Evaluating the Proposed Curriculum of TEFL for
First Intermediate Class Students
in
AL-Muthannah Governorate for the Second Semester/2007-2008
تقييم المنهج المقترح لطلاب المتوسطة

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1- Introduction

During the 1970s, communicative view of language teaching began to be incorporated into syllabus design. The central question for the proponents of this view was: what does the learner want/need to do with the target language? This lead to the emergence of a teaching method (or approach) called communicative language teaching (CLT) during the late 1970s and early 1980s focusing on the functions that must be incorporated into a classroom. According to Brown (2001:43) CLT is a unified but broadly based, theoretically well informed set of tenets about the nature of language and of language learning and teaching. Harmer (2001:84) states that the communicative approach is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach. The "what to teach" aspect of the CLT stressed the significance of language functions rather than

focusing solely on grammar and vocabulary. The "how to teach" aspect of the CLT is closely related to the idea that language learning will take care of itself, and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skill.

In Iraq, the dominant teaching method for teaching English is the audiolingual method (or the oral-aural approach). This approach became dominant in the USA during the 1940s, 1950s, and 1960s. It draws from the Reform Movement and the Direct Approach but adds features from structural linguistics of Bloom (1933) and behavioral psychology of Skinner (1957). The audiolingual method focuses on the following points:

1. Lessons begin with dialogues.
2. Mimicry and memorization are focused because of the belief that language learning is habit formation.
3. Grammatical structures are sequenced and grammatical rules are taught inductively.
4. The teaching of language skills follows the following sequence: listening, speaking, reading and writing.
5. Pronunciation is stressed from the beginning.
6. In initial levels, vocabulary is limited.
7. Learners' errors are prevented.
8. No focus is on meaning or context when manipulating language.

9. Teachers should be proficient in structures and vocabulary and other elements of the language.

The influence of structural linguistics and behaviorist psychology in language teaching has lost its significance on language teaching methods and materials. Today listeners and readers are no longer regarded as passive. They are seen as active participants in the negotiation of meaning. The shortcomings of audiolingualism and audiolingual methodology are widely acknowledged. There is general acceptance of the complexity and interrelatedness of skills in both written and oral communication and of the need for learners to have the experience of communication, to participate in the negotiation of meaning. This fact has been realized by the authority irresponsible of the Iraqi EFL academic curriculum at the Ministry of Education who decided to cope with the new innovations and trends of teaching foreign languages that spread all over the world. A call for a dramatic and crucial change is raised. The fruit was the appearance of a new series of textbooks called "Iraq Opportunities" which is based on the Communicative-Interactive methods of teaching foreign languages. Being one of the committee members responsible for adapting and modifying the proposed curriculum, hard working is done to give birth to the newly born curriculum. Therefore, as a specialist in the field of EFL, a need raises to

evaluate the proposed textbook in respect to the learners' achievement in English. Therefore, the present study aims at:

1. evaluating the proposed curriculum of TEFL for 1st intermediate class students in Al-Muthannah Governorate for the second semester/2007-2008,

2. finding out the influence of teaching the proposed curriculum, i.e. Iraq Opportunities, on 1st intermediate class students' performance level, in Al-Muthannah Governorate;

3. finding out the current level of the Iraqi EFL learners in English in Baghdad Governorate,

4. Comparing the two groups' level of performance in English.

It is hoped that the present study will give a clear picture about the current states of Iraqi learners. It is also hoped that it will provide a scientific evidence about the proposed curriculum for educators, and teachers, and curriculum designers as well.

2- <u>Characteristics of CLT</u>

Brown (2001:43) offers six characteristics of CLT:-

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistics, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

6. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

3- __A Comparison of the ALM and CLT__

Finocchiaro and Brumfit (1983) made a comparison of both the ALM and CLT as shown in the following table:

Table (1)

Audiolingual Method	Communicative Language Teaching
1. Attends to structure and form more than meaning	Meaning is paramount.
2. Demands more memorization of structure-based dialogues.	Dialogues, if used, center around communicative functions and are not normally memorized.
3. Language items are not necessarily contextualized.	Contextualization is a basic premise.
4. Language learning is learning structures, sounds, or words.	Language learning is learning to communicate.
5. Mastery or "overlearning" is sought.	Effective communication is sought.
6. Drilling is a central technique.	Drilling may occur, but peripherally.
7. Naïve-speaker-like pronunciation is sought.	Comprehensible pronunciation is sought.
8. Grammatical explanation is avoided.	Any device that helps the learners is accepted-varying according to their age, interest, etc.
9. Communicative activities come only after a long process of rigid drills and exercises.	Attempts to communicate are encouraged from the very beginning.
10. The use of the student's native language is forbidden.	Judicious use of native language is accepted where feasible.
11. Translation is forbidden at early levels.	Translation may be used where students need or benefit from it.
12. Reading and writing are deferred until speech is mastered.	Reading and writing can start from the first day, if desired.
13. The target linguistic system is learned through	The target linguistic system is learned through the process of struggling to

the overt teaching of the patterns of the system.	communicate.
14. Linguistic competence is the desired goal.	Communicative competence is the desired goal.
15. Varieties of language are recognized but not emphasizes.	Linguistic variation is a central concept in materials and methods.
16. The sequence of units is determined solely by principles of linguistic complexity.	Sequencing is determined by any consideration of content function or meaning that maintains interest.
17. The teacher controls the learners and prevents them from doing anything that conflicts with the theory.	Teachers help learners in any way that motivates them to work with the language.
18. "Language is habit", so error must be prevented at all costs.	Language is often created by the individual through trial and error.
19. Accuracy, in terms of formal correctness, is a primary goal.	Fluency and acceptable language are the primary goals; accuracy is judged not in the abstract but in context.
20. Students are expected to interact with the language system, embodied in machines or controlled materials.	Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writing.
21. The teacher is expected to specify the language that students are to use.	The teacher cannot know exactly what language the students will use.
22. Intrinsic motivation will spring from an interest in the structure of language.	Intrinsic motivation will spring from an interest in what is being communicated by the language.

4- <u>Component of Communicative Competence</u>

According to Savignon[*] (1997), learners' communicative competence consists of grammatical competence, discourse competence, sociocultural competence, and strategic competence.

The classroom model shows the hypothetical integration of four components, and through practice and experience in an increasingly wide range of communicative contexts and events, learners gradually expand their communicative competence. Although the relative importance of the various components depends on the overall level of communicative competence, each one is essential. Moreover, all components are interrelated. They can not be developed or measured in isolation and one cannot go from one component to the other as one strings beads to make a necklace. Rather, an increase in one component interacts with other components to produce a corresponding increase in overall communicative competence. (see figure 1)

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* Cited in Celce-Murcia (2001)Teaching English as a Second or Foreign Language, 3rd ed., USA: Heinle and Heinle
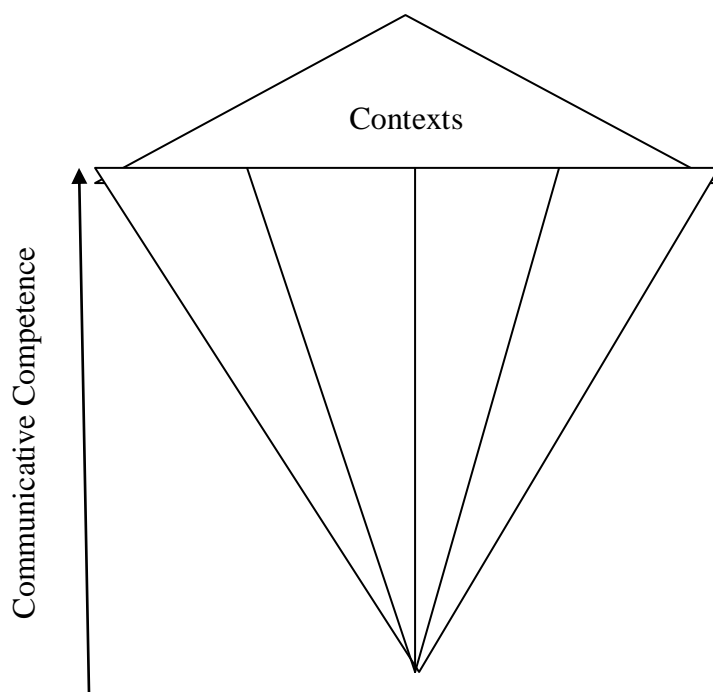
Figure (1)

5- The Role of the teacher and that of the learner:

Teacher-student interaction and Student-Student interaction

Brown (2001:179), Larsen- Freeman (2000:128) and Harmar (2001:37-66) identify the roles of both teacher and students in the CLT as being completely different from the other teaching methods. The teacher is a facilitator, promoter, adviser, monitor, and co-communicator. On the other hand, students are communicators, negotiators and managers.

Larsen-Freemen (2000:130) describes the nature of student-teacher intraction as follows:

The teacher may present some part of the lesson, such as when working with linguistic accuracy. At other times, he is the facilitator of the activities, but he does not always himself interact with the students. Sometimes he is a co-communicator, but more often he establishes situations that prompt communication between

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and among the students. Students, on the other hand, interact a great deal with one another. They do this in various configurations: pairs, triads, small groups, and whole group.

6- <u>Iraq Opportunities: The Future</u>

"Iraq Opportunities" is a multi-level course that has been specially designed for EFL learners in Iraq. The basic premise of the course is that students learn English best when they are dealing with interesting and meaningful content. Thematic input provides a context for language and communication, and supplies a series of cognitive 'anchors' for learning which are crucial in a monolingual learning environment.

"Iraq Opportunities" incorporates both international-cultural topics as well as topics researched specifically for Iraqi students learning English. The series provides examples of the natural environment of Iraq and upholds the country's cultural, social and moral values on both a national and international scale. Iraqi social characters, and their roles in society, play an important part in the content of the series.

"Iraq Opportunities" First Intermediate is organized into thirteen modules within each module there are different sub-topics, which provide variety and at the same time explore the module theme. There are two main kinds of content: topics related to the student's own world, and cultural input.

One of the key advantages of Iraq Opportunities is that, at all levels, there is a clear direction to learning. Modules, lessons and tasks all have carefully worked out stages and all lead up to clear communicative outcomes.

The module includes a warm-up, two main input lessons, performance, and review/reflection. The lessons include before-starting activities, main input, and main performance. The tasks, on the other hand, are staged in the following way: introductory exercise(s), preparation, performance, and reflection.

Skills development throughout all levels of Iraq opportunities is systematic and all important areas of each skill are covered. The skills covered are listening, speaking, reading, and writing. Subsequent levels of Iraq Opportunities use an inductive or "discovery" approach to learning grammar, in which students can work out rules of form and usage themselves. In Iraq Opportunities First Intermediate, however, the approach is much more teacher-centered. It also provides a three-dimensional approach to vocabulary learning: firstly, it helps students to deal with lexical items in context; secondly; students have the chance to build up their own personal lexicon; and thirdly they have plenty of opportunities to use vocabulary in context.

Pronunciation is dealt with systematically, and is either related to new language or focused on problem sounds. All the new vocabulary presented in the key words boxes is on the cassette so

that students can listen and repeat the individual work. Students should be encouraged to listen, and to repeat the target structures in the grammar presentations. There are occasionally extra pronunciation exercises when it is felt they may be necessary.

Recycling of language grammar, vocabulary, functions and linkers is thoroughly done both across modules and across lessons. Culture corners appear after every two modules. These consist of fact files about various aspects of life in Britain plus accompanying tasks.

Learner development is an important feature in Iraq Opportunities. Activities that encourage learner independence are present in both the Students' Book and the Activity Book. There are also elements in the course that cater for mixed-level or mixed-ability classes by giving students different options, such as the Culture Corners in the Student's Book and the graded grammar activities in the Activity Book.

A special feature of Iraq Opportunities First Intermediate is Learning Power which appears after every two modules and points students in the right direction regarding learner development. The learning power sections focus on the following: using classroom language; organizing vocabulary notebook; understanding instructions; learning vocabulary; doing homework; checking understanding of grammar; checking progress.

The components of the course create on "infrastructure" for learning so that students can work on their own as well as with help from the teacher. The following features of Iraq Opportunities First Intermediate help students become better learners:

Coursebook:

- Module Objective boxes

- Learning Power!

The Activity Book:

- graded grammar practice exercises;

- clear signposting of exercises;

- Mini-Grammar;

- Word Corners;

- Key Word Bank;

- Check your Grammar and Vocabulary;

- Check your Progress.

7- **Procedures**

1. Since the main aim of the present study is to compare between the currently used English language textbook for 1st intermediate classes, and the proposed one which is Iraq Opportunities First Intermediate in respect to the students' performance in English, two groups are selected. The first group is the control group which represents those who are taught English according to the currently used textbook, and an experimental group which represents those who are

taught English according to the proposed curriculum which is built upon the communicative approach. The experimental design is the following:

Table (2)

Experimental		Traditional	
Control	Pre-test	Communicative	Post-test

(Isaac and Michael, 1977:43)

The two groups are randomly selected. The control group subjects are those enrolled in the morning intermediate schools in Baghdad governorate, while the experimental group subjects are those enrolled in the morning intermediate schools in Al-Muthannah governorate.

2. Selection of the sample:

The population is the total number of 1st intermediate class Iraqi students in the morning studies. The sample is randomly selected which totals 300 male and female students distributed into 123 male and female students representing six schools from the General Directorate of First AL-Rusafah, and 177 meal and female students representing six schools from The General Directorate of AL-Muthannah, who fall into three schools for males and three schools for girls.

Table (3)

The sample distributed according to the Directorate and sex variables

Governorate	Directorate	Sex	School	No. of students
Baghdad	First Al-Rusafah	Males	Al-Qanat Intermediate school	22
		Males	Abi-Firas Al-Hamdani Intermediate school	30
		Males	Omar Bin Abdil-Azeez Secondary school	15
		Females	Al-I'tidal Secondary school	20
		Females	Al-Ma'mooniah Basic school	15
		Females	Al-Qahirah Secondary school	21
Al-Muthannah	Al-Simawah	Males	Safiy Al-Seen Al-Hilli Intermediate school	30
	Al-Rumaithah	Males	Al-Hasanein Intermediate school	26
	Al-Khidhir	Males	Al-Makarim Intermediate school	30
	Al-Simawah	Females	Al-Ikhlass Intermediate school	30
	Al-Rumaithah	Females	Al-Alya Intermediate school	31
	Al-Khidhir	Females	Al-Adalus Intermediate school	30
Total				300

3. Instrument of the study

An integrated test measuring the four basic skills and the elements of the English language is constructed consisting of two major parts: a written test representing 60% of the total score which is 100, and an oral lest representing 40% of the total score. The following table shows a description of the constructed test according to the two parts and as follows:

Table (4)

Test	Interview		Describe a picture	Oral reading
Oral Test	Consisting of 10 questions, the student selects five only, each question alloats 4 marks, 2 marks for accuracy and 2 marks for fluency. The total score is 20		The score is calculated according to the following: Vocabulary (2.5 mark) Pronunciation(2.5 mark) Grammar (2.5 mark) Fluency (2.5 mark) The total score is 10.	The score is calculated according to those mentioned in the "Describe a Picture".
Written Test	Q1	to measure reading comprehension and consists of five subjective tests each with two marks: one for the theme and one for accuracy. The total score is 10.		
	Q2	to measure grammar and consists of ten multiple-choice item test each alloats one mark, the total score is 10.		
	Q3	to measure other linguistic properties and consists of a cloze-test supplied by the list of the omitted word each blank alloats one mark. The total score is 10.		
	Q4	to measure vocabulary and grammar and consists of ten incomplete items with missing letters for each in complete word and each alloats one mark. The total score is 10.		
	Q5	to measure some language and cultural functions. It is of the type of matching with ten items each alloats ne mark. The total score is 10.		
	Q6	to measure the students' ability in writing a guided composition with five questions supplied with the necessary words between brackets to answer them in order to facilitate the scoring procedure. Each question alloats two marks: one for the theme and hand writing, and the other for accuracy. The total score is 10.		

To be more objective in the construction of such a test, each General Directorate of Education both in Al-Muthannah and Baghdad were asked to supply the committee with samples of selected test formats from professional teachers of the level of 1st intermediate class. Therefore, thirteen samples are provided and used to construct the items of the final test by selecting and modifying some of the items to suit the aim of the study. The final form of the test should be valid. Therefore it is exposed on the members of the testing committee who all agreed on its validity

and suitability to achieve the aims of the study. On the other hand the reliability of the test is found out by using the Kuder-Richardson formula 21 where the correlation is found out to be 0.76. The time needed to answer the oral test is 20 minutes per student. While the time needed to answer the written test is one hour as an average.

4- Equalization of the Groups of the study

The experimental group and control group are equalized in the following variables:-

4.1 Sex Variable

By using Chi^2 method to find out whether there are differences between males and females in the two directorates, results show that there is no statistically significant difference which means that they are equalized in the sex variable. (table5)

Table (5)

Governorate	Directorate	Sex		Total
		Males	Females	
Baghdad	1st Al-Rusafh	67	65	123
Al-Muthannah	Al-Muthannah	86	91	177
Total		153	147	300

4.2 Age variable

The mean score of the age groups of the sample and the standard diviation as well are computed, then by using the t-test for

two independent samples, results show that there are no statistically significant difference in the Age variable. (table 6)

Table (6)

Directorate	No. of sample	Mean	S.D.
1st Al-Rusafh	123	157.32	6.85
Al-Muthannah	177	159.19	10.25

4.3 Father's Academic level

The frequencies representing the level of the Fathers academically in both groups are calculated according to illiterate+ primary school, secondary school, and university-up, and by using the Chi^2 test, no statistically significant difference is found out (table 7).

Table (7)

Directorate	Father's Academic level				Total
	Illiterate+Primary	Secondary	Institute	University-up	
1st Al-Rusafh	1	20	51	51	123
Al-Muthannah	6	34	65	72	177
Total	7	54	116	123	300

4.4 Mother's Academic level

The same procedure done in 4.3 is repeated here to compute the level of Mothers academically. Results show that there is no statistically significant difference between both groups of the study (table 8).

Table (8)

Directorate	Father's Academic level				Total
	Illiterate+Primary	Secondary	Institute	University-up	
1st Al-Rusafh	2	22	53	46	123
Al-Muthannah	6	46	79	46	177
Total	8	68	132	92	300

4.5   The students' Scores in English in Bacaloriat Exam

The mean score and the standard deviation of the students' scores in English in the Bacaloriat Exam are computed, and by using the t-test for two independent samples, results show that there are no statistically significant differences between both groups (table 9) .

Table (9)

Directorate	No. of students	Mean	S.D.
1st Al-Rusafh	123	87.92	10.77
Al-Muthannah	177	85.84	11.72

4.6   Family Assistance in Teaching English

By using the Chi^2 method, No statistically significant difference is found out between both groups in respect to this variable (table 10).

Table (10)

Directorate	Assistance of Family		Total
	Yes	No	
1st Al-Rusafh	50	73	123
Al-Muthannah	68	109	177
Total	118	182	300

8. Results

After the final administration of the oral and written tests in both Baghdad Governorate and Al-Muthannah Governorate, and then correcting the papers of both groups, results appear to be as the following:

8.1 Results of the General Directorate of 1st Al-Rusafah/Baghdad

Results show that the mean score of the male students in the oral test is 33.60 and that of the female ones is 27.34. whereas the male mean scores in the written test is 30.10 and that of the females is 25.00. Results also show that the mean score of total for males is 63.70 and that of the females is 52.70. This result represents an acceptable level in general (table 11).

Table (11)

Sex	Statistics	Oral Test	Written Test	Total
Males	Mean	33.60	30.10	63.70
	S.D.	7.55	9.92	15.39
	No. Of Sample	67	67	67
Females	Mean	27.34	25.00	52.70
	S.D.	6.99	8.50	15.26
	No. Of Sample	56	56	56
Total	Mean	30.75	27.78	58.69
	S.D.	7.92	9.61	16.23
	No. Of Sample	123	123	123

8.2   Results of Al-Muthannah General Directorate

Results show that the mean score for males in the oral test is 37.33 and that of the females is 39.90. While the mean score of the males in the written test is 24.99 and that of the females is 33.12. Results also show that the mean score of the total of the males is 62.23 and that of the females is 73.02. This result represents an intermediate level in general (table 12).

Table (12)

Sex	Statistics	Oral Test	Written Test	Total
Males	Mean	37.33	24.99	62.23
	S.D.	4.11	6.64	9.27
	No. Of Sample	86	86	67
Females	Mean	39.90	33.12	73.02
	S.D.	3.53	8.47	10.95
	No. Of Sample	91	91	91
Total	Mean	38.65	29.17	67.78
	S.D.	4.02	8.63	11.49
	No. Of Sample	177	177	177

8.3 Results related to the Comparison between Al-Muthannah and Baghdad

Results show that the mean score of the students in Baghdad/ 1st Al-Rusafah in the oral test is 30.75 and that of the students in Al-Muthannah is 38.65. While the mean score of the students in Baghdad/1st Al-Rusafah in the written test is 27.78 and that of Al-Muthannah is 29.17. Results also show that the mean score for the total for Baghdad/1st Al-Rusafah is 58.69 and that of Al-Muthannah is 67.78. This represents an intermediate level in general (table 13).

Table (13)

Governorate	Statistics	Oral Test	Written Test	Total
Baghdad	Mean	30.75	27.78	58.69
	S.D.	7.92	9.61	16.23
	No. Of Sample	123	123	123
Al-Muthannah	Mean	38.65	29.17	67.78
	S.D.	4.02	8.63	10.95
	No. Of Sample	177	177	91
Total	Mean	35.41	28.60	64.05
	S.D.	7.09	9.06	14.32
	No. Of Sample	300	300	300

9. **Conclusions:** The following are concluded:

1) The general level of Iraqi students in English is intermediate. But those who are taught according to the communicative approach have a better level of performance than the students who are taught according to the currently used textbook and teaching method.

2) Male students' level in the test is superior to female ones in respect to those who are taught according to the traditional method.

3) Female students' level in the test is superior to male ones in respect to those who are taught according to the communicative approach.

4) The students' performance level in English is higher in the oral test than in the written one.

10. **<u>Recommendations</u>** The following are recommended:

1) Attention must be paid to outside classroom activities in order to develop freedom of expression and fluency in using songs and games to increase students' autonomy.

2) Teachers are in need of continuous and intensive in-service training in using the communicative approach.

3) Session should be held to inform all participants in the teaching-learning process of the communicative approach in theory and practice.

4) Teachers should be trained on how to construct and use a communicative test effectively.

5) Teaching aid and technologies should be focused to be used effectively in teaching English communicatively.

6) Teachers should be aware of their role in the classroom whether the educational or academic at the same time.

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Appendix

Name: …………………………… School:……………………………

Q1/ Read the following passage carefully and then answer question.

Mark and Sally like visiting their uncle's farm which lies in a village near London. In summer, they help the farers and enjoy playing some games. They often have their meal in the farm. After working, they swim in the river. In winter, when there is rain and air become cold, they do not work or swim. They like watching the farmer working in the field.

1. What do Mark and Sally like to do?

----

2. Where does their uncle's farm lie?

----

3. Why don't they swim in winter?

----

4. When do they swim in the river?

----

5. Who often has his meal in the farm?

(10 marks)

Q2/ Choose the correct word from between the brackets.

1. People like watching TV,……………they? (doesn't, didn't, do)

2. There are……...desks in the classroom.(much, any, little, many)

3. How…………water is there in the glass? (old, much, far, many)

4. He is………………table-tennis now. (playing, play, played, plays)

5. This is Huda's book. It's……………….. .(she, her, his, hers)

6. My father likes coffee………………. I don't. (and, but, or, so)

7. She's going to be an ………….(teacher, nurse, engineer, doctor)

8. He …………….. the blackboard every morning.(cleans, cleaned, cleaning, clean)

9. Is there ………………. In the room? (nobody, anybody, none, somebody)

10. The picture is …………………. The wall (at, on, in, of)

(10 marks)

Q3/ Read the following passage and fill the blanks with the necessary words from the list below:

(school, on, ends, old, there, children, age, in, o'clock, and, first, afternoon)

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Henry Wood is a teacher. He is thirty years…….. . He works in a …………..in a small town……… Liverpool, and he teaches languages………. In this school the…………lesson starts at nine……….., the last lesson …………….at four in the…………. Wood has two………… Tom eight years old…………. Sally five years old. Mr. Wood goes to his work by train.

Q4/ Complete the following by filling in the blanks with missing words:

1. play, playing; put………………….
2. book, books; dish…………………
3. she is, she's; we will,……………..
4. Iraq, Iraqi; France,………   …………
5. big, small; mew,……………………..
6. go, went; break,……………………..
7. tall, taller; good,………………………
8. 6th, sixth; 31st,………………………….
9. yflami, family; rhetom,……………….
10. apple, fruit; milk,………………………

(10 marks)

Q5/ Match the items in list (A) with the suitable ones in list (B)

A	B
.....1.What's the time?	a. She's tall with black hair.
…..2. I need some banana, please.	b. it's 3rd of May
…..3. What does she look like?	c. Yes, please.
…..4. Goodbye and good luck.	d. Never mind.
…...5. How are you?	e. It's quarter past nine.
……6. I'm sorry?	f. I need two kilos of rice.
……7. What's the date today?	g. Here you are.
……8. Would you like to drink tea?	h. I'm fine, thank you.
……9. Can I help you?	i. Thank you. Goodbye.
….10. Is that 4189877?	j. Goodnight.
	k. Yes, I am.

(10 marks)

Q6/ Answer the following questions in one continuous paragraph. Use the words and phrases between brackets.

1. What was Ameer playing?   (ping-pong)

2. Who was playing with him?   (Mazin)

3. Where were they playing?   (in the school)

4. When did they begin to play?   (during the sports lessons)

5. Why was Ameer so glas at last?   (win the game)

(10 marks)

اسم الطالب/ الطالبة: ....

اسم المدرسة: ....

العمر [ ] سنة

تحصيل [امي] [ابتدائية] [متوسطة] [اعدادية] [معهد] [جامعة] [دراسات عليا]

تحصيل الام [امي] [ابتدائية] [متوسطة] [اعدادية] [معهد] [جامعة] [دراسات عليا]

درجة اللغة الانكليزية في امتحان البكلوريا للصف السادس الابتدائي [ ]

هل هناك من يساعدك من العائلة في دراستك الانكليزية؟ نعم [ ] كلا [ ]

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