

Question One

- a) Using a diagram, explain what is meant by total communication (5marks)
- b) With reference to your teaching subject explain how you would apply the following as strategies of teaching learners with hearing impairment.
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|---------------------------|------------|
| [i] Bliss symbols | [5marks] |
| ii) Pointing | [5marks] |
| [iii] Writing and reading | [5marks] |
| [iv] Finger spelling | (5 marks) |
| [v] Signs | [5mks] |

Question Two

Choose a topic from your teaching subject in form one and use it to:

- a) Make a good layout of a scheme of work (8marks)
- b) Take a sub topic from your teaching subject and use it to prepare a good lesson plan. (10 marks)
- c) What is the use of objective column in the schemes of work (2 marks)

Question Three

- [a] Explain the difference between auditory training and speech training in the education of children with hearing impairment. [4marks]
- [b] Discuss the role of individual speech training in language development to learners with hearing impairment at morphological stage . (10 marks)
- [c]With examples explain the difference between syllables and morphemes in language development [6marks]

Question four

- a) Differentiate between articulation and fluency disorders in deaf education (6 marks)
- b) Explain how language disorders lead to difficulties in learning another subject like history or maths. (14 marks)

Question Five

Explain the importance of SEE in developing the pragmatic level of a language among learners with hearing impairment **(20 marks)**