

**SECOND TERM**  
**EXAM IN ENGLISH FOR SPECIFIC PURPOSES**

**Answer Model**

**I. Complete the following definition with the appropriate term or phrase (03pts)**

1. Learning needs.
2. Course design.
3. Learner- centred approach.
4. Needs.
5. Materials design
6. Needs Analysis

**II. Identify the type of syllabus illustrated in each of the following figures: (03 Pts)**

**Figure 01** Topic syllabus (Content-based syllabus is also accepted).

**Figure 02** Skills syllabus.

**Figure 03** Functional/ notional syllabus

**III. Course designer have three possible ways of turning the course design into actual teaching materials. List them (03 Pts)**

- 1.Materials evaluation.
- 2.Materials development
- 3.Materials adaptation

**IV. Name the components of the materials Design Model with brief explanation: (04 pts)**

1. **Input** refers to any piece of communication data (texts, videos...ect).
2. **Content** refers to what is conveyed through language ( information, feelings)
3. **Language** learners should have enough of the necessary language knowledge through the unit.
4. **Task** in which learners use the content and language knowledge they have built up through the unit.

**V. Say whether the following statements are True or False. Correct when necessary: (06 pts)**

- 1.True
2. False

The systematic analysis and presentation of language data will not always produce systematic learning in the learners.

- 3.True
- 4.False

The aim of skills centred approach is not only to provide language knowledge but to make the learners into better processors of information.

5. True
- 6.False

PSA investigates the students' strenghts and weakness at the begining of the course.

7. False

While designing materials the present level of linguistic competence that learners possess and the target level that they have to reach in academic or work contexts should be considred.