

eExam Question Bank

Coursecode:

Choose Coursecode

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<input type="checkbox"/>	Question Type	Question	A	B	C	D	Answer	Remarks
<input type="checkbox"/>	FBQ	In Audio-lingual method, <input type="text"/> is emphasized	correctness					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	In <input type="text"/> method, the vocabulary content is kept to a minimum	Audio-lingual					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	The first step in teaching of grammar is <input type="text"/>	presentation					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Speaking and listening skills are prominent in <input type="text"/> method	situational					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Your learners will build up their vocabulary if you allow them play <input type="text"/> games	word					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Communication is said to have taken place only if the <input type="text"/> is understood	message					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Intonation is a source of difficulty for some learners because Nigerian languages are <input type="text"/>	tonal					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	At the advanced level of summary writing, learners may listen to <input type="text"/> programmes	radio					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	<input type="text"/> is an exercise to train learners to listen to particular features of language	intensive listening					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	<input type="text"/> form of testing covers more of the syllabus	objective					<input type="button" value="eExam"/>

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	The topic sentence can be located <input type="text"/> in the passage	anywhere						eExam
<input type="checkbox"/>	FBQ	English words carry stress which vary according to the <input type="text"/> of the sentence as a whole	meaning						eExam
<input type="checkbox"/>	FBQ	Reading to study requires <input type="text"/> reading speed	low						eExam
<input type="checkbox"/>	FBQ	The number of words or symbols the eye can take in at each fixation is called <input type="text"/> .	eye span						eExam
<input type="checkbox"/>	FBQ	Low degree of comprehension is required in <input type="text"/> reading	extensive						eExam
<input type="checkbox"/>	FBQ	The following root words:-ster, -eer, -let, are <input type="text"/>	suffixes						eExam
<input type="checkbox"/>	FBQ	Reading for required information entails <input type="text"/> as a necessary condition	speed						eExam
<input type="checkbox"/>	FBQ	In reading for <input type="text"/> the reader has to see the implications behind words and sentences	implied meaning						eExam
<input type="checkbox"/>	FBQ	Though the telegram does not teach correct expression, it can be introduced in summary writing because of its <input type="text"/>	brevity						eExam
<input type="checkbox"/>	FBQ	The aim of <input type="text"/> is to teach grammar to the point of being able to produce and respond to signals of structural meanings	pattern practice						eExam
<input type="checkbox"/>	FBQ	According to behaviourists, language learning is establishing a set of <input type="text"/>	habits						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is a complex set of rules specifying combination of words identified by sounds or spelling into larger units	grammar						eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	The skill of reading for gist falls under <input type="text"/> reading skills	extensive						eExa
<input type="checkbox"/>	FBQ	The ability to distinguish between supportive and main ideas in summary writing depends on one's ability to perceive <input type="text"/>	relationships						eExa
<input type="checkbox"/>	FBQ	<input type="text"/> form of tests provides less opportunity for guessing	essay						eExa
<input type="checkbox"/>	FBQ	Teaching must not be left till the end of term but must be <input type="text"/>	continuous						eExa
<input type="checkbox"/>	FBQ	English language is a <input type="text"/> subject in the school	service						eExa
<input type="checkbox"/>	FBQ	The <input type="text"/> is responsible for the running of the English department	Head of department						eExa
<input type="checkbox"/>	FBQ	The greater the eye span, the fewer the stops required and the <input type="text"/> the reading	faster						eExa
<input type="checkbox"/>	FBQ	<input type="text"/> is a particular device, strategy used to accomplish a goal	technique						eExa
<input type="checkbox"/>	FBQ	The <input type="text"/> vocabulary are those the learners use all the time	active						eExa
<input type="checkbox"/>	FBQ	The fourth step in a grammatical structural lesson is <input type="text"/>	language activity						eExa
<input type="checkbox"/>	FBQ	<input type="text"/> are strategic sentences containing the main ideas	topic sentences						eExa
<input type="checkbox"/>	FBQ	The most important skill in summary writing is selection of <input type="text"/>	main ideas						eExa
<input type="checkbox"/>	FBQ	Substitution tables are also known as <input type="text"/>	the frame						eExa

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	In teaching writing [] main stages are recognised	five						eExa
<input type="checkbox"/>	FBQ	Stage one of the graded writing programme is meant for [] school level	Primary						eExa
<input type="checkbox"/>	FBQ	[] is not included in the individualised reading scheme	Reading room						eExa
<input type="checkbox"/>	FBQ	In stage two of graded writing, the use of [] tables are means of teaching grammatical structures	substitution						eExa
<input type="checkbox"/>	FBQ	The meaningful interpretation of verbal symbols is []	reading						eExa
<input type="checkbox"/>	FBQ	[] is the ability to use, determine the use, consequences and effects of a piece of writing	extrapolation						eExa
<input type="checkbox"/>	FBQ	English language has a total of [] diphthong sounds	eight						eExa
<input type="checkbox"/>	FBQ	Oral is to speaking as [] is to speaking	aural						eExa
<input type="checkbox"/>	FBQ	The teaching method where the teacher acts more as language facilitator by providing an enabling learning environment is []	communicative						eExa
<input type="checkbox"/>	FBQ	The [] teaching method is teacher centred	audio-lingual						eExa
<input type="checkbox"/>	FBQ	A particular way of solving a problem at hand is []	strategy						eExa
<input type="checkbox"/>	FBQ	[] is a component of the curriculum development process that consists of all the teacher is going to teach	content						eExa

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	For learning objectives to be meaningful they must be stated in <input type="text"/> terms	behavioural						eExa
<input type="checkbox"/>	FBQ	To obtain information about learners will entail what in curriculum process is referred to as <input type="text"/>	needs analysis						eExa
<input type="checkbox"/>	FBQ	<input type="text"/> is the overall plan for the selection, grading and presentation of materials to be taught	method						eExa
<input type="checkbox"/>	FBQ	The component of the curriculum development cycle is <input type="text"/> in number	six						eExa
<input type="checkbox"/>	FBQ	<input type="text"/> form of testing is said to be subjective	Essay						eExa
<input type="checkbox"/>	FBQ	A set of assumptions about the nature of language, language teaching and learning is called <input type="text"/>	an approach						eExa
<input type="checkbox"/>	FBQ	When writing telegrams, function words are omitted while <input type="text"/> words are emphasized	content						eExa
<input type="checkbox"/>	FBQ	<input type="text"/> is a formulation of basic principles about something	theory						eExa
<input type="checkbox"/>	FBQ	In summary writing, <input type="text"/> expresses the main idea and is supported by other sentences	topic sentence						eExa
<input type="checkbox"/>	FBQ	<input type="text"/> is the step five of the grammatical structural lesson	written practice						eExa
<input type="checkbox"/>	FBQ	Students in a L2 situation are from <input type="text"/> __cultural and linguistic backgrounds	varied						eExa
<input type="checkbox"/>	FBQ	One of the major means by which human beings express ideas, thoughts and feelings is <input type="text"/>	language						eExa

<input type="checkbox"/>	FBQ	First languages are spoken in meaningful _____ situations	real life						eExam
<input type="checkbox"/>	MCQ	As a teacher, which of the language teaching methods would you recommend for use in class _____	audio-lingual	communicative	combination of both	none	C		eExam
<input type="checkbox"/>	MCQ	Situational method of teaching grammar is based on _____	cognitive code learning	behaviourist theory	grammatical explanation	Chomsky's theory	B		eExam
<input type="checkbox"/>	MCQ	Which of these is not included in individual reading scheme _____	reading room	departmental library	school library	class library	A		eExam
<input type="checkbox"/>	MCQ	The main idea of a passage can take these forms except _____	text explicit	script implicit	script explicit	text implicit	C		eExam
<input type="checkbox"/>	MCQ	Identify the correct linguistic marker appropriate for enumerative paragraph format _____	next	another	also	besides	A		eExam
<input type="checkbox"/>	MCQ	At what educational level is stage 3 of graded writing programme _____	primary school	junior secondary school	senior secondary	post-secondary	B		eExam
<input type="checkbox"/>	MCQ	Which of these is not a way of identifying main ideas of summary writing _____	paragraphs	frame	linguistic pointers	ability to perceive relationship	B		eExam
<input type="checkbox"/>	MCQ	Which is not a way to teach guided composition _____	fill in the blanks	turning questions into statements	insertion	paragraph format	D		eExam
<input type="checkbox"/>	MCQ	Which of these words/phrases is appropriate for teaching integration drill _____	home	at the right place	in spite of	going to school	C		eExam
<input type="checkbox"/>	MCQ	Reading for implied meaning means reading for _____	required information	surface meaning	relationship of thought	inferential reading	D		eExam
<input type="checkbox"/>	MCQ	Which of these is not an activity required for reading _____	translation	transcription	extrapolation	interpretation	B		eExam
<input type="checkbox"/>	MCQ	One of these factors affect reading- Reader's _____	experiential background	ability	knowledge	skills	A		eExam
<input type="checkbox"/>	MCQ	Saccade is a problem associated with _____	writing	speaking	reading	listening	C		eExam
<input type="checkbox"/>	MCQ	Reading for study purpose requires _____	high speed	low speed	average speed	nano speed	B		eExam
<input type="checkbox"/>	MCQ	Which of these does not serve the purpose of reading _____	survey reading	skimming	scanning	superficial reading	D		eExam
<input type="checkbox"/>	MCQ	The rising and falling tones are used for _____	command	statements	questions	exclamation	C		eExam

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<input type="checkbox"/>	MCQ	Which of these are properly combined to produce intelligible speech	intonation,sound,rhythm	intonation,stress,sounds	sounds,stress,rhythm	sound,rhythm,intonation	C	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Which of these is not a skill of listening_____	hearing	listening	reading	speaking	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	According to Chomsky and Lenneberg, a child can learn a language through_____	habit formation	environmental interaction	stimulus-response	reinforcement	B	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	One of these criteria is irrelevant in selecting curriculum content in English language_____	relevance	readability	teachability	comprehensiveness	B	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	One of these is not a language skill_____	listening	speaking	reading	singing	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	A grammatical structural lesson goes through these steps except_____	written practice	language practice	oral practice	presentation	B	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	One of these does not form the roots of vocabulary development_____	affixation	suffixes	conversion	substitution table	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	One of these is not an activity in training listening_____	meaningful discussion opportunity	organising debates	organising puppet shows	organising inter-house competitions	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Essay tests have all of these features except_____	marking is subjective	easy to set	validity is easy to determine	difficult to mark	C	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	The reliability of a language test is not measured by_____	test-retest	split half	use of internal consistency	internal and external consistency	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	A test must have the following qualities built into it except_____	validity	testability	reliability	discrimination	B	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	In summary writing, one of these skills is not required. Ability to_____	use words other than author's	identify paragraph format	identify topic sentence	read well	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Identify the correct linguistic marker that signal cause-effect paragraph format_____	on the other hand	thus	because	therefore	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	The next step after identifying topic sentence is for learners to supply_____	author's name	synonyms for keywords	title of passage	same words as author's	B	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	What is the appropriate location of a topic sentence_____	beginning of passage	middle of passage	end of passage	anywhere in passage	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Which of these is not an example of a linguistic pointer_____	although	in addition	by the side of	in spite of	C	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	One of these is not an essential skill in summary writing_____	good handwriting	main idea identification	using synonyms	paraphrasing	A	<input type="checkbox"/> eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	Another name for frame is _____	picture	fill in the blanks	composition	substitution table	D	eExam
<input type="checkbox"/>	MCQ	One of these does not present a true picture about writing _____	ones write only when he needs to	writing is individualistic	writing is easy	writing is tasking	C	eExam
<input type="checkbox"/>	MCQ	Substitution table is useful at what stage of the graded writing programme _____	One	two	three	four	B	eExam
<input type="checkbox"/>	MCQ	How many stages are involved in teaching writing _____	six	three	five	seven	C	eExam
<input type="checkbox"/>	MCQ	The purpose of using pattern drills is to teach _____	summary writing	structures	comprehension	essay writing	B	eExam
<input type="checkbox"/>	MCQ	To read fluently, learners need _____	rules	vocabulary	spelling	comprehension	B	eExam
<input type="checkbox"/>	MCQ	One of these is not a pattern drill _____	repetition	fixed increment drill	compatible drill	integration drill	C	eExam
<input type="checkbox"/>	MCQ	The situation method of teaching grammar is based on which theory of language learning _____	behaviourist theory	Chomsky's theory	Cognitive theory	Lenneberg's theory	A	eExam
<input type="checkbox"/>	MCQ	The English language is regarded in Nigeria as _____	other language	further language	foreign language	lingua franca	D	eExam
<input type="checkbox"/>	MCQ	The success of the individual reading scheme depends on how _____	well-arranged books	well selected books	class reading preparedness	library attendant's capability	B	eExam
<input type="checkbox"/>	MCQ	The aim of the class reader is to _____	improve quality of reading	understand passages	answer general questions	improve spoken English	A	eExam
<input type="checkbox"/>	MCQ	One of these is not used for extensive reading activities _____	specific skills training	the class reader	individual reading scheme	specific skills transfer	D	eExam
<input type="checkbox"/>	MCQ	Which of these skills is used in extensive reading. Reading for _____	relationship of thoughts	implied meaning	gist of the text	exact meaning	C	eExam
<input type="checkbox"/>	MCQ	In teaching listening, the teacher should NOT be _____	condescending	impatient	unkind	sarcastic	A	eExam
<input type="checkbox"/>	MCQ	Comprehension is unlikely to occur at _____	literal level	problem solving level	dialogue level	interpretative level	C	eExam
<input type="checkbox"/>	MCQ	Which of these is not a pre-reading activity for teaching reading comprehension _____	pictures	mime	dramatisation	story telling	D	eExam
<input type="checkbox"/>	MCQ	Which of these reading speed is used for reading that does not require detail comprehension _____	low speed	High speed	low and high	less speed	B	eExam
<input type="checkbox"/>	MCQ	Which is not a stress pattern in English _____	primary stress	emphatic stress	secondary stress	contrastive stress	D	eExam

<input type="checkbox"/>	MCQ	Which is incorrect? English words _____	have intonation	are tonal	are rhythmic	Carry stress	B	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Actively listening to students and responding in an open appropriate way aids the teaching of _____	listening	hearing	writing	speaking	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Which of these factors does not affect listening comprehension _____	concentration level	sentence pattern nature	speaker's social status	vocabulary level	C	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	In audio-lingual method of teaching one of these is not useful _____	writing	vocabulary	grammar	spelling	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	You can teach listening very well through positive interaction and by creating an enabling _____	inspiration	audience	environment	instruction	C	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	When planning curriculum content, which is not a part of the criteria to considered _____	relevance	teachability	comprehend	comprehensiveness	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	In needs analysis one of these is not useful _____	oral interview	questionnaire	survey	observation	C	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	In developing the English language curriculum, which of these learner's characteristic is not to be considered _____	personal needs	age	interest	socio economic status	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Perhaps the most valuable thing to do in teaching listening skill is for the teacher to be a _____	mentor	model	judge	motivator	B	<input type="checkbox"/> eExam

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