - D. Listening.
4. What is the basic paragraphing rule?
 - A. One paragraph must have at least 10 sentences.
 - B. One main idea should occupy a paragraph.
 - C. Every sentence must be a new paragraph.
 - D. The paragraph must be very long.
5. What is the difference between a "main idea" and a "minor idea"?

- A. There is no difference.
 - B. A main idea is a major point, and a minor idea is a subsidiary point.
 - C. A main idea is always in a new paragraph.
 - D. A minor idea is always at the end of a paragraph.
6. What is the function of a "topic sentence"?
- A. To confuse the reader.
 - B. To summarize a whole chapter.
 - C. To contain the main idea of a paragraph.
 - D. To introduce a new topic in a new paragraph.
7. What does the text say about the location of a topic sentence?
- A. It can only be at the beginning.
 - B. It can only be in the middle.
 - C. It can be at the beginning, middle, or end.
 - D. It can only be at the end.
8. What is a key rule for good paragraphing?
- A. Mixing up main and minor points.
 - B. Creating a new paragraph for each main point.
 - C. Making the paragraph very long.
 - D. Using only one word per paragraph.
9. What does the text suggest about the length of a paragraph?
- A. It must be a specific length.
 - B. It can be determined by the writer.
 - C. It must be very short.
 - D. It must be very long.
10. A paragraph is considered "satisfactory" to the reader when it is what?
- A. Short.
 - B. Convinced and rich enough.
 - C. Long.
 - D. Confusing.
11. What is the purpose of "supportive details" in a paragraph?
- A. To create a new paragraph.
 - B. To support the main idea.
 - C. To confuse the reader.
 - D. To make the paragraph shorter.
12. The text says that a paragraph is a grammatical unit above what?
- A. A word.
 - B. A letter.
 - C. A sentence.
 - D. A phrase.
13. What is the primary purpose of paragraphing for a writer?
- A. To make the text look good.
 - B. To help the writer stay on track.
 - C. To make the text longer.

- D. To confuse the reader.
14. What is the difference between an "independent writing" and an "integrated writing"?
- A. One is a text from a single source, and the other from multiple sources.
 - B. They are the same.
 - C. One is for professionals, and the other is for students.
 - D. One is for private use, and the other is for public use.
15. The text suggests that the "writing skill" makes a student a professional what?
- A. Reader.
 - B. Commentator, investigator, or reporter.
 - C. Listener.
 - D. Speaker.
16. What is a key characteristic of a "good paragraph"?
- A. It has no main idea.
 - B. It has multiple main ideas.
 - C. It has a single topic of discussion.
 - D. It has no topic.
17. What is a "paragraph"?
- A. A unit of discourse in a text.
 - B. A single word.
 - C. A group of sentences with no relation.
 - D. A collection of ideas.
18. What is the primary purpose of "paragraphing"?
- A. To confuse the reader.
 - B. To help the reader understand the text.
 - C. To make the text longer.
 - D. To make the text shorter.
19. What does the text suggest about the location of a "topic sentence"?
- A. It can only be at the beginning.
 - B. It can be at the beginning, middle, or end.
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 - D. It can only be at the end.
20. What is a key characteristic of a "good paragraph"?
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Chapter 10: Grammatical Top Realisation Units

Detailed Summary of Chapter 10

Chapter 10, "Grammatical Top Realisation Units," focuses on the writing skill as a means for students to improve their academic goals⁴⁵⁵. It considers writing as a persuasive treatment of a text, emphasizing the importance of mechanical accuracy, logical thoughts, and coherent organization⁴⁵⁶⁴⁵⁶⁴⁵⁶. The chapter reiterates that writing is an independent topic but is also integrated with other skills like reading and listening⁴⁵⁷. It explains that a writer must think, analyze causes and effects, and provide remedies for problems⁴⁵⁸.

The chapter discusses two main directions of a text:

independent writing and **integrated writing**⁴⁵⁹. Independent writing involves an individual developing a text on their own, which trains them to be capable of using a specific language specimen, such as one in engineering or accounting⁴⁶⁰. Integrated writing involves exploring further skills in text compositions, such as responding to or commenting on a topic provided by another reader⁴⁶¹⁴⁶¹⁴⁶¹. The text also discusses different patterns of writing, including analytic, argumentative, discursive, and illustrative texts⁴⁶². It provides a philosophical

breakdown of

argumentative and **analytic** writing, describing them in terms of a premise, proposition, and conclusion⁴⁶³⁴⁶³. The chapter concludes by noting that writing tasks can vary from answering questions on topical issues to giving opinions on public beliefs⁴⁶⁴⁴⁶⁴⁴⁶⁴.

40 Key Points from Chapter 10

1. Writing is intended for students to improve their academic goals⁴⁶⁵.
2. Writing is considered a persuasive treatment for an aspect of text⁴⁶⁶.
3. The writing task requires the writer to check for mechanical accuracy, logical thoughts, and coherent organization⁴⁶⁷.
4. Students can develop argumentative, discursive, and narrative minds from persuasive writing⁴⁶⁸.
5. Writing is an integrated topic that can involve listening and reading⁴⁶⁹.
6. The task of writing requires a writer to think, analyze causes and effects, and suggest remedies⁴⁷⁰.
7. A text can be viewed as an independent writing or an integrated writing⁴⁷¹.
8. Independent writing turns the writer into a capable user of a language specimen, such as in engineering or business⁴⁷².
9. The writing skill makes a student a professional reporter, commentator, or investigator⁴⁷³.
10. Integrated writing involves exploring further skills in text compositions⁴⁷⁴.
11. Writing is a skill with styles and technicalities related in the same universe of discourse⁴⁷⁵.
12. Written texts are a complementary, informative, and rich skill⁴⁷⁶.
13. Writing is mainly patterned in analytic, argumentative, discursive, and illustrative texts⁴⁷⁷.

14. An argumentative aspect can be a text structured as an argument with a premise, proposition, and conclusion⁴⁷⁸.
15. The premise is created to develop into a proposition⁴⁷⁹.
16. The proposition can then lead into a convincing conclusion⁴⁸⁰.
17. An analytic aspect is also structured in a method of argument⁴⁸¹.
18. An illustrative aspect is structured in a statement of fact with examples and comparisons⁴⁸².
19. A writing task can be to talk about a given topic or respond to comments by another reader⁴⁸³⁴⁸³⁴⁸³⁴⁸³.
20. The writing task can be to provide individual opinions on public beliefs⁴⁸⁴.
21. The writing skill helps students reveal their levels of grammar writing skill⁴⁸⁵.
22. Writing tasks can be a close type of different texts⁴⁸⁶.
23. Students are considerably challenged by the social context of language when they do academic business in a formal grammar⁴⁸⁷.
24. A text can be written as an official letter⁴⁸⁸.
25. Writing is specific to a topic of text done in many different styles of a grammar of language⁴⁸⁹.
26. Writing is a skill in styles and technicalities related in the same universe of discourse⁴⁹⁰.
27. The writing skill makes the student writer capable of acting as a professional reporter, commentator, or investigator⁴⁹¹.
28. The text can be an independent or integrated writing⁴⁹².
29. A text has a style of presentation in terms of a number of statements, definitions, and illustrations⁴⁹³.
30. The writer's ideas can be fantastic, but they need to be presented in an organized

paragraphing order⁴⁹⁴.

31. The content of a text can contain facts or opinions⁴⁹⁵.
 32. Facts are objective statements about truth conditions⁴⁹⁶.
 33. Opinions are subjective statements that cannot be substantiated⁴⁹⁷.
 34. An implicit fact is an inherent truth that is not directly stated⁴⁹⁸.
 35. The writing task requires the writer to think and describe a situation of action⁴⁹⁹.
 36. The writing skill is a general study of the grammar of a language⁵⁰⁰.
 37. The argumentative writing aspect is a specific short or long text structured as an argument⁵⁰¹.
 38. The analytic writing aspect is a specific short or long text structured in a method of argument⁵⁰².
 39. The illustrative writing aspect is structured in a statement of fact⁵⁰³.
 40. The writing task always emphasizes the grammar of students to check for usage errors⁵⁰⁴.
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50 CBT Questions

1. What is the primary purpose of writing, as stated in the text?
 - A. To impress others.
 - B. To improve a student's academic goals.
 - C. To create a personal journal.
 - D. To make the text longer.
2. What is writing considered in the text?
 - A. A boring activity.
 - B. A persuasive treatment for a text.
 - C. A simple hobby.
 - D. A way to confuse others.
3. The writing task requires the writer to pay attention to what?

- A. The length of the text.
 - B. Mechanical accuracy, logical thoughts, and coherence.
 - C. The font size.
 - D. The number of pages.
4. What is the difference between "independent writing" and "integrated writing"?
- A. They are the same.
 - B. Independent writing is an individual's own text, while integrated writing is a response to another's text.
 - C. Independent writing is for professionals, and integrated writing is for students.
 - D. Independent writing is for a single subject, and integrated writing is for multiple subjects.
5. The text suggests that "independent writing" turns a writer into a capable user of what?
- A. Slang.
 - B. A specific language specimen, like one in engineering.
 - C. A new language.
 - D. A simple language.
6. What is the main idea of an "argumentative writing aspect"?
- A. To tell a story.
 - B. To describe a situation.
 - C. To structure an argument with a premise, proposition, and conclusion.
 - D. To provide examples.
7. What is the function of the "premise" in an argument?
- A. To end the argument.
 - B. To develop into a proposition.
 - C. To provide examples.
 - D. To confuse the reader.
8. What is the function of the "conclusion" in an argument?
- A. To be convincing to the reader.
 - B. To confuse the reader.
 - C. To provide a new premise.
 - D. To be a proposition.
9. What is the main characteristic of an "illustrative writing aspect"?
- A. It is structured as an argument.
 - B. It is a statement of fact with examples.
 - C. It is a story.
 - D. It is a personal opinion.
10. What does the text suggest about the writing task?
- A. It is always the same.
 - B. It can vary from answering questions to giving opinions.
 - C. It is always a story.
 - D. It is always a report.
11. What does the "writing skill" help students reveal?
- A. Their personal life.

- B. Their opinions.
 - C. Their levels of grammar writing skill.
 - D. Their past.
12. The text suggests that a writer should explore the "causes" of a problem and what else?
- A. Its effects and remedies.
 - B. Its history.
 - C. Its origin.
 - D. Its popularity.
13. The text mentions that a "text" can be viewed as what two things?
- A. Independent writing and integrated writing.
 - B. Simple and complex.
 - C. Declarative and interrogative.
 - D. Academic and non-academic.
14. What is the primary purpose of "writing" according to the text?
- A. To entertain.
 - B. To improve academic goals.
 - C. To confuse the reader.
 - D. To write about a person's life.
15. What is the main characteristic of an "analytic writing aspect"?
- A. It is unstructured.
 - B. It is a story.
 - C. It is structured in a method of argument.
 - D. It is a set of examples.
16. The text suggests that "writing tasks" always emphasize what?
- A. The length of the text.
 - B. The grammar of students.
 - C. The opinions of students.
 - D. The personal life of students.
17. What is the purpose of an "integrated writing" task?
- A. To make a student a professional.
 - B. To explore further skills in text compositions.
 - C. To train a student in a new language.
 - D. To write a personal story.
18. What is the relationship between the "writing skill" and "academic goals"?
- A. They are unrelated.
 - B. The writing skill is intended to help students improve their academic goals.
 - C. Academic goals are irrelevant to writing.
 - D. Writing makes academic goals more difficult.
19. The text mentions that a text can be patterned in what forms?
- A. Analytic, argumentative, discursive, and illustrative.
 - B. Simple, compound, and complex.
 - C. Declarative, interrogative, and imperative.
 - D. Noun, verb, and adverb.

20. What is a key characteristic of a "proposition" in an argument?
- A. It is the beginning of an argument.
 - B. It is a medial statement of logic.
 - C. It is the conclusion.
 - D. It is always a premise.
21. What is an "illustrative writing aspect"?
- A. A text structured as an argument.
 - B. A statement of fact with examples.
 - C. A personal opinion.
 - D. A story.
22. The text suggests that the "writing skill" makes a student a professional what?
- A. Reader.
 - B. Commentator, investigator, or reporter.
 - C. Listener.
 - D. Speaker.
23. What does the text say about an "analytic writing aspect"?
- A. It is structured in a method of argument.
 - B. It is a personal opinion.
 - C. It is a statement of fact.
 - D. It is an abstract concept.
24. The text mentions that the "writing task" can be to talk about what?
- A. A given topic.
 - B. A personal problem.
 - C. A family matter.
 - D. A past event.
25. The text suggests that students are challenged by the "social context" of language when they do what?
- A. Use slang.
 - B. Do academic business in a formal grammar.
 - C. Write stories.
 - D. Talk to their friends.
26. The text says that the "writing skill" is a general study of what?
- A. A dictionary.
 - B. The grammar of a language.
 - C. A textbook.
 - D. A new language.
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