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TIME ALLOWED 2 HOURS

LEVEL: 200

INSTRUCTIONS:

1. Attempt **all** questions in sections A and B and **Two (2)** in section C.
2. Each question is followed by four options, **A – D**.
3. Write the letter corresponding to the correct answer in the options provided in the **answer booklet**.
4. The total marks for this paper is **40**.

SECTION A: ANSWER ALL THE QUESTIONS IN THIS SECTION

1. Audio-visual teaching and learning materials for Junior High School appeal to learners ...
 - A. auditory organs
 - B. auditory and speech organs
 - C. c. auditory and sight organs
 - D. d. all the sense organs
2. Listening and speaking activities help develop the of Junior High School learners.
 - A. primary skills
 - B. productive skills
 - C. receptive skills
 - D. secondary skills
3. The main reason for taking Junior High School learners through poetry recital is
 - A. development of emergent skills
 - B. development of creative skills
 - C. development of all language skills
 - D. development of speaking skills
4. The issues that may be recurring in different lessons in a Junior High School class are termed
 - A. checklist issues
 - B. cross cutting issues
 - C. integrated issues
 - D. observation issues
5. The **best** strategy for teaching speaking and listening to Junior High School learners is
 - A. tongue twister
 - B. rhymes
 - C. maintenance

- D. discussion
6. All the following are involved in active listening **except**
- A. maintain distracters
 - B. maintain eye contact
 - C. removing all distractions
 - D. giving appropriate feedback
7. At what stage of the Junior High School listening lesson do we teach key words?
- A. while listening
 - B. pre-listening
 - C. post listening
 - D. introduction
8. Which of the following is **not** considered characteristics of a good teaching learning material for Junior High School learners?
- A. motivate learners
 - B. relevant to lesson
 - C. promote verbalism
 - D. promote positive attitude towards knowledge
9. In imitative speaking, the focus is mainly on
- A. comprehension
 - B. pronunciation
 - C. dialogue completion
 - D. vocabulary acquisition
10. One of the following is **not** a strategy for promoting speaking and listening skills among Junior High School learners.
- A. role-play
 - B. word recognition
 - C. retelling story
 - D. discussion
11. The following are the ways to create a conducive atmosphere for teaching speaking and listening in the Junior High School learners **except**
- A. a good classroom culture
 - B. display of objects that promote communication
 - C. providing good model
 - D. selecting good activities
12. The Junior High School teacher should consider one of the following characteristics of learner in selecting teaching learning materials.
- A. height
 - B. individual differences
 - C. home conditions
 - D. language
13. The indicators in the current curriculum was formerly referred to as
- A. learning outcomes
 - B. strands

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- C. competencies
 - D. objectives
14. Which of the following is a good way of creating opportunities for communication in the Junior High School classroom?
- A. Provide role-play opportunities to experiment with language
 - B. disregard nursery rhymes
 - C. remold specific language
 - D. None
15. Which of the following can be seen as a deficiency of the Junior High School speaking and listening curriculum?
- A. nonappearance of depth of treatment
 - B. indication of ability and skills expected of learners
 - C. indication of teaching strategies to be used
 - D. indication of best resources to be use
16. The oral language component of the JHS curriculum consists of all of the following **except**
- A. vowels
 - B. writing
 - C. intonation
 - D. conversation
17. In the speaking and listening lesson, while – listening/speaking activities are done at what stage of the lesson?
- A. plenary stage
 - B. main stage
 - C. starter stage
 - D. reflection stage
18. Which of the following is **not** a top-down approach to listening?
- A. listening for specific details
 - B. listening for main ideas
 - C. making predictions
 - D. drawing inferences
19. All the following are problems associated with using the strategies for teaching JHS speaking and listening **except**
- A. large class size
 - B. poor training of teachers
 - C. learners with disability
 - D. government interference
20. Sub-types of listening can be classified based on the following **except**
- A. purpose of listening
 - B. role of learner
 - C. role of teacher
 - D. type of text

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SECTION B: ANSWER ALL THE QUESTIONS IN THIS SECTION (10 MARKS)

1. A combination of different approaches to teaching listening is termed approach
2. Listening and reading skills are referred to as
3. The type of speaking in which listeners have the opportunity to ask for clarification, and make request is
4. All previous information or body of knowledge connected to our idea of things is referred to as
5. The component underlying Junior High School speaking effectiveness that involves the knowledge of relationship between sentence cohesion and coherence is
6. One type of listening that is fundamental to all types of listening is
7. A long-term plan of what a Junior High School teacher intends to teach in a particular subject across a term is referred to as
8. The process of using less expensive and available materials to replace actual teaching learning materials at the Junior High School level is termed (improvisation)
9. Listening can be subdivided into and
10. The knowledge about the structure of the language, vocabulary and conventions of the language is

SECTION C: ANSWER QUESTION ONE AND ANY OTHER ONE FROM THIS SECTION

1. Prepare a 45 minutes lesson plan to teach listening comprehension to Junior High School I learners. Select a topic of your choice (10Mks)
2. a. In your own words, define the concept "speaking" in language learning/acquisition. (2Mks)
b. Discuss four (4) roles speaking plays in language learning/acquisition of a Junior High School learner. (8Mks)
3. a. Mention three (3) strategies Junior High School teachers use to develop the speaking skills of their learners. (3Mks)
b. Discuss with examples how you will use the strategies mentioned above to develop the speaking skills of the Junior High School learner (7Mks)
- 4 a. Mention the four (4) components of speaking. (4Mks)
b. Discuss how any three (3) of the components contributes to oral communication of Junior High School learners. (6Mks)

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