

eExam Question Bank

Coursecode:

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<input type="checkbox"/>	Question Type	Question	A	B	C	D	Answer	Remark
<input type="checkbox"/>	FBQ	English as second language implies that its four skills are to be mastered for national and <input type="text"/> _usage	international	INTERNATIONAL				<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Testing the students must not be left to the end of the term but must be <input type="text"/>	continuous	CONTINUOUS				<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	<input type="text"/> _involves rewriting in words other than the original	Paraphrasing	ABILITY TO PARAPHRASE				<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Failure to recognize letters properly causes problem in <input type="text"/>	Reading Comprehension	READING COMPREHENSION				<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Reading for gists and reading for required information are <input type="text"/> reading skills	Extensive	EXTENSIVE				<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	A set of books which the class privately reads is known as the <input type="text"/>	Class reader	CLASS READER				<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	According to <input type="text"/> listening is the ability to understand without difficult spoken English which satisfies the requirements of national and international intelligibility	Oderinde (1979)	ODERINDE (1979)				<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	<input type="text"/> _is the year that Grieve's radical review of English language syllabus in West Africa gave listening and speaking the pride of place in schools.	1964	NINETEEN SIXTY FOUR				<input type="button" value="eExam"/>

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	The 2 main methods of language teaching are <input type="text"/>	Audio-lingual and communicative teaching method	AUDIO-LINGUAL AND COMMUNICATIVE TEACHING METHOD					eExam
<input type="checkbox"/>	FBQ	Language and learning cannot be meaningful if they are not based on some <input type="text"/>	Theoretical framework and approaches	theoretical framework and approaches					eExam
<input type="checkbox"/>	FBQ	The two fold purpose of comprehension classes are <input type="text"/>	Immediate and deferred.	IMMEDIATE AND DEFERRED					eExam
<input type="checkbox"/>	FBQ	Failure to recognize letters properly, failure to recognize grammatical relations, inability to grasp the authors to his own writing and inability to recognize a particular lexical item are causes of problems in <input type="text"/>	Reading comprehension	READING COMPREHENSION					eExam
<input type="checkbox"/>	FBQ	Oral interviews, written questionnaires, observations and tests are measures required for the identification of <input type="text"/> in curriculum planning	Learners needs	Areas of attention					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is concerned with the development of certain abilities such as translation, interpretation and extrapolation.	Reading	READING					eExam
<input type="checkbox"/>	FBQ	Reading for exact meaning deal with the plain sense of words and sentences and enables the pupils to <input type="text"/>	Exactly what the printed marks on the page mean	EXACTLY WHAT THE PRINTED MARKS ON THE PAGE MEAN					eExam
<input type="checkbox"/>	FBQ	Reading for relationships of thought deals with the connections between sentences and process of <input type="text"/>	summarizing	SUMMARIZING					eExam
<input type="checkbox"/>	FBQ	The extensive reading aspect of four curriculum consists of three areas of activities namely the individual reading scheme, the class reader and <input type="text"/>	the specific skills training	THE SPECIFIC SKILLS TRAINING					eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	The skills of reading for gist and reading for required information are the <input type="text"/>	Extensive reading	EXTENSIVE READING				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is the complex set of rules specifying combinations of words identified by sounds or spelling into larger units	Grammar	GRAMMER				eExam
<input type="checkbox"/>	FBQ	The three approaches to teaching grammar are the Situational approach ,Audio lingual approach and <input type="text"/>	the grammatical generative approach	THE GRAMMATICAL GENERATIVE APPROACH				eExam
<input type="checkbox"/>	FBQ	It is believed by language methodologist that listening preceded <input type="text"/> skill	Speaking skills	SPEAKING SKILLS				eExam
<input type="checkbox"/>	FBQ	A well developed language has <input type="text"/> basic skills	4	Four				eExam
<input type="checkbox"/>	FBQ	Learning objectives are derived from <input type="text"/> of instructions	General goals	general aims				eExam
<input type="checkbox"/>	FBQ	Statements of intended results of instruction are known as <input type="text"/>	Learning objectives	LEARNING OBJECTIVES				eExam
<input type="checkbox"/>	FBQ	An essential activity in primary English which includes jotting down ideas, paragraph topics, paragraph planning and linking paragraph is known as <input type="text"/>	Summary	SUMMARY				eExam
<input type="checkbox"/>	FBQ	The anxiety to succeed by both the teacher and learners often drive many into <input type="text"/>	Unethical behaviours	Misconduct				eExam
<input type="checkbox"/>	FBQ	One sure way out of <input type="text"/> in English language is to teach all components of English and asses them conscientiously throughout the pupils stay in school.	malpractice	misconduct				eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	Qualities of a test or an examination are discrimination, validity and <input type="text"/>	Reliability	RELIABILITY				eExam
<input type="checkbox"/>	FBQ	Evaluation is either for or <input type="text"/> purposes	Summative	SUMMATIVE				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is all encompassing, it can be formal or informal and can either be done through test or examinations or both.	Evaluation	EVALUATION				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> skills are the ability to put down in acceptable sentences the summary work and ability to finish the work on time	Writing	writing				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is defined as expressing the main idea of a paragraph of a given exercise.	Summary	SUMMARY				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is the core of the syllabus and it is a very essential tool not only in education but in life	READING	Reading				eExam
<input type="checkbox"/>	FBQ	Human beings spend about <input type="text"/> of their active hours communicating verbally.	0.7	SEVENTY PERCENT				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> Is a continuous progression beginning early and going after leaving school at whatever level.	WRITING	Writing				eExam
<input type="checkbox"/>	FBQ	In <input type="text"/> _The purpose is to give the learners plenty of opprtunities to develop and exercise the listening skills in as naturaway as possible	Extensive Listening	EXTENSIVE LISTENIG				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> involves reading for exact meaning, reading for implied meaning and reading for relationship of thought.	Extensive Reading	EXTENSIVE READING				eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	Learners vocabulary development can be enhanced through <input type="text"/>	Word Formation	Word formation				eExam
<input type="checkbox"/>	FBQ	The two sets of vocabularies of any user of language including English are the active and <input type="text"/> ones.	passive	PASSIVE				eExam
<input type="checkbox"/>	FBQ	The ability to express oneself clearly in flexible conversational English that is nationally and internationally acceptable is known as <input type="text"/>	Speaking	SPEAKING				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is probably the most important skill in needed for studying	READING	reading				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is paramount in everything we do in life	CONFIDENCE	confidence				eExam
<input type="checkbox"/>	FBQ	Listening is more significant than <input type="text"/>	LISTENING	listening				eExam
<input type="checkbox"/>	FBQ	The theory of language learning gave rise to the <input type="text"/> approach to language teaching	Learners	learners				eExam
<input type="checkbox"/>	FBQ	The ultimate beneficiaries of any curriculum are the <input type="text"/>	Learners	Pupils				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> in curriculum development is a procedure for identifying the knowledge, skills, abilities and attitudes that a particular group of learners.	Needs analysis	NEEDS ANALYSIS				eExam
<input type="checkbox"/>	FBQ	Language is the major means used by human in expressing ideas, thoughts and <input type="text"/>	Feelings	FEELING				eExam
<input type="checkbox"/>	FBQ	In order to listen effectively active <input type="text"/> process is necessary.	THINKING	thinking				eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	Listening is more significant than <input type="text"/>	Hearing	hearing				eExam
<input type="checkbox"/>	FBQ	Listening comprehension essentially is understanding <input type="text"/>	Spoken words	SPOKEN WORDS				eExam
<input type="checkbox"/>	FBQ	The theorists who argued that human beings are endowed with an innate capacity to learn a language are <input type="text"/>	Chomsky (1996) and lenneberg (1957)	CHOMSKY (1996) AND LENNERBERG (1957)				eExam
<input type="checkbox"/>	FBQ	According to skinner, human beings learn by habit formation through the process called <input type="text"/>	Stimulus-response-reinforcement	STIMULUS-RESPONSE-REINFORCEMENT				eExam
<input type="checkbox"/>	FBQ	Evaluation in curriculum is the process of making decision about the worth of something, its quality and <input type="text"/>	quantity	Quantity and quality				eExam
<input type="checkbox"/>	FBQ	A way or manner of approaching and solving a problem or task is regarded as a <input type="text"/>	Strategy	STRATEGY				eExam
<input type="checkbox"/>	FBQ	A method of teaching is usually based on an approach derived from a given philosophy, point of view or <input type="text"/>	Theory	theory				eExam
<input type="checkbox"/>	FBQ	A component of the development process that consists of all what the teacher is going to teach is called the <input type="text"/>	Content	CONTENT				eExam
<input type="checkbox"/>	FBQ	For learning objectives to be meaningful they must be stated or written in performance or behavioral terms using <input type="text"/>	Active words	active words				eExam
<input type="checkbox"/>	FBQ	A guide or manual that tells the teacher about the nature and characteristics of the learners to teach, the content to teach, the methods and strategies to use to teach and asses learners is known as <input type="text"/>	curriculum	Curriculum				eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	A vocabulary lesson as well as a grammatical structure lesson goes through the following steps presentation of the lexical items, explanation and <input type="text"/>	practice	Repetition				eExam
<input type="checkbox"/>	FBQ	It is not possible to be proficient in English without being proficient in the <input type="text"/> of English	Grammar	GRAMMER				eExam
<input type="checkbox"/>	MCQ	The communicative approach to language learning is _____ centered.	Learner	Teacher	Curriculum	Activity	A	eExam
<input type="checkbox"/>	MCQ	The behaviorist theory of language learning and teaching was rejected by another group of theorists notably _____ and _____	Bandura (1983) and Vgoisky (1950)	Chomsky (1966) and bandura (1983)	Lennerberg (1966) and Vgotsky 1980	Chomsky (1966) and lennerberg (1957)	D	eExam
<input type="checkbox"/>	MCQ	There are _____ main language teaching methods	6	7	3	2	D	eExam
<input type="checkbox"/>	MCQ	The audio-lingual teaching method is based on the theory of _____	Metapsysical	Behaviourism	motivation	Cognition	B	eExam
<input type="checkbox"/>	MCQ	Evaluation acts as a _____ for choosing what to include in the curriculum	Format	Goals	Medium	Regulator	C	eExam
<input type="checkbox"/>	MCQ	_____ in curriculum is the process of making its decision about the worth of something, its quality and quantity.	Medium	Evaluation	Intellectual ability	Comprehension	B	eExam
<input type="checkbox"/>	MCQ	The solution to the problem of reading speed is _____	Comprehension	Listening	Practice	Extensive reading	C	eExam
<input type="checkbox"/>	MCQ	Problems of reading speed may be physical, psychological or _____	Interpretation	Font size	Intellectual ability	Metaphysical	C	eExam
<input type="checkbox"/>	MCQ	It is when reading to study that your learners read with a _____	High Reading Speed	Low reading speed	Average Reading Speed	Skimming	B	eExam
<input type="checkbox"/>	MCQ	One of the factors that affect reading and extend its meaning is	Surveying materials	Learner's experiential background	Relationship reading	Interpretation of reading	B	eExam
<input type="checkbox"/>	MCQ	The uses to which silent reading is put are these except	Surveying of material to be studied	Skimming for an item from a mass of information	Practicing of specific pronunciation problems	Studying in detail the content of a subject	C	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	Two broad categories of reading are	Extensive and intensive reading	Intensive and relationship reading	Complex and general reading	Purposeful and comprehensive reading	A	eExam
<input type="checkbox"/>	MCQ	The most important skill needed for success in studying is	Comprehension	Practice	Reading	Writing	C	eExam
<input type="checkbox"/>	MCQ	A specialized and complex skill involving a number of general and lesser skills is known as	Writing	Listening	Reading	Speaking	C	eExam
<input type="checkbox"/>	MCQ	Two types of vocabulary are	Intensive and extensive	Active and passive	Intrinsic and extrinsic	Active and extensive	B	eExam
<input type="checkbox"/>	MCQ	Learner's vocabulary development can be enhanced through _____	Word formation	Singing	Practice	Explanation	A	eExam
<input type="checkbox"/>	MCQ	A vocabulary lesson as well as grammatical structure lesson goes through these steps except _____	Presentation of the lexical items	Explanation	Pattern drill	Practice	C	eExam
<input type="checkbox"/>	MCQ	In teaching intonation, start by exaggerating slightly and encourage your students to pick out the most important syllabus and then imitate your _____	Phrases	patterns	production	dialogues	C	eExam
<input type="checkbox"/>	MCQ	It is believed by language methodologist that listening preceded _____ skill	Reading skill	Writing skill	Speaking skills	Communicative skill	C	eExam
<input type="checkbox"/>	MCQ	A well developed language has _____ basic skills	5	4	2	6	B	eExam
<input type="checkbox"/>	MCQ	Basic language skills are these except	Listening	Speaking	Understands	Reading	C	eExam
<input type="checkbox"/>	MCQ	The three divisions that constitute a whole essay is	Introduction, main body and conclusion	Revision, presentation and practice	Introduction, presentation and organization	Expression, content and procedure	A	eExam
<input type="checkbox"/>	MCQ	Summary writing involves an interplay of the following major skills except	Identification of main ideas	Identification of main topic sentences	Fixed increment synonyms	Using synonyms	C	eExam
<input type="checkbox"/>	MCQ	_____ assumes that the learners need help in writing in English language and that controlled writing reduces the amount of errors committed	Practice	Patterns and drills	Controlled writing	Controlled writing	C	eExam
<input type="checkbox"/>	MCQ	An important skill needed for writing at all levels is	Reading skill	Listening	Speaking	Expression	D	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	_____ is a continuous progression beginning early and going on after leaving the school at whatever level.	Reading	Speaking	Writing	Listening	C	eExam
<input type="checkbox"/>	MCQ	The following are kinds of pattern drills except _____	Repetition drill	Fixed increment drill	Manipulative drill	Conversation drill	C	eExam
<input type="checkbox"/>	MCQ	A grammatical structural lesson goes through _____ steps	3	7	5	6	C	eExam
<input type="checkbox"/>	MCQ	The grammatical explanation method of teaching grammar is premised on the belief that utilizing the student's power of reasoning rather than relying only on the pattern practice and memorization is useful in advanced learning.	Grammatical explanation	Situational	Audio-lingual	Self-instruction	A	eExam
<input type="checkbox"/>	MCQ	Situation and audio-lingual approaches to teaching grammar are based on _____ theory	Structural	Behaviourist	Cognitive	Self-instructional	B	eExam
<input type="checkbox"/>	MCQ	It is the role of grammar to create a _____ situation in which your learners must find the appropriate verbal response for solving the problem.	Fearful	Compromise	Problem-solving	Deep-level-rules	C	eExam
<input type="checkbox"/>	MCQ	In Nigeria _____ language has an L2 status _ a language necessary for all official, social, commercial and educational activities	Igbo	Hausa	French	English	D	eExam
<input type="checkbox"/>	MCQ	Reading for gist and reading for required information are _____ skills	Extensive	Intensive	Communicative	None of the above	A	eExam
<input type="checkbox"/>	MCQ	The swift reading of a passage and the ability to pick out and remember the essentials is called _____	Skill	Gist	Summary	Required information	B	eExam
<input type="checkbox"/>	MCQ	The complex set of rules specifying combination of words identified by sounds or spelling into larger units is known as _____	Syntax	Grammar	Lexis	Structure	B	eExam
<input type="checkbox"/>	MCQ	One of these is not a comprehension reading skill	Reading for exact or surface meaning	Reading for implied meaning	Reading to get gist for	Reading for required information	C	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	Reading is concerned with the development of certain abilities such as translation, interpretation and _____	Extrapolation	Interdiction	Matriculation	Generalization	A	eExam
<input type="checkbox"/>	MCQ	Reading comprehension has been defined as _____	Getting meaning at of symbols	Ability to recognize grammatical structures	Ability to understand stories	None of the above	A	eExam
<input type="checkbox"/>	MCQ	The levels at which reading comprehension can occur are literal, interpretative and _____	Practice	Utilization	Grammatical	Dramatical	B	eExam
<input type="checkbox"/>	MCQ	The purpose of comprehension classes are 2 folds, immediate and _____	Occurate	Deferred	Automatic	Summary	B	eExam
<input type="checkbox"/>	MCQ	One of these is not a cause of problem in reading comprehension	Failure to recognize letters properly	Inability to recognize a particular lexical item	Failure to recognize the grammatical relations which exist between lexical units.	Inability to speak well	D	eExam
<input type="checkbox"/>	MCQ	Through donations, prizes won in debts and drama outings, the _____ stock of facilities is improved	School	Department	PTA	Classroom	B	eExam
<input type="checkbox"/>	MCQ	The HOD encourages individuals and PTA to donate _____ materials	Sporting	Agricultural	Cooking	Private reading	D	eExam
<input type="checkbox"/>	MCQ	HOD English language can maintain discipline among staff by involving in activities such as	Literary societies	Dancing clubs	Chemistry laboratory scientist club	Income generating committee for the school	A	eExam
<input type="checkbox"/>	MCQ	_____ is not part of the special duties of an English department HOD	Time table development and allocation	Works as twins with HOD literature	Serves as the departmental typist	Load allocation	C	eExam
<input type="checkbox"/>	MCQ	The aims of a department organizational are not these except.	Embezzlement	Non delegation of duties	Hoarding information	Ensuring a constant and sensible policy of English teaching in the institution	D	eExam
<input type="checkbox"/>	MCQ	The general duties of an English department HOD include the following except _____	Takes decisions on text-book in the market	Makes firmness and firmness his watchword in dealing with problems coming for people in his department.	Conducts orientation programme for new staff and students	Embezzles the departments funds	D	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	In tackling summary writing, you may use _____ papers at the start but gratitude to personal selection that are of the same comparable standard as the examining bodies past questions	Micro-chip	Primary English	Past question	Literature	C	eExam
<input type="checkbox"/>	MCQ	In tackling literature exercise, _____ deals with the knowledge or range of skills, the subject matter, the theme while form deals with the techniques used.	Organization	Content	Passages	Memorization	C	eExam
<input type="checkbox"/>	MCQ	The teachers and learners confidence will be dependent on mutual trust and _____ abilities	Requirement	Demonstration	Encouragement	Correction	B	eExam
<input type="checkbox"/>	MCQ	In the class learners will develop _____ quickly if they know what to do, how to do it and why it is best done in the way that has been suggested to them.	Confidence	Planning	Love	Fear	A	eExam
<input type="checkbox"/>	MCQ	_____ is the main instrument for developing confidence	Reading	Listening	Planning	Summarization	C	eExam
<input type="checkbox"/>	MCQ	_____ examinations are the ones conducted by either nationally or internationally recognized-exam bodies.	Teacher-made	Classroom	Public	Local	A	eExam
<input type="checkbox"/>	MCQ	Two essentials in dealing with problems of preparing your learners for public/external examinations are _____ and _____	Confidence and planning	Lexis and structure	Grammar and lexical items	Writing and reading	C	eExam
<input type="checkbox"/>	MCQ	One of these is not an advantage of objective form or technique of asking questions	Purity of content	Lexis and structure	Grammar and lexical items	Specific content and coverage	C	eExam
<input type="checkbox"/>	MCQ	There are two broad types of evaluation technique in English language namely _____ and _____ techniques.	Formative and summative	Objective and essay	Extensive and intensive	Comprehensive and summary formal and informal	B	eExam
<input type="checkbox"/>	MCQ	The disadvantages of essay form of testing are all the following except _____	Essay form are economical in setting	Essay form are uneconomical of time in marking	Does not cover adequately the syllabus	Marking can be highly subjective	A	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	_____ ascertains how accurately the test measures what it porports to measure	Reliability	Validity	Usuability	Measurability	B	eExam
<input type="checkbox"/>	MCQ	There are 3 basic ways you can measure _____ namely, test retest method, split half method and internal consistency of the test	Reliability	Validity	Usability	Testability	A	eExam
<input type="checkbox"/>	MCQ	None of the following is a requirement of a test structure	Grammatical structure	Discrimination	Vocabulary	Extensive	B	eExam

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