The impact of a task-based program on written communicative skills among EFL experimental language secondary school students

إعــــداد

Dr. Shery Eid Mohammed Abdul Aal
English Instructor
Al-Azhar Sharkia Zone

Abstract

The present study aimed at investigating the impact of using a designed task-based program on the development of EFL secondary school students' written communicative skills. The participants of the study were randomly drawn from first year language secondary school students, Zagazig city, in the academic year 2016/2017 (N=70). Then, they were randomly assigned into two groups: experimental (35 students) and control (35 students). The experimental group received training through the designed task-based program, while at the same time, the control group continued to study the content in the traditional way. To determine the necessary written communicative skills for the study participants, a written communicative test was developed and used as a pre-posttest. A designed task-based program was developed by the researcher to teach the written communicative skills. Having finished the intervention, data were collected and treated statistically using the SPSS. The results indicated that there was a statistically significant difference between the mean scores of the experimental group (taught through the designed task-based program) and the control group (taught traditionally) on the posttest in the overall written communicative skills. They also revealed that there was a statistically significant difference between the mean scores of the experimental group in the pre- and the posttest in the overall written communicative skills favoring the posttest. It was concluded that the designed task-based program was effective in enhancing written communicative skills.

تأثير برنامج قائم على المهام على مهارات التواصل الكتابي لدى دارسي اللغة الانجليزية بالمدرسة الثانوية التجريبية للغات

د. شري عيد محمد عبد العال – معلمة لغة إنجليزية

منطقة الشرقية الأزهرية

الملخص

هدفت الدراسة الحالية إلى دراسة تأثير استخدام برنامج قائم على المهام على تنمية مهارات التواصل الكتابي لدى دارسي اللغة الانجليزية بالمدرسة الثانوية التجريبية للغات. وتم سحب عينة الدراسة عشوائيا من طلاب الصف الأول الثانوي بمدينة الزقازيق في العام الدراسي ٢٠١٦/٢٠١٧ وكان عددهم ٧٠ طالبا. وعليه تم تقسيمهم إلى مجموعتين : مجموعة ضابطة (٣٥ طالبا) و مجموعة تجريبية (٣٥طالبا). تلقت المجموعة التجريبية تدريبا على استخدام مهارات التواصل الكتابي في برنامج أعد لهذا الغرض، بينما استمرت المجموعة الضابطة في دراسة المحتوى المقرر بالطريقة المعتادة. وتمثلت أداة الدراسة في اختبار مهارات التواصل الكتابي والذي أعدته الباحثة – وتم تطبيقه قبل تطبيق البرنامج القائم على المهام وبعده. ومن ثم تم جمع البيانات ومعالجتها إحصائيا باستخدام برنامج SPSS. أظهرت نتائج البحث أن هناك فرق ذا دلالة لإحصائية بين متوسطات درجات المجموعة التجريبية التي درست باستخدام البرنامج القائم على المهام وبين متوسطات درجات المجموعة الضابطة التي درست المحتوى بالطريقة المعتادة قبليا وبعديا في اختبار مهارات التواصل الكتابي لصالح المجموعة التجريبية. كما أظهرت النتائج فرقا ذا دلالة إحصائية بين متوسطات درجات المجموعة التجريبية التي درست باستخدام البرنامج القائم على المهام قبليا وبعديا في اختبار مهارات التواصل الكتابي لصالح الاختبار البعدي. وخلصت الدراسة إلى الاستنتاج بأن البرنامج المصمم والقائم على المهام ذا فاعلية في تنمية مهارات التواصل الكتابي.

الكلمات المفتاحية: برنامج قائم على المهام- مهارات التواصل الكتابي

Introduction

In the last thirty-five years, our world has witnessed some dramatic and incredible changes. The most influential and remarkable ones are the revolution in information technology and the revolution in communication technology with their consequences and prevailing impacts. This revolution in information and communication has turned our world into what has been called a small village. The new situation has entailed the growth of scientific and cultural interrelations among different parts of the world. Such conditions necessitated that the increasing number of the world population should have one medium of communication, which made situations ripe to qualify English as a medium language. Thus, the teaching and learning of English among people has become something in demand.

Littlewood (1999) explained the relationship between Task-Based Teaching (TBT) and Communicative Language Teaching (CLT) as that the continuum from focus on forms to focus on meaning could equally well be taken as representing 'task-types' in the TBT or 'activity types' within the CLT. In this respect, TBT can be seen as a development within the CLT. The essential feature of this development is that the structural and authentic communication activities or tasks take on a more central role. In TBT (as usually conceived), tasks serve not only as major components of methodology, but also as units around which a course may be organized. These units provide a link between outside-classroom

reality and inside-classroom pedagogy. At the interface with outside-classroom reality, communication tasks enable the English course to be organized around 'chunks of communication' which reflect students' needs, interests, and experience. At the interface with inside-classroom pedagogy, they provide an organizing focus for the individual components of language (forms, vocabulary, etc.) that students have to learn in order to communicate competently.

Willis (1996) indicated that TBT learning is fostered through performing a series of activities as steps towards successful task realization. The focus is away from learning language items in a non-contextualized vacuum to using language as a vehicle for authentic and real-world needs. By working towards task realization, the language is used immediately in the real context of the learner, making learning authentic. In a TBT framework, the language needed is not pre-selected and given to the learners who then practice it, but rather it is drawn from the learners with help from the teacher, or to meet the demands of tasks. In TBLT, motivation for communication becomes the primary driving force.

This approach places the emphasis on communicative fluency rather than the hesitancy borne of the pressure in more didactic approaches to produce correct utterances. Exposure to the target language should be in a naturally occurring context. This means that, if materials are used, they are not prepared especially for the language classroom, but they are selected and adapted from authentic sources such as magazines, newspapers, and brochures.

Based on the dramatic changes in the field of technology and communication, the new innovation in the field of teaching and learning EFL, and the outcomes of TEFL process in our schools which seem to be not much promising, the Ministry of Education has launched the Educational Reform for Knowledge Economy Project to enhance the outcomes of TEFL process through starting the process of TEFL from grade one instead of grade five, updating the curriculum and textbooks of English language, and giving the choice to the teacher to use any appropriate method for achieving the instructional objectives.

Having a close relationship between communication and writing in a task-based context, writing is amongst the most prominent skills of language. Learners need to be trained as an essential component of their academic life and later on in their professional life, which partially explains why teaching writing has prompted a good deal of research that covers various aspects of its broad instructional contexts. Using writing skills to communicate with native and non-native speakers of English is one of the major problems confronting students who are learning EFL in Egypt. This problem could be caused by the lack of a native speaker's environment and the crowded classes at our schools. Therefore, developing writing skills is a real challenge for both EFL teachers and EFL students.

Context of the problem

Having conducted a written communicative skills questionnaire in April, 2016 as a pilot study to identify the difficulties facing EFL students in the first year at Zagazig Experimental Language Secondary School (n=70), it was found out that EFL students lacked some written communicative skills.

Statement of the problem

In light of the aforementioned argumentative account, it is clear that the secondary school EFL students lack the written communicative skills as has been revealed through the pilot study. It could also be mentioned that giving the activities of the designed task-based program would help in achieving high standards of skill mastery for the EFL students. Accordingly, the problem under investigation in this study could thus be stated in the following main question:

- How effective is a designed task-based program in developing EFL experimental language secondary school students' written communicative skills?

Questions of the study:

1. What are the written communicative skills needed for the first year EFL students at the experimental language secondary school?

2. To what extent do those students master these skills?

3. **How can a task-based program be designed to enhance EFL students' written communicative skills?**

4. **To what extent is the designed task-based program effective in developing EFL experimental language secondary school students' written communicative skills?**

Hypotheses of the study

1. **There would be a statistically significant difference between the mean scores of the experimental group in the pre-administration and the post-administration of the written communicative skills test in favor of the post-administration.**

2. **There would be a statistically significant difference between the mean scores of the experimental group and the control one in the post-administration of the written communicative skills test in favor of the experimental group.**

Significance of the study

The results of this study are hopefully expected to be useful to:

1. **The EFL students: This study may improve the EFL students' written communicative skills.**

2. **Teachers: This study may supply teachers of this stage with task-based activities that could improve their performance in the EFL classrooms and their students' written communicative skills.**

3. **Course designers: Task-based activities can be injected in**

English courses at all educational levels due to their benefits in developing different language skills among EFL learners.

Delimitations of the study

This study was delimited to:

1. Seventy students at Zagazig experimental language secondary school, Sharkia Governorate.

2. Eight Written communicative skills which were specified by the questionnaire results:

a. formulating sentences from words,

b. identifying the immediate constituents,

c. formulating sentences from words,

 d. identifying the semantic equivalents,

e. identifying different meanings of the same words,

f. explaining the meaning of the words,

g. explaining the meaning of the words, and

 h. writing simple types of communications)

Instruments of the study

For fulfilling the objectives of the study, The following instruments were designed by the researcher:

a. A written communicative skills questionnaire.

b. A pre-post written communicative skills test.

c. **A rubric for correcting written communicative skills test.**

Review of literature

To assess written communicative skills and determine a student's growth and skill, world language teachers turn to how communication is defined within the standard. Communicative skills are manifested within the national standard through the interpretive mode, interpersonal mode, and presentational mode of communication (ACTFL, 2012). The interpretive mode of communication is characterized by the ability to interpret and understand spoken and written language whereas the interpersonal mode of communication describes the ability to maintain conversation between two or more individuals. The presentational mode of communication is highlighted by information presented through spoken or written language. When combined, these three modes of communication represent authentic real world communicative settings (ACTFL, 2012). As a result, the authors chose to target the Communication Standard of world language learning when exploring the integration of 21st century skills and Web 2.0 tools.

Communication is a requisite to discuss, discover, and learn about all other concepts. Communicative competence is comprised of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence (Canale & Swain, 2000 & Savignon, 1997). Grammatical competence is the knowledge of the structure and form of a language; some of which include its

morphologic, syntactic, phonemic and graphic features. The knowledge of the interrelationship between and logic across sentences and phrases is characteristic of discourse competence. An individual with strong discourse competence can aptly judge the relationship between different ideas within a text. Sociolinguistic competence focuses on the recognition and accordance of the rules of interaction; taking turns, appropriate greetings, proper use of formal/informal register, naturalness or overall native-like language. Finally, strategic competence is characterized by the ability to make the most of the language, particularly when compensating for language deficiencies. For instance, it is the ability to successfully communicate an idea or concept that an individual lacks the proper name for, or to negotiate meaning during conversation through verbal and nonverbal communication techniques. When skillfully combined, the result is successful communicative skills in which one can express, interpret, and negotiate meaning (Savingnon, 1998).

According to Ferris (2002), teacher written feedback can be divided into two types: direct feedback and indirect feedback. The difference between these two feedback types is the explicitness of the correction forms. Some researchers question the effects of overt error correction. Others suggest that indirect feedback (i.e., symbols, codes, or marginal feedback) can be used as an alternative to give written corrective feedback. The teacher may circle or underline the mistakes and write the symbol in the margin. Alternatively, they may choose to only write the symbol in the margin without circling

or underlining and the students are required to find the errors and correct them by themselves. The approach using indirect feedback cues may be useful in that it involves the learners taking more responsibility for their own learning.

Spandel (2005) defined writing as the production of sentences arranged in a particular order and linked together in certain coherent whole, which is often called a 'text'. Even though not much is known about individual writing methods of composing a text, it is agreed that it is neither an easy nor a spontaneous activity. Also, it is by the organization of our sentences into a text, into a coherent whole which is as explicit as possible, and complete in it, that we are able to communicate successfully with our readers through the medium of writing.

According to Graham (2005), writing is said to be more dependent on the use of the linguistic resources of a language, resulting in the difficulties experienced by ESL learners, especially at the elementary and secondary levels. Raimes (1985) identified the following three reasons for the teaching of writing skills: (1) Writing reinforces the vocabulary, structures, functions and notions that the students have been taught, (2) It gives the students the opportunity to be adventurous with the language, and (3) The interaction of eye, hand and brain reinforces the learning of the language by forcing the student to think of new or other ways of saying things; in other words, it develops strategic competence.

The writing process is an approach to incorporate writing skills which occurs in the recursive nature of the composing process from

the time that English language skills start developing. Silva (1996) translated this approach into the context of language classroom as stating, this approach focuses on the need for providing a positive, encouraging, and collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing processes. The teacher's role is to help students develop viable strategies

for getting started (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas), and for editing (attending to vocabulary, sentence, grammar and mechanics) (p. 15).

The process approach is viewed as "multistage process" (Reid, 1993) which follows a "cyclical pattern". The process approach to teaching writing considers all writing as a creative act and emphasizes the student as an independent producer of texts so that teachers let their student's time and opportunity to develop on their own. Response, therefore, is crucial in assisting learners to move through the stages of the writing process (Hyland, 2003). In other words, teachers must support student through multiple drafts by providing feedback and suggesting revisions during the process of writing itself, rather than at the end of it.

Method and Procedures

Two weeks after the beginning of the 1st semester of the academic year 2016/2017, the pre written communicative skills test

(See Appendix A) was conducted. Then, the researcher designed the task-based program (TBP), which was validated by a number of TEFL experts. Seventy EFL students were randomly chosen from the first year EFL students at the experimental language secondary school in Zagazig. The students were divided into a control group (35 students) and an experimental group (35 students). In a calm, relaxing setting, the TBP proposed was implemented for two months (See Appendix B). The proposed program consisted of 10 sessions. Each session is concerned specifically with the use of a certain grammar rule. It includes a group of activities. The number of activities is different from one session to another according to the objectives to be achieved. Some activities took 45 minutes while others took 60 minutes. Thus, each lesson took time according to the numbers of its activities including their presentation and procedures. Evaluation of each lesson was at the end of implementing the whole activities of this session. In teaching activities, the researcher followed specific teaching steps as follows:

a) Presentation:

The researcher used various styles to initiate the practice of the activities whether through giving an introduction about the topic or asking questions or making discussions with the students.

b) Practice:

At this stage, the researcher provided students with various activities through group discussion. Students were given the

opportunity to engage in practicing these activities with the instructor and among themselves.

c) Evaluation:

At the end of each session, students were evaluated using task-based activities to measure the students' ability to master the written communicative skills.

Then, at the end of the academic semester, the post-test was conducted immediately after concluding the intervention. Having collected the data , they were treated statistically using the SPSS.

Study results

1. It was hypothesized that "there would be a statistically significant difference between the mean scores of the experimental group in the pre-administration and the post-administration of the written communicative skills test in favor of the post-administration." To determine the relative extent of change fostered by the implementation of the proposed TBP , a t-test for paired samples was used. See table (1).

Table (1)

t-values comparing the pre- post-administration means for the experimental group in written communicative skills test

Test	N	Mean	Std	t	Df	Sig.	Effect size
Pre	35	14.65	2.36	50.60	34	0.000	0.987
Post	35	27.80	1.67			Sig.	High

Table (1) illustrates that there was a statistically significant difference at 0.01 level of significance between the mean scores of the experimental group in the pre-post administration of written communicative skills test in favor of the post-administration scores. It can be indicated that t-value (50.60) is significant at 0.01 level. The mean scores of the posttest (27.80), whereas the deviation of the scores of the pretest is much higher than that of the posttest. These results provide enough evidence to support the first hypothesis.

2. It was hypothesized that "there would be a statistically significant difference between the mean scores of the experimental group and the control one in the post-administration of the written communicative skills test in favor of the experimental group". Below is Table (2) showing the result.

Table (2)

t-values of the post-administration of the written communicative skills test comparing the experimental group to the control group

Test	N	Mean	Std	t	Df	Sig.	Effect size
Control	35	15.14	1.59	-32.37	68	0.000	0.968
Experiment	35	27.80	1.68			Sig.	High

Table (2), indicates that there is a statistically significant difference at 0.01 level between the attained mean scores of the control and experimental group in favor of the experimental group

post application of the written communicative skills test. The estimated t-value is- 32.37. It is significant at 0.01 level in favor of the post application of the experimental group. The mean of the experimental group in the post application is (27.80) and that of the control group is (15.14). So the mean of the experimental is higher than that of the control group. These results confirm the effect of the designed TBP on the experimental group students' written communicative skills.

Hence, the above results seemed to provide adequate evidence to support the study hypotheses. The change that occurred in the experimental group was bigger than that of the control group due to the implementation of the designed TBP. So, the study hypotheses were supported by the results. And all the findings of the study proved to be positive. The experimental group students had developed their use of written communicative skills more than the control group. This could be attributed to the training that the experimental group was exposed to, whenever other variables have been controlled.

Discussion of the results

Following is a detailed discussion of the results related to the empirical part of the study. Such a discussion relates to the purpose as well as the hypotheses of the study. The purpose of the present study was to investigate the effect of a designed task-based program on the development of EFL secondary school students' written communicative skills. In this study, a designed task-based program

produced statistical as well as educational gains in the written communicative skills.

The data from the present study supported the positive effect of a designed task-based program in developing written communicative skills in the study hypotheses. The results also revealed that the designed task-based program is of high efficiency on the students' written communicative skills.

The results also revealed the superiority of the experimental group students who received designed task-based instructions activities over their counterparts who received the typical teacher-directed instruction in the same content. Students in the experimental group made significantly greater gains than students in the control group on the written communicative skills test.

Using a designed task-based program helped students overcome some of their problems and increased their friendship in written communicative skills. During the experiment, students in the experimental group were working as if they were one team in a group through suggesting ideas, offering critical viewpoints, correcting each other mistakes, and helping each other.

At the beginning of the experiment, the researcher observed a weak response from students in session (1) but this response, after that, turned into an effective participation in applying the activities that the program included. Later, students themselves prepared a

list of criticism techniques, and then they applied it on the texts that

the researcher taught.

Through administering the program, the researcher observed that the students' EFL written communicative skills were developed.

The designed task-based program has an effect on developing students' written communicative skills; this was illustrated through the students' desire to write the paragraph carefully twice at least before analyzing it within the classroom. Also, during the administration of the program, the researcher observed that the students become highly motivated towards written communicative skills and these are what we call the higher learning skills

It can be noticed that the majority of students in the control group were uncertain of their knowledge of all skills in the measurement of these skills. The reason for that is that these students did not have any previous idea of these written communicative skills. These results suggest that participants were drawing on their L1 skills to support their English language writing knowledge. In other words, they did not have any practice in teaching these skills in their written lessons. Therefore, they did not make much progress in the use of written communicative skills. This indicates that there was a relationship between the improvement of written communicative skills and the amount of practice they had. Most students faced some problems in understanding these skills and they did not acquire any more positive attitude towards written communicative skills. However, the impact of the designed task-

based program on scores of participants in the research group shows that the majority of the participants improved their scores in the written communicative sub-skills. The discussion with the regular teacher stated that these students had missed lessons that would have helped them gain knowledge in the four language skills. This can be related to their struggle with this type of work. As a whole, the program improved the written communicative skills of language secondary school students.

These results can be attributed to the following:

- Overall findings suggest that students benefited from learning the task-based program stages that provided an approach to master written communicative skills.

- English Language was used as an instrument of communication and therefore, the primary objective of language learning and teaching process was to develop learners' written communicative skills.

- Classroom learners could acquire written communicative skills by participating in different tasks such as, writing paragraphs or essays and putting a suitable title to them and clarifying the main idea in the paragraph, making a conversation inside the class about pollution and how to solve it.   -

The teacher was also oriented to play a role of classroom manager, facilitator or role model for the activities that learners were asked to carry out. Giving guidance and feedback (when it was felt necessary) were also other roles allocated to the teacher. The teacher could empower the students.

-Students began to show certain changes and progress especially in written communicative skills.   -The designed task-based program was found suitable in promoting pair work, group work and discovery technique in language teaching. -The designed task-based program could have an effect in enabling learners to acquire and understand their roles in communication.

Conclusions

The results of the present study revealed that: - Using a designed task-based program helped students overcome some of their problems and increased their friendship, written communicative skills. During the experiment, students in the experimental group were working as if they were one team in a group through suggesting ideas, offering critical viewpoints, correcting each other's mistakes, and helping each other.   - At the beginning of the experiment, the researcher observed a weak response from students in session (1) but this response, after that, turned into an effective participation in applying the activities that the program included. Later, students themselves prepared a list of criticism techniques, and then they applied it to the texts that the researcher taught. Through administering the program, the researcher observed that the students' EFL written communicative skills were developed.   - The researcher, at the end of the administration of the proposed program concluded that students' written communicative skills

activities were developed. On the other hand, students told the researcher that they were interested in the activities they practiced in the program, to the extent that they can apply it to other academic subjects. Thus, it can be said that the program developed the skills of transfer of learning among students.

Recommendations of the study

Based on the results; and the quantitative and the qualitative data obtained through the different phases of this study, the following recommendations can be given:

1. Teacher institutions in Egypt need to train student teachers to develop written communicative skills programs that integrate more analytic issues and themes.

2. Language curriculum developers need to team with curriculum developers from different content areas to make use of their expertise in enriching the language curricula with themes, issues and topics that would help student teachers acquire written communicative skills.

3. Designing task-based programs in future language courses have to be motivating, interesting, engaging, and consistent with the aims of the other subjects students are currently studying.

4. Methods of teaching English using task-based programs have to assist students to be more autonomous. The role of the teacher in these classes has to be that of a guide or a facilitator.

5. **Written communicative skills need to be introduced in our language classes in the pre-university level.**

Suggestions for further research

Throughout the research, the researcher senses the following suggestions for further research:

1. **Replicating the present study on a larger sample that belongs to different governorates and secondary schools inside Egypt.**

2. **A longitudinal study which allows students ample time to adjust to this new method of instruction.**

3. **The effect of administering the proposed program to writing skills needs to be assessed.**

4. **Designing other programs for developing secondary school students as well as university students' writing skill in general.**

Study implications

The findings of the investigation demonstrate that using designed task-based program helped students overcome some of their problems and increased their friendship, written communicative skills. In addition, this research emphasized the valuable role of on-hands tasks in helping students become more active, this point was useful to the present study.

The results of this study also support the contention that gaining access to meaning through written communicative skills depends

strictly on prior mastery of the language structure that leads to it, and also the comprehension of the structures that signal meaning.

The results of this study partially proves Arnold (2009: 147) theory: that communicative competence encompasses the knowledge of how to use the language in the real world, it breaks down into two major components of the knowledge; knowledge of the language and knowledge of how to achieve the goal of communication.

The findings of this study recognize that written communicative skills are of utmost importance for EFL students. The findings of this study provide the educational policy makers with insights into perception and practices of teaching reading comprehension skills.

References

Arnold, S. (2009). *The test of English as a foreign language as a measure of communicative competence*. **Oxford: Oxford University Press.**

ACTFL (2012). *SLA research and language teaching*. **Oxford: Oxford University Press.**

Canale, M. & Swain, M. (2000). The essentials of a communicative curriculum in language teaching. *Applied Linguistics, 1*(2)**, 89-112.**

Ferris, J. (2002). *Thinking for yourself : Developing critical thinking skills through reading and writing*. **London: Wadsworth Publishing Company.**

Graham, D. (2005). *Research and language teaching*. **Oxford: Oxford University Press.**

Hyland, A. (2003). *Teaching writing skill*. **Oxford: Oxford University Press.**

Harmer, D. (2007) *The communicative language teaching*. **London: Wadsworth Publishing Company.**

Littlewood, J. (1999). Teaching English as a foreign language. *Applied Linguistics, 2*(3)**, 79-312.**

Raimes (1985). *Teaching writing competence*. **Oxford: Oxford University Press.**

Reid, J. (1993). Communicative language teaching. *ELT Journal, 5*(11)**,75-85.**

Silva, C. (1996). *Teaching English as a foreign language*. **Oxford: Oxford University Press.**

Spandel (2005). *Communicative language teaching*. London: Wadsworth Publishing Company.

Savignon, L. (1997). Teaching communicative competence. *ELT Journal, 5(3),127-165.*

Savignon, l. (1998) English language teaching. *ELT Journal, 6 (12), 44-87.*

Willis, C. (1996). *Communicative language teaching*. Oxford: *Oxford University Press.*

Appendix A

Written Communicative Test Pre-Post

This is a Written communicative pre-posttest designed for EFL secondary school students''.

The test includes three sections:

Section (A): (formulating sentences from words, identifying the immediate constituents, and formulating sentences from words)

Section (B): (identifying the semantic equivalents, identifying different meanings of the same words and explaining the meaning of the words)

Section (C (explaining the meaning of the words and writing simple types of communications)

Class:…………………

   School:……………

Name:………………..   Time: …………..

Date:…………………

<div align="center">

Written Communicative Pre/Post Test

</div>

Section (A)

<div align="center">

Question (1): 12 scores

</div>

1. Give the correct form of the words in brackets:

a. The (teach) told us a (differ) definition of (educate).

b. The electric (engine) helps us to (over) electricity problems.

c. The (child) were very (depress) when the trip was (cancel).

d. the (drive) was very (tire) so he can't travelling.

Question (2): 12 scores

2.Underline the verbs (V), nouns (N), and adjectives (A) in the

   sentences below:

a. Ali spent a funny day in Zagazig.

b. It's dishonest to cheat on a test.

c. it's unacceptable to litter on the street.

d. it's disrespectable to talk back to your parents

Question (3): 12 scores

3.Rearrange the words to make good sentences:

a. felt-they-guilty

b. upset-Sarah-seemed

c. results-happy-with-seems-she-exam-her

d. be-you-tired-must

Section (B)

Question (1): 12 scores

1. Give the meaning of the underlined words in each pair:

a. Do not speak so fast.

   Muslims fast during Ramadan.

b. I face a problem in my business.

   Sarah has a beautiful face.

c. I have a golden watch.

   I watch an exciting movie on television.

d. I read a book about wild animals.

   I book a single room in a hotel.

<div align="center">

- 56 -

</div>

Question (2): 12

2.Choose the close meaning of the underlined words:

a. Go and do your hair (cut-brush-dye).

b. My chef is a very generous man (employee-employer-worker).

c. The pilot is always very polite to the staff (crew-team-personnel).

d. This John one of the applicants for the job in the marketing department (colleagues-candidates-partners).

Question (3): 12 scores

3.Read each sentence, then give the meaning of the underlined words:

a. He dived from the bridge and rescued the drawing child.

b. Although people have similar upbringings, they often have different ideas.

c. people feel quite comfortable talking openly about happiness or a lack of it.

d. Focus on the present and what is going on around you right now.

Section (C)

Question (1): 9 scores

1. What would you say when?

a. Making a suggestion.

b. Correcting information.

c. Refusing an invitation.

Question (2): 9 scores

2. Describe a happy day you spent with your family on your grandfather's farm.