

Mid-West University  
**Examinations Management Office**  
Surkhet, Nepal

**Chance Examination-2081**

B.Ed. Level /VII Semester

Sub: ELT Materials Design Seminar (ENG 472)

**Roll No. ....**

**Group 'A'**

**10×1=10**

Tick (✓) the Best Answer.

1. Which of the following best defines a curriculum?
  - a. A list of topics to be taught in a classroom
  - b. A detailed plan of instruction, including aims, content, teaching methods, and assessment
  - c. A collection of teaching materials used in a course
  - d. The specific textbook used in a course
2. What is the primary difference between a curriculum and a course?
  - a. Curriculum is broader in scope, while a course focuses on specific content
  - b. Curriculum focuses on learners; course focuses on teachers
  - c. Curriculum is theoretical, and a course is practical
  - d. Curriculum refers to materials, while a course refers to assessment
3. Which of the following is NOT a component of a curriculum?
  - a. Teaching methods
  - b. Assessment procedures
  - c. Textbook selection
  - d. Learning objectives
4. What is one key factor to consider when designing an EFL/ESL curriculum?
  - a. The cost of materials
  - b. The linguistic needs of the learners
  - c. The number of textbooks available
  - d. The location of the teaching institution
5. Which model of EFL/ESL curriculum focuses on learning outcomes rather than the learning process?
  - a. Product-oriented model
  - b. Process-oriented model
  - c. Task-based learning model
  - d. Content-based learning model
6. What is the primary purpose of an ELT syllabus?
  - a. To provide teaching materials
  - b. To guide teachers on what to teach and how to teach
  - c. To assess learners' abilities
  - d. To design textbooks for the learners
7. Which type of syllabus focuses on real-life tasks learners need to perform in the target language?
  - a. Structural syllabus
  - b. Lexical syllabus
  - c. Situational syllabus
  - d. Task-based syllabus
8. What is one key benefit of involving teachers in syllabus design?
  - a. It ensures teachers have fewer responsibilities during implementation
  - b. It allows teachers to customize the syllabus based on learners' need.
  - c. It reduces the workload for curriculum developers
  - d. It standardizes teaching across institutions
9. In curriculum development, what does "needs analysis" refer to?
  - a. Analyzing the available teaching materials
  - b. Understanding the linguistic, cultural, and academic needs of learners
  - c. Assessing the qualifications of teachers
  - d. Evaluating the available budget for teaching resources
10. Which component is essential when designing an EFL syllabus for beginner-level learners?
  - a. Advanced grammatical structures
  - b. High-level vocabulary items
  - c. Simple and contextually relevant language tasks
  - d. Extensive literature readings

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Level: B.Ed. / VII Semester

FM: 60

Time: 3 hrs.

PM: 30

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*Candidates are requested to give their answers in their own words as far as practicable.*

Attempt All the Questions.

**Group 'B'**

**6 × 5 = 30**

1. Define "curriculum" and "course" and explain their major differences with examples from TESOL contexts.
2. Describe the process of curriculum development in TESOL. What are the critical steps involved?
3. Discuss the components of an ELT syllabus. How do these components address the needs of EFL learners?

**Or**

How does needs analysis influence curriculum and syllabus design in TESOL? Illustrate with examples.

4. Discuss the importance of involving teachers and other stakeholders in the process of curriculum and syllabus design. What benefits and challenges might arise?
5. Evaluate the role of cultural context in designing an EFL/ESL curriculum. How can materials be adapted to reflect learners' cultural backgrounds?
6. Show the relationship between curriculum design, syllabus design, and classroom practice. How do these elements interact to improve teaching and learning in TESOL?

**Or**

Discuss how technology can be integrated into EFL syllabus design. Provide examples of tools or platforms that enhance learning outcomes.

**Group 'C'**

**2 × 10 = 20**

7. Discuss the key components of a curriculum. How do these components ensure the effectiveness of teaching and learning processes in an EFL/ESL context? Explain.
8. Compare and contrast at least three types of syllabuses in TESOL. Provide examples of teaching contexts where each type would be most effective.

**Or**

Design a sample syllabus outline for beginner-level EFL learners, including key components such as objectives, content, methods, and assessment.

**THE END**