the commonest type of syllabus, both traditionally and currently ?

- The grammar syllabus

It list of items is sequenced in such a way that the students gradually acquire knowledge of grammatical structures ?

- The grammar syllabus

It is possible to organize a syllabus on the basis of vocabulary and lexis to create a .... ?

- The lexical syllabus

A problem with lexical syllabuses is the relationship between .... and .... ?

-   Lexis / grammar

The syllabus designer then chooses (ways of expression) for each function ?

- The functional Syllabus

It offers the possibility of selecting and sequencing different real-life situations rather than different grammatical units, vocabulary topics, or functions ?

- The situational Syllabus

Business & tourism students vs. students of general language ?

- The situational Syllabus

the framework around which to organize language is that of different topics (e.g. weather, sport, music) ?

- The topic-based Syllabus

It lists a series of tasks, and may later list some or all of the language to be used in those tasks (India experience) ?

- The task-based Syllabus

Six task types are : listing, ordering and sorting, comparing, problem solving, sharing personal experience, and creative tasks ?

- The task-based Syllabus

Placing new students in the right class in a school is facilitated with the use of .... ?

- placement tests

They usually test grammar and vocabulary knowledge and assess students' productive and receptive skills ?

- placement tests

can be used to expose learner difficulties, gaps in their knowledge, and skill deficiencies during a course ?

- Diagnostic tests

when we know what the problems are, we can do something about them ?

- Diagnostic tests

These tests are designed to measure learners' language and skill progress in relation to the syllabus they have been following?

- Progress or achievement tests

Achievement tests at the end of a term should reflect progress, not failure ?

- Progress or achievement tests

They should reinforce the learning that has taken place, not go out of their way to expose weaknesses ?

- Progress or achievement tests

They can also help us to decide on changes to future teaching programs

- Progress or achievement tests

They give a general picture of a student's knowledge and ability (rather than measure progress)?

- Proficiency tests

They are frequently used as stages people have to reach if they want to be admitted to a foreign university, get a job, or obtain some kind of certificate ?

- Proficiency tests

Characteristics Of A Good test ?

1- *Validity*
2- *Reliability*

A test is valid if it tests what is supposed to test ?

- Validity

This means that the test should look, on the 'face' of it, as if it is .... ?

- Valid

A good test should give consistent results ?

- Reliability

If they took another similar test, the result should be consistent ?

- Reliability

Both tests and quizzes play a role in the language classroom ?

- Test and Quiz

The distinction between .... and .... is one of dimension and purpose rather than of item content?

- **Test / power**

is announced in advance and covers a specific unit of instruction, be it part of a lesson or several lessons ?

- **The test**

In reviewing for a test, students pull .... the work of several class periods?

- **Together**

Classroom tests may be given every .... or .... weeks ?

The essence of the quiz is .... ?

- brevity

In contrast to the test, it may be .... ?

- unannounced

.... encourage students to devote time regularly to their language study ?

- Frequent quizzes

is one for which there is a specific correct response; therefore, whether the item is scored by one teach or another (Multiple-choice items & fill-in the blank) ?

- An objective item

is one that does not have a single right answer (interview & short composition) ?

- A subjective item

the student works against time (typing & translation) ?

- speed test

the student is given sufficient time to finish the test ?

- power test

is given during the course instruction; its purpose is to show which aspects of the chapter the student has mastered and where remedial work is necessary ?

- The formative test

is normally graded on a pass-fail basis, and students who fail are given the opportunity to study and then take the test again ?

- The formative test

is usually given at the end of a marking period and measures the 'sum' total of the material covered ?

- The summative test

compares a student's performance against the performance of other students (Curve) ?

- The norm-referenced test

indicates whether the student has met predetermined objective or criteria ?

- The criterion-referenced test

measure whether or not the student has mastered specific elements of the second language ?

- Discrete-point tests

measure the student's ability to understand and use language in context?

- Global language tests

the student uses only one skill ?

- a pure test item

the student uses two or more skills ?

- a hybrid test item

is given prior to teaching a course or a unit of instruction ?

- The pre-test

that is given at the end of the course or the unit ?

- the post-test

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