



Q1/Choose and rewrite the correct option of five of the following items: [15M]

1-.....is the higher level of cognitive development.

(Evaluation, Characterization by Value set, Non-discursive Communication)

2-.....better evaluates practical knowledge.

(Test for Measurement, Portfolio for Assessment, Explanation)

3-.....is a syllabus prepared in advance of a course, and used as a basis for developing classroom activities.

(A posteriori syllabus, A Priori Syllabus, A Retrospective syllabus.)

4-In Teaching English for Academic Purposes, an academic content course (e.g. in history or economics) taught specially for students of limited English proficiency is called.....

(Bridge Course, Sheltered Courses, Content Course)

5-.....is an approach to the design of a language syllabus which is based on the study of the oral and written texts students' encounter in particular learning contexts.

(Text-based Syllabus Design, Negotiated Syllabus, Lock-step Teaching/Syllabus)

6-.....is the theory that the emphasis is on the attitudes rather than aptitudes and psychomotor.

(Behaviorism, Cognitivist, Humanistic)

Q2/Distinguish between three of the following with Examples: [15M]

1-A-Curriculum and B-Syllabus Design.

2-A-Integrated Syllabus and B-Process Syllabus.

3-A-Notional Syllabus and B-Task-based Syllabus.

4-A-Grammatical Syllabus and B-Functional Syllabus.

Q3/ Explain SWAT analysis of Curriculum Design. [15M]

Q4/ Depending on the approaches and types of syllabus design, and as a future ELT instructor, propose a syllabus for English language learners (ELL). The designed syllabus is supposed to last twenty four hours in a month and three days in a week.

The learners need the four skills of ESP administration. [15M]