



UNIVERSITY OF EDUCATION, WINNEBA
INSTITUTE FOR TEACHER EDUCATION AND CONTINUING
PROFESSIONAL DEVELOPMENT (ITECPD)



END OF SECOND SEMESTER EXAMINATIONS, OCTOBER, 2024

LEVEL: 200

COURSE CODE: JBE 241

COURSE TITLE: LITERACY, TEACHING READING AND WRITING FOR JHS

TIME ALLOWED: 2 HRS

STUDENT'S INDEX NUMBER:



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- This paper is made up of ONE SECTION.
- The Section is made up of five essay type questions.
- Answer any THREE questions in your answer booklet.
- Each question carries equal marks. You are expected to start each question on a new page.
- You are expected to hand over your answer booklet to the invigilator before you leave the examination hall.

Instruction: Answer question one and any other two (2) questions in the answer booklet provided.

1. Having in mind your area of specialism, develop a 45-minute lesson plan to teach reading comprehension to your learners. 20 marks
2. a. Briefly explain the concept of writing. 4 marks
b. There are a number of reading problems that hinder effective literacy instruction at the Basic school level. As a literacy specialist, identify and explain how you will help your learners overcome **four (4)** of these reading problems. 16 marks

3. 3a. Differentiate between skimming and scanning. 4 marks
- b. Discuss **four (4)** ways in which you will argue for the teaching of writing at the Basic school level. 16 marks
4. a. List **four (4)** Teaching and Learning Resources (TLRs) that you can adapt to enhance your Reading and Writing lessons. 4marks
- b. Identify and discuss **four (4)** challenges that may hinder the effective use of technology in Teaching Reading and Writing. 16marks
5. a. As a literacy teacher, discuss **any two (2)** theories of reading that can inform your reading instruction. 8 marks
- b. Identify and explain **any three (3)** components of writing to your course mates. 12 marks



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