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THE CONSTRUCTION OF AN ACHIEVEMENT TEST IN ENGLISH
FOR THE CERTIFICATE CLASS IN LEBANON

An Abstract of
A Project
Presented to
the Faculty of the Department of Education
American University of Beirut
Beirut, Lebanon

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
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ABSTRACT

This project has been the construction of an English language achievement test for the certificate class (fifth elementary) in Lebanon. The Lebanese Ministry of Education gives an achievement test to the certificate class each June. Twenty-five per cent of this examination is based on English. However, teachers hardly know if their students are doing well in English or not. Certificate grades are not often received, and if they are, they are not broken down to the individual areas that were tested. The teacher wants to know more than this.

The actual construction of the test followed the general steps outlined in How to Make Achievement Tests by Robert M. W. Travers.¹ As far as possible, the objectives as given in the Program for English Studies as outlined by the Ministry of Education were followed. Word lists were made from My English² and Active English³ and from thirteen actual certificate examinations given in the past and eight

¹Robert M. W. Travers, How to Make Achievement Tests (New York: The Odyssey Press, 1950).

²Taylor and Tchamitch, My English Book Three (Beirut, Lebanon: Catholic Press, 1963).

³Raja T. Nasr, Active English Book Three (Bristol, England: Western Printing Service LTD., 1964).

others given in Certificate, a special magazine for the certificate class. Vocabulary used were taken from My English, Active English, and the New Method Readers, Book two and three by West.

The test was given to 329 students in the certificate class of eleven different schools. The tests were all given between the twenty-fifth of May and the first of June. Arrangements were made with the principals of the various schools and a time was agreed upon. The day before the examination, a one page sample was sent for each student, and the teacher was asked to explain the various types of questions used. The following day, two teachers who were helping me and had been given a set of rules to follow gave the examination to the class. The examination was administered with a time limit of fifty minutes.

The tests were graded by five teachers who had received keys for their individual part. The scores were added by me personally. The tests were marked on the basis of a correction factor and then marked again on the basis of no correction factor. The last method was useful in the calculation of reliability by the Kuder-Richardson Formula Twenty-one. The mean and standard deviations were worked out for both methods of scoring and for the scoring based on an adjusted test.

An item analysis of the test was made. Of the 110 items, 13 were discarded because their discrimination was less than .190. This left 97 items with an average difficulty of 60.34 per cent and an average discrimination of .462.

Two methods were used to determine the reliability of the tests. The Split Half Reliability Calculation (Stanley's Procedure) gave a reliability of .939. The Kuder-Richardson Formula Twenty-one gave a reliability of .932.

The Pearson product-moment correlation coefficient was computed for the English part of the certificate examination and gave a result of .43.

There were 288 results received from the government examination. On the basis of a passing score of 15 points, 99 passed and 189 failed. Of those who passed, 77, or 77.7 per cent received a score of 60 or above on the English test. There were 132 students who received less than 59 points on the English test; of these only 22, or 16 per cent of this group, passed the government examination.

The main limitation of the project was that the English test covered many more course objectives than did the government examination. This may account for the low correlation between the English test and the government examination.

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This project required the co-operation of school principals, teachers, and students. Individuals at the Lebanese Ministry of Education co-operated in making available the results on the certificate examination at a time when they were very busy. I wish to express my sincere thanks to all of these.

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CHAPTER I

ENGLISH IN THE ELEMENTARY SCHOOLS OF LEBANON

English is a second language in a growing number of schools in Lebanon. The teaching of a second language is not new to the Lebanese teacher and the learning of a second language is not new to the students of Lebanon. Although every school and every teacher should be interested in doing a better job, the wide variety of schools in Lebanon, with their particular backgrounds, has made it difficult to properly evaluate the teaching of English in the country.

A large number of textbooks are currently being used in Lebanon as a basis for teaching English in the elementary school. Some of these represent American English and some of them represent British English. Most of these textbooks are to some extent adapted to help the student achieve a passing mark in the certificate examination given by the Lebanese Ministry of Education at the end of the fifth or sixth class. The student who is weak in English is greatly handicapped in passing the entire examination, for 25 per cent of the total score concerns English.

We are not at this point primarily concerned with the validity of the government examination in English. We are interested in the point that this examination does not give the teacher the proper guidance needed. Usually, the

teacher can only find out if the student passed or failed the total examination, that is, whether the student received at least 60 points out of a total of 120. The student can conceivably pass the entire examination with little or no knowledge of English.

The construction of an achievement test which would be administered in many different schools would be of more help to the teacher in evaluating her total program of English instruction. The teacher would be able to see clearly just where her students stand in relationship to other students in their ability in English. The teacher would then be responsible to evaluate her own teaching program. The teacher would be interested in her methods of teaching English, the textbooks being used, and many other factors.

As the examination is given to an increasing number of students, and some standard of standardization is achieved, its usefulness to the teacher would increase.

Statement of Project

My project was the construction of an achievement test in English for the certificate class in Lebanon. Tests covering the language arts of reading, writing, spelling, grammar, and usage were developed during the first decade of this century in the United States. Since that time many

technical refinements have been made to improve the validity, reliability, norms, and interpretation of such tests. Scientific studies of curriculum content are now highly developed in the United States so that test exercises provide a representative sample of important learnings. Most tests are checked for statistical as well as curricular validity. An improvement of methods and analysis has resulted in a higher reliability of tests. Norms are now obtained by methods of selecting representative samples of pupils and methods of interpretation have been devised for the analysis of test results and comparisons with similar age or grade groups.

This is not the situation in Lebanon as far as the language arts are concerned. A standardized English test has not yet been developed, although there are a number of tests being used at various levels by individual institutions. Ideally, achievement tests designed to test the students' knowledge and ability in the English language. Such tests would serve as entrance examinations at a particular grade level; while others would be used to grant a rating or certificate to a student based on their performance on the test.

The certificate examination of the Lebanese Ministry of Education is an achievement test. In this examination, 30 points, or 25 per cent, out of a total of 120 are in

English for those who have studied English as a second language. The examination varies from year to year, but it usually consists of the following types of questions:

Dictation No. 20

The Debt of Kindness

There was a traveller. A band of robbers attacked him, bound him and left him at the side of the road.

A rich man passed but did not help him because the traveller didn't have money to give him. A poor man came. He cut the bonds, bandaged the traveller's wounds, gave him water to drink, put him on his donkey and took him to the city. There he nursed him back to health.

The traveller said, "How can I ever repay your kindness?" The poor man said, "Kindness is not a matter of money. A kind action can not be paid for in money. It can be paid for only by doing kind actions for others."

Questions:

1. Tell an incident showing a kind action for others.
2. Give the five chief parts of these verbs: leave, cut, come, give, attack.
3. Make adjectives deriving from the following words: help, give, health, kindness.

Dictation No. 19

Success

Success is not easy, but it is possible if you follow these simple rules. Know what you must do. Learn to do the things which are easy, and learn to do the things which are difficult. Do not give up. Keep trying. Follow good advice. Keep your eyes and your ears open, and do not use your mouth too often. Never try to do anything if you are not prepared. Trust yourself.

You will be successful when you are happy and when people respect you. You will be happy when you do your

best. Sometimes we fail. We should not stop then. We must try again. Remember that there is another day after tomorrow.

Questions:

1. What are the nouns derived from the following adjectives: possible, simple, difficult, successful, happy?
2. What does the author mean by: "Keep your eyes and your ears open, and do not use your mouth too often"?
3. What parts of speech are the following words? never, to, you, your. What are their functions?

It is easy to see that these examinations are limited. The method in which the examination is given also has weaknesses, but they will not be discussed at this point.

The question that is to be considered is whether an achievement test could be constructed that would really be valid for Lebanon under the present circumstances in which English is being taught as a second language.

CHAPTER II

THE PROCEDURE

A number of schools were chosen in which English was the second language. A survey was made of these schools to find the textbooks being used for the teaching of English to the certificate class. My English,¹ Book Four, Active English,² Book Three, and the series of New Method English³ were being used in these eleven schools. A word list was made from Active English² and My English¹ and added to the list already prepared and listed for New Method English.³ A word list was also prepared from thirteen Certificate examinations given in the past and eight more listed in Edition Du Certificat Culture.⁴ These vocabulary lists acted as a basis for the vocabulary and reading comprehension parts of the test.

The construction of the test followed the general procedure for the construction of an achievement test as

¹Taylor and Tchamitch, My English, Book Four (Beirut, Lebanon: Catholic Press, 1963).

²Raja T. Nasr, Active English, Book Three (Bristol, England: Western Printing Services LTD., 1964).

³Michael West, New Method English Readers (Alternative Edition; London: Longmans, Green and Co., 1955).

⁴Autorisee Aux Ecoles Officielles Par Le Decret 218, Edition Du Certificat Culture.

suggested by Robert Travers in How to Make Achievement Tests.⁵ He suggests that eight steps be followed. I have combined these into the following steps:

- Step I. Stating the educational goals in general terms
- Step II. Stating the educational goals in specific terms
- Step III. Assigning weights to the goals
- Step IV. The preparation of the blue print
- Step V. The use of the blueprint in preparing evaluation instruments
- Step VI. Additional factors to be specified

Stating the Educational Goals in General Terms

The first step in planning of an achievement test in English is to state all the educational goals involved in general terms. The problems of selecting educational goals are complex indeed and cannot be considered here. The goals are listed in the Program for English Studies⁶ as outlined by the Lebanese Ministry of Education. These are the main objectives for the certificate class in Lebanon

⁵Robert M. W. Travers, How to Make Achievement Tests (New York: The Odyssey Press, 1950).

⁶Program for English Studies, Lebanese Ministry of Education.

and the basis upon which the certificate examination is constructed.

Reading

1. The student is expected to read orally and silently. Emphasis is on the correctness of pronunciation and understanding.
2. The student is expected to understand the meaning of words in their context.

Dictation

The student is expected to write correctly prepared and unprepared selections from the textbook.

Memory Work

The student is expected to memorize selected passages from the readers. This should include simple poems to be given orally.

Composition

The student is expected to answer questions on the text in both oral and written form. He is expected to write short compositions on easy subjects.

Grammar

The student is expected to use the rules of grammar which have been taught. These include nouns, pronouns, verbs, adverbs, prepositions, and adjectives.

Educational Goals Stated in Specific Terms

Goals in general terms are necessary for they mark out the well-defined items that need to act as landmarks toward which the teacher aims and directs his efforts. However, these general goals must be broken up and stated in specific items if they are to be achieved. This is usually done by listing several specific skills which

would be developed in the student in whom these goals had been achieved. It is obvious that one cannot list all the things a student should be expected to do, but it is possible to select those qualities which represent the achievement of the goals to the highest degree. The aims of the course include all the specific behaviors which the course is designed to develop.

What are these specific goals for the teaching of English as a second language in Lebanon? There may be some slight variations due to the different textbooks used, but the common specific goals are these:

The students are expected

1. to read orally and silently with good pronunciation the level of texts indicated.
2. to understand what they read from these standard texts.
3. to understand the meaning of words in their context.
4. to understand oral questions in class and be able to answer questions orally.
5. to write prepared and unprepared selections correctly from the texts as indicated by their teacher.
6. to learn by memory certain poems or selections from readers and be able to give these orally.
7. to be able to dramatize readings from the texts.
8. to answer questions on the text in writing.
9. to use various words found in the text in good English sentences.

10. to be able to write simple stories.
11. to write short compositions on easy subjects.
12. to know a noun and its use.
13. to know a pronoun and its use.
14. to know a verb and its use.
15. to know an adjective and its use.
16. to know an adverb and its use.
17. to know a preposition and its use.
18. to use verbs in the present tense.
19. to use verbs in the present perfect tense.
20. to use verbs in the past tense.
21. to use verbs in the present continuous tense.
22. to conjugate the verbs to be and to have in the affirmative, interrogative, and negative sentences.
23. to know the past and present participle of the regular and common irregular verbs.
24. to be able to form regular plurals.
25. to be able to form irregular plurals.
26. to know the opposites of certain adjectives.
27. to be able to change masculine nouns into feminine, if such exist, and vice-versa.
28. to be able to identify a phrase and a sentence.

Assigning Weights to the Goals

The subject matter to be tested is language. The specific goals form the basis of what is to be tested.

What the student has learned in five or more years of English

study must be tested in one hour. This necessitates the selection of a sample of the things that should have been learned.

The test constructor is therefore faced with choosing a sample of the objectives of the course. This is limited by two factors. The first is that this is an objective test and items that are oral in nature or essay in type cannot be included. The second is that the time for the test has been set at fifty minutes so as to be the same as the time given for the certificate examination. The sample which is chosen will have to fit within this time limit.

Wrightstone, Justman, and Robbins point out in Evaluation in Modern Education,⁷ that the measurable objectives in the current foreign language tests may be classified as follows:

1. Vocabulary
2. Reading comprehension
3. Grammar
4. Knowledge of culture, history, and literature

They point out that the test usually has three sub-tests; a sub-test on vocabulary, one on reading comprehension, and one on grammar.

⁷Wrightstone, Justman, and Robbins, Evaluation in Modern Education (New York: American Book Company, 1956), p. 280.

On the basis of examining three major areas of language study, the following weights have been assigned:

1. Vocabulary	50
a. General Vocabulary	20
b. Opposites	10
c. Homonyms	20
2. Reading Comprehension	20
3. Grammar	40
a. Singular and Plural Forms	10
b. Verb Tenses	10
c. Interrogatives and Negatives	10
d. Sentences and Phrases	10
Total	110

The Preparation of the Blueprint

The blueprint for the construction of the test is based on the objectives of the course and its content. The general goals are entered in the squares along the left side of the sheet and the various units of the course are entered along the top side of the sheet. Here there was not a definite pattern, since no single textbook followed the government goals consistently. Examples of specific behaviors, which are expected outcomes, are entered in the proper cell below each unit and opposite the appropriate goal. Thus the blueprint indicates the relationship of course content to specific goals indicated by specific behav-

ior.⁸ Only three main areas of the language made up the general goals; they were vocabulary, reading comprehension and grammar. Fifty items concerned vocabulary, 20 items concerned reading comprehension, and 40 items concerned grammar.

There were 25 educational goals stated in specific terms. Not all of these could be used, as has been mentioned. The ones that could be used are the following:

1. Vocabulary 2, 3, (12-17 were used indirectly)
2. Reading Comprehension 2, 3, (12-17 were used indirectly)
3. Grammar 18, 19, 20, 21, 22, 24 and 25

The specific goals of numbers 1, 4, 6 and 7 were not used because they required oral responses. The specific goals of numbers 5, 8, 9, 10 and 11 were not used because they required essay responses. Number 23 was not used due to the limit of time.

The Use of the Blueprint in Preparing Evaluation Instruments

After the blueprint was prepared, questions were prepared to measure the student's achievement of the desired educational goal. Measuring techniques were used that were

⁸The blueprint for the unit on vocabulary is included in appendix C.

the test. Each test was given in the regular classroom of the certificate class. All of the schools were private schools. Two can be listed as foreign schools with the Lebanese program, three were Armenian schools with a Lebanese program with extra Armenian added, and the remaining six were "native" private schools.

Three teachers gave all the examinations. They carefully went over the rules together and followed them very carefully. The rules which were used are as follows:

Rules for Giving the Examination

1. The "Examples of Questions" should be given to the student first, the previous day if possible, and the teacher should explain that questions like these will be on the test the next day.
2. The teacher should get a list of the students and their certificate number.
3. The examination should be passed out and the student should fill in the cover carefully. The teacher is to make certain that the name is clear. The pupils should not fill out their certificate number.
4. When all of the students have filled in the information on the front page, the teacher should tell them to open their books and begin to work. The students should be told that fifty minutes are given for the test and that they should work carefully but quickly.

5. The teacher should go around the room to make certain that the students are marking in the right places and in the proper way. Directions may be explained by the teacher, but no further help should be given.

6. The teacher should check carefully to make certain that no cheating takes place.

7. When forty minutes have passed, the students should be told that they have ten minutes remaining. They should be told again when five minutes remain.

8. When the time is finished, all students must turn in their papers immediately.

The Scoring of the Test

Six teachers helped in the scoring of the tests. Keys were made for each page of the test and the teachers sat around three long tables and each graded one page according to the key. The tests were first scored with a correction factor and then scored without the correction factor. The two scores were put on the front page of the examination. When a correction factor was used the test was scored like this:

Items	1 - 20	score = right - $\frac{W}{N-1}$
	21 - 40	
	61 - 70	
Items	40 - 60	score = right - wrong
	71 - 80	
Items	81 - 110	score = number of right

When no correction factor was used the score equaled the number of correct responses.

When the papers were all graded, they were put in order from the highest to the lowest score. No attempt was made to score the test according to the three sub-tests.

CHAPTER THREE

TEST RESULTS

Description of Item Analysis¹

After the test was administered and scored, an item analysis was made following the six steps outlined by Robert Ebel in Measuring Educational Achievement.²

1. The scored tests were arranged in order of score, from high to low.
2. Two subgroups of test papers were separated, an upper group and a lower group, each consisting of approximately 27 per cent of the total group. On this test there were 88 papers in each group.
3. A count was made of the number of responses received for each item, upper and lower groups.
4. These responses were recorded on a paper which represented the test items.
5. To determine the difficulty of the item, the correct number of responses by the upper group was added to the correct number of responses made by the lower group. The sum was then divided by the maximum possible sum (88 + 88) of the papers in the upper and lower groups. The decimal fraction was multiplied by 100, giving us an index of item difficulty. Expressed as an equation we would write:

$$\text{Item difficulty} = \frac{\text{Sum of correct responses of upper and lower group}}{\text{Sum of upper and lower group}} \times 100$$

¹The item analysis was based on the original test of 110 items.

²Robert Ebel, Measuring Educational Achievement, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965) p. 347.

6. The discrimination of each item was found by subtracting the correct responses of the lower group from the correct responses of the upper group. This difference was divided by the possible maximum difference, (88). This quotient, expressed as a decimal fraction, is the index of discrimination. Expressed as an equation we would write:

$$\text{Item discrimination} = \frac{\text{Upper correct responses} - \text{Lower correct responses}}{\text{Maximum difference}}$$

The 110 items had an average difficulty of 60.34 per cent and an average discrimination of .462.³ No items were discarded from the test due to difficulty. However, thirteen items were removed from the test due to a discrimination of .190 or lower.⁴ No attempt was made to put the items in order of difficulty, due to the desire to keep the items in their context.

Reliability

Two methods were used to determine the reliability of the test. The Split-Half Calculation (Stanley's Procedure) uses the following formula:

$$r = 1 - \frac{Dd^2}{Ds^2}$$

In this formula Dd^2 represents the squared difference between the sum of different scores on the 27 per cent of

³The actual report of the count of the correct and incorrect responses may be found in the appendix.

⁴A copy of the revised test may be found in the appendix.

papers having largest half test difference scores and the sum of difference scores on the 27 per cent of papers having smallest half-test difference scores. D_s^2 represent the squared difference between the sums of total scores on the 27 per cent of papers having largest total scores and the sum of total scores of the 27 per cent of papers having smallest total scores. This formula gave a reliability of .939.

The reliability of the test was then calculated by using the Kuder-Richardson formula. One limitation of this formula is that it always gives an underestimate of the reliability coefficient when the items vary in difficulty. The formula is as follows:

$$r = \frac{K}{K-1} \left(1 - \frac{M \left(1 - \frac{M}{K} \right)}{\sigma^2} \right)$$

Here K represents the number of items in the test, M represents the mean test score, and σ the variance of the scores on the test. This formula gave the results of .932.

Distribution

The following chart shows a frequency distribution for 328 tests scored without a correction factor:

<u>Score</u>	<u>Frequency</u>
99-104	4

<u>Score</u>	<u>Frequency</u>
93-92	12
87-92	33
81-86	47
75-80	43
69-74	38
63-68	29
57-62	31
51-56	24
45-50	18
39-44	14
33-38	20
27-32	8
21-26	3
14-20	2
8-13	2

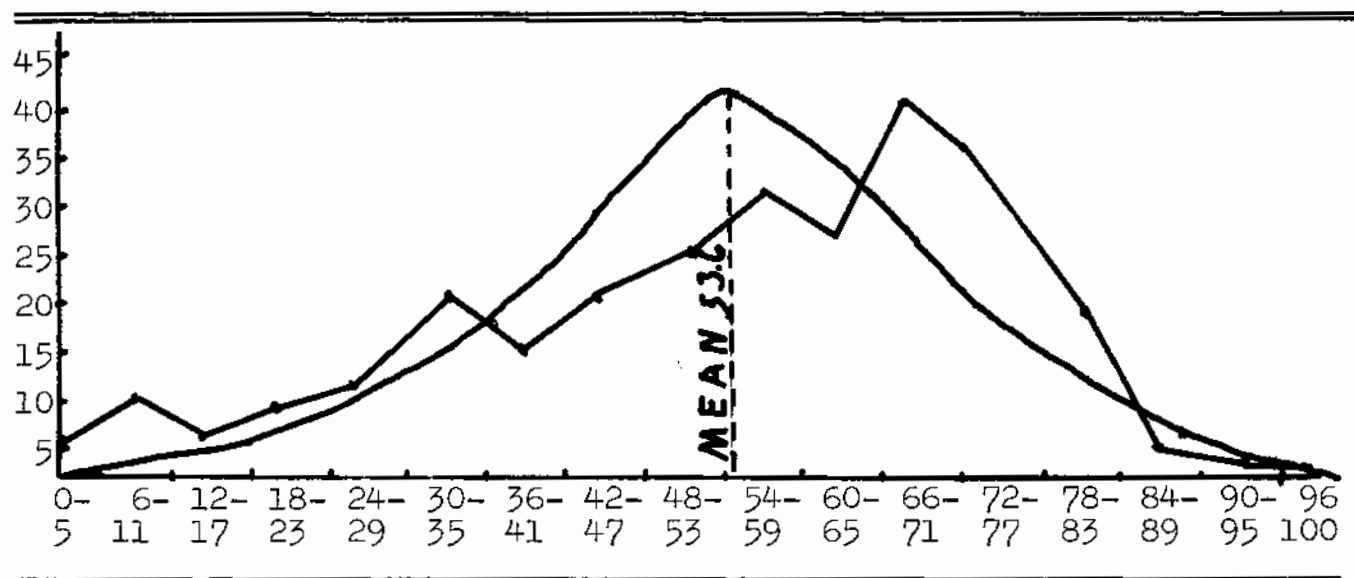
The Normal Distribution

The frequency distribution on the English test is not a normal distribution. The normal distribution is an ideal frequency distribution defined by a mathematical formula. It is represented by a symmetrical bell-shaped curve characterized by scores concentrated near the middle and tapering toward each extreme. The relative frequencies are pictured by the heights of the ordinates.

The distribution on this test gives a curve that is skewed. This may be caused by a few outstanding students or a few very poor ones. If this is not the case it may be attributed to excessive ease or difficulty of the test itself. Notice the table below as it compares the distribution on the English test with a normal distribution:

TABLE I

THE FREQUENCY DISTRIBUTION FOR 291 SCORES ON THE ENGLISH TEST AS COMPARED WITH A NORMAL DISTRIBUTION FOR THE SAME TEST



Validity

Coefficients of correlation between the scores on the English test and the English part of the certificate examina-

tion were calculated.⁵ They indicate the extent to which the high scores on the one test go with the high scores on the second, and the low scores on the first go with the low scores on the second. The scores of the different tests must be expressed in some uniform terms from one set of data to another if the index is to have the same meaning for different sets of data. The method by which this is done is called the Pearson product-moment correlation coefficient.

Expressed in a formula it is as follows:

$$r = \frac{\sum ZxZy}{N}$$

where r is the correlation coefficient.

Zx and Zy are standard scores in X and Y .

N is the number of cases.

The procedure outlined in the Appendix, page of Measurement and Evaluation in Psychology and Education by Thorndike and Hagen⁶ has been followed. The procedure begins with the two sets of raw scores of the English test and the certificate examination. Class intervals were chosen for both of the variables. A two-dimensional tabu-

⁵The complete calculation for the correlation of the English test and the certificate examination is in the appendix.

⁶Thorndike and Hagen, Measurement and Evaluation in Psychology and Education (New York: John Wiley and Sons, Inc., 1961).

lation sheet indicating class intervals for the X variable on the top and the Y variable on the left was prepared. On this sheet each score was entered in the cell corresponding to the X and Y score for that case.

The number of tallies in each cell were counted and the frequency written in the lower part of the cell. The totals were entered on the bottom and to the side of each column. These totals give the simple frequency distribution for X and Y. The steps were then carried out for the calculation of the standard deviation of both X and Y. The frequencies in each cell were multiplied by the x' and y' values for that cell and the product entered in the upper part of the cell. The sum of $fx'y'$ values for all the cells was determined. This gave the sum of all the products of x' and y' values.

The formula for computing the correlation coefficient was used. It is as follows:

$$r = \frac{\frac{\sum fx'y'}{N} - \left(\frac{\sum fx'}{N}\right)\left(\frac{\sum fy'}{N}\right)}{\sqrt{\frac{\sum f(x')^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \sqrt{\frac{\sum f(y')^2}{N} - \left(\frac{\sum fy'}{N}\right)^2}} = .43$$

A correlation coefficient of .43 was obtained.

Conclusions and Implications for Educational Practice

This was an attempt to construct an achievement test in English for the certificate class that would have some predictive value for the students' achievement on the English part of the certificate examination. The following Table indicates just what the correlation coefficient of .43 means in practical terms:

TABLE II
A COMPARISON OF SCORES MADE ON TESTS
BY USE OF STANDARD SCORES

Raw Scores on English Test	Average of English Test Scores	Average of Certificate Scores for Corresponding Group	English Test	Standard Scores for Certificate Exam
90-100	93.6	18.3	68.7	59.7
80-89	83.1	15.8	63.8	56.1
70-79	74.2	14.1	59.7	53.8
60-69	64.2	12.6	50.5	51.6
50-59	55.0	8.6	50.1	45.9
40-49	45.2	10.6	46.0	48.7
30-39	34.6	7.4	41.0	44.1
20-29	23.3	8.9	35.8	46.3
10-19	14.0	6.8	32.0	43.2
1-9	5.4	5.4	28.0	41.3

It is clear to see in Table II, page 25, that there is a correlation between the two tests. A correlation of .43 indicates that a moderate correlation exists between the two tests. By the use of the t-test it was found that with 289 degrees of freedom, a correlation of .43 is significant at better than the one per cent level.⁷

In examining the various parts of the English test, there seemed to be a higher correlation of some parts of the test to the certificate examination than others. This seemed to be especially true with those items that were most similar in type to items on the certificate examination. The items dealing with opposites, singular and plural of words, verb tenses, and homonyms had higher correlation than reading comprehension, recognition of full sentences, and vocabulary. Further correlation of each section of the test with the whole of the certificate examination would help in the construction of a test with a higher total correlation coefficient. Such a test would have a better predictive value even though it would cover fewer course objectives.

The predictive value of the test can be seen in the fact that 49 per cent of the students who received a raw score of 60 or above on the English test passed the English

⁷J. P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill Book Company, Inc., 1956), p. 539.

part of the certificate examination. (Only 35 per cent of the students in the study passed the English part of the certificate examination.) On the other hand, only 22, or 16 per cent, of the students who received less than 60 passed the government examination.

In closing, I would like to point out that the English part of the certificate examination tests too few of the educational objectives of the English part of the curriculum as outlined by the Ministry of Education. This cannot be explained by the lack of time alone. If the certificate examination is to be improved, more objectives will have to be tested. This may also require a more objective type test to be used. The English part of the certificate examination could test more course objectives, in the same amount of time, if the nature of the examination was made more objective. The English test did cover more course objectives in the same amount of time.

The relationship between the scores on the English test and the certificate examination needs to be examined from the standpoint of the various textbooks used. It is possible that the best textbooks for preparing the student for the certificate examination are not really the best textbooks for the teaching of English to Lebanese students. Further study needs to be made at this point.

Closely related to the textbooks in use are the teaching methods used. While this study did not include a study of the teaching methods used, certain indications came to light that there was a method which gave better results on the certificate examination. This is indicated by the fact that the students from the largest school used in the study did poorly on the English test. The teacher stated that this is not important, for our students study only those areas that we know will be on the certificate examination. The teaching of English in this school was geared to the type of questions on the certificate examination, which includes only a few of the course objectives. Yet, the teacher was certain that this would give the desired results, which was to pass the certificate examination. Actually, a teacher using this method was being "rewarded" by having a large number of the students passing the certificate examination. Further study in the methods used for the teaching of English and the results on the Certificate examination needs to be made.

The purpose of this study has not been to examine the certificate examination. Yet the implication cannot be escaped that the certificate examination needs to be improved. A much wider selection of course objectives needs to be included. This cannot be done with the examination in its present form.

The final implication of the study is that course objectives included on the certificate examination can be better tested with an objective type test. The difficulty of the reader's accent on the dictation portion, and the subjective scoring of the certificate examination implies that an objective test should be developed.

BIBLIOGRAPHY

Wrightstone, Justman, and Robbins. Evaluation in Modern Education. New York: American Book Company, 1956.

APPENDICES

APPENDIX A

TABLES

TABLE III

THE RELIABILITY OF THE TEST BY THE
KUDER-RICHARDSON FORMULA 21

$$r = \frac{K}{K-1} \left(1 - \frac{M \left(1 - \frac{M}{K} \right)}{(S.D.)^2} \right) =$$

$$\frac{110}{109} \left(1 - \frac{56.04 \left(1 - \frac{56.04}{110} \right)}{(19.08)^2} \right) = 1.01 \left(1 - \frac{56.04 (1-5)}{364.05} \right) =$$

$$1.01 \left(1 - \frac{56.04 \times .5}{364.05} \right) = 1.01 \left(1 - \frac{28.02}{364.05} \right) =$$

$$1.01 \times (1 - .077) = 1.01 \times .923 = .932$$

$$r = .932$$

TABLE IV
THE RELIABILITY BASED ON "SPLIT-HALF RELIABILITY
CALCULATION (STANLEY PROCEDURE)*

	Odd Numbers	Even Number	Sum of Odd and Even	Differ- ence
High Students 88 Students (27%)	3,655	3,446	7,101	209
Low Students 88 Students (27%)	1,704	1,495	3,199	209
Sum of Highest	7,101			209
Sum of Lowest	3,199			209
Difference	3,902			418
Difference Squared			15,225,604 D_d	174,724 D_d^2

$$r = 1 - \frac{174,724}{15,225,604} = 1 - .115 \text{ or}$$

$$r = .885$$

$$Rl = \frac{2Rs}{Rs+1} = \frac{2(.885)}{.885+1} = .939$$

*Robert Ebel, Measuring Educational Achievement
(Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965).

TABL

PEARSON PRODUCT-MOMENT

	0-1	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22-23	24-25	26-27	28-29
96-101											40				
90-95							7		21						
84-89							6			24	30	36	42		
78-83	-25 1					2	5	20		80	25	150	35	40	
72-77	-60 3	-16 1	-36 3	-16 2	-12 3	5	2	8	16	36	64	80	48	112	
66-71	-30 2		-36 4	-18 3	-6 2	2	3	9	18	45	36	60	126	21	48
60-65			-18 3	-16 4	-2 1	2	4	8	12	18	24	30			18
54-59		-4 1	-21 7	-10 5	-2 2	4	4	4	3	16	5	6			
48-53	5		3	5	2	4	3	1	3						
42-47	5 1	20 5	12 4	8 4	2 2	2	2	-2	-4 1						
36-41			6 2		2 1	2	1	-2 3	-12 3	-18 2	-16				
30-35	30 2	48 4	27 3	12 2	9 3	2	2	-6 1	-6 2	-18					
24-29		48 3	36 3		4 1	1	1	-4 1	-8		-20 1				
18-23	25 1	40 2		20 1		1	1	-5 1	-30 2	-20 1					
12-17	30 1	48 2	18 1	24 2	6 1										
6-11		56 2		56 4		1				-56 2					-63 1
0-5	80 2	96 3	24 1												

fx	18	23	34	32	18	28	27	18	24	24	16	16	7	3
x'	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8
fx'	-90	-92	-102	-64	-18	0	27	36	72	96	80	96	49	24
f(x') ²	450	368	216	128	18	0	27	72	216	384	400	576	343	192

fy	y'	fy'	f(y') ²	fx'y'
1	8	8	64	+40
2	7	14	98	+28
5	6	30	180	+138
19	5	95	475	+330
38	4	152	608	244
42	3	126	378	300
27	2	54	108	74
32	1	32	32	1
26	0	0	0	0
21	-1	-21	21	41
14	-2	-28	56	-40
21	-3	-63	189	96
11	-4	-44	176	56
9	-5	-45	225	30
7	-6	-42	252	126
10	-7	-70	490	-7
6	-8	-48	384	200

$$3 \quad 291 = N \quad 150 = \sum fy' \quad 3,736 = \sum f(y')^2 \quad 1,637 = \sum fx'y'$$

$$9 \quad r = \frac{\sum fx'y' - \left(\frac{\sum fx'}{N}\right) \left(\frac{\sum fy'}{N}\right)}{\sqrt{\frac{\sum f(x')^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \times \sqrt{\frac{\sum f(y')^2}{N} - \left(\frac{\sum fy'}{N}\right)^2}}$$

$$27 \quad 141 = \sum fx' \quad r = \frac{141 - \left(\frac{141}{291}\right) \left(\frac{150}{291}\right)}{\sqrt{\frac{3,633}{291} - \left(\frac{141}{291}\right)^2} \times \sqrt{\frac{3,736}{291} - \left(\frac{150}{291}\right)^2}}$$

$$243 \quad 3,633 = \sum f(x')^2 \quad r = .43$$

TABLE VI
ITEM ANALYSIS

Number of Item	(High) Correct	(Low) Correct	Difficulty	Discrimination
1.	85	52	78 %	.375
2.	87	30	66.5%	.647
3.	73	22	54 %	.579
4.	87	33	68 %	.613
5.	87	30	66.5%	.647
6.	78	19	55 %	.670
7.	85	18	58.5%	.350
8.	59	39	55.7%	.227
9.	70	22	52.2%	.590
10.	40	7	30.7%	.454
11.	82	34	67.9%	.545
12.	59	16	42.6%	.488
13.	59	20	44.9%	.443
14.	39	13	29.5%	.329
15.	24	15	22.1%	.102
16.	55	10	31.2%	.511
17.	39	30	37.5%	.102
18.	21	20	23.3%	.011
19.	53	12	31.2%	.465
20.	34	4	23.1%	.340

TABLE VI(Continued)

Number of Item	(High) Correct	(Low) Correct	Difficulty	Discrimination
21.	76	42	65.0%	.386
22.	78	44	69.3%	.386
23.	86	56	80.7%	.340
24.	80	35	65.3%	.511
25.	81	34	65.3%	.543
26.	48	38	47.1%	.148
27.	73	37	62.5%	.409
28.	81	36	66.5%	.511
29.	62	34	54.5%	.318
30.	88	65	86.9%	.261
31.	12	15	15.3%	.000
32.	7	4	06.2%	.032
33.	51	24	42.6%	.306
34.	64	12	43.3%	.590
35.	83	42	71.0%	.465
36.	57	5	35.3%	.590
37.	43	20	35.8%	.261
38.	46	12	32.9%	.386
39.	87	28	65.3%	.670
40.	22	7	16.5%	.170
41.	88	58	82.9%	.340

TABLE VI (Continued)

Number of Item	(High) Correct	(Low) Correct	Difficulty	Discrimination
42.	81	46	72.1%	.397
43.	43	33	43.2%	.114
44.	81	42	69.8%	.443
45.	82	40	69.3%	.477
46.	86	70	88.6%	.183
47.	83	51	13.4%	.761
48.	76	54	73.9%	.250
49.	80	44	70.5%	.409
50.	85	56	80.1%	.329
51.	86	66	86.4%	.220
52.	87	67	81.8%	.114
53.	86	73	90.3%	.148
54.	75	57	75.0%	.205
55.	85	46	74.4%	.443
56.	77	50	57.9%	.306
57.	66	38	53.9%	.318
58.	80	51	74.4%	.329
59.	87	63	85.2%	.272
60.	81	48	73.3%	.375
61.	82	20	57.9%	.704
62.	82	37	71.0%	.579

TABLE VI (Continued)

Number of Item	(High) Correct	(Low) Correct	Difficulty	Discrimination
63.	88	55	81.2%	.375
64.	82	26	61.3%	.636
65.	82	27	61.9%	.625
66.	83	33	65.9%	.568
67.	82	59	80.1%	.261
68.	83	41	70.5%	.477
69.	55	20	52.6%	.397
70.	86	50	77.2%	.409
71.	63	46	61.9%	.193
72.	61	15	43.2%	.522
73.	85	54	78.9%	.352
74.	73	55	77.2%	.205
75.	59	51	62.5%	.091
76.	54	46	56.8%	.091
77.	70	43	64.2%	.306
78.	50	10	34.1%	.454
79.	70	32	57.9%	.477
80.	81	44	71.0%	.443
81.	86	47	75.6%	.443
82.	78	19	55.1%	.670
83.	67	11	44.3%	.636

TABLE VI (Continued)

Number of Item	(High) Correct	(Low) Correct	Difficulty	Discrimination
84.	73	23	54.5%	.568
85.	72	6	44.3%	.750
86.	67	9	43.2%	.657
87.	85	34	67.6%	.579
88.	86	38	70.4%	.545
89.	80	15	53.9%	.739
90.	44	3	26.7%	.465
91.	87	59	82.9%	.318
92.	85	58	81.2%	.306
93.	88	57	82.3%	.352
94.	88	52	79.9%	.409
95.	87	55	80.7%	.363
96.	87	50	77.8%	.420
97.	80	35	65.3%	.511
98.	83	41	70.5%	.477
99.	75	25	56.8%	.568
100.	84	53	77.8%	.352
101.	85	43	72.7%	.477
102.	43	18	34.6%	.284
103.	64	13	43.1%	.579
104.	76	18	53.4%	.657

TABLE VI (Continued)

Number of Item	(High) Correct	(Low) Correct	Difficulty	Discrimination
105.	75	12	43.7%	.715
106.	78	8	43.2%	.795
107.	54	3	32.3%	.579
108.	54	7	34.6%	.534
109.	59	7	37.5%	.590
110.	58	3	34.6%	.625

TABLE VII
ITEM ANALYSIS

ITEM
NUMBER

	1	2	3	4	Omit	
1						
	Number of High Tallies	85	0	0	3	0
	Number of Low Tallies	52	4	10	19	3

	1	2	3	4	Omit	
2						
	Number of High Tallies	1	0	67	0	0
	Number of Low Tallies	16	2	30	30	10

	1	2	3	4	Omit	
3						
	Number of High Tallies	8	0	3	73	4
	Number of Low Tallies	21	14	22	22	9

	1	2	3	4	Omit	
4						
	Number of High Tallies	0	0	87	0	1
	Number of Low Tallies	14	14	33	16	11

	1	2	3	4	Omit	
5						
	Number of High Tallies	87	1	0	0	0
	Number of Low Tallies	30	12	19	20	7

	1	2	3	4	Omit	
6						
	Number of High Tallies	3	0	78	4	3
	Number of Low Tallies	14	27	14	16	12

TABLE VII (Continued)

ITEM ANALYSIS

ITEM
NUMBER

	1	2	3	4	Omit	
7						
	Number of High Tallies	0	85	3	0	0
	Number of Low Tallies	25	18	11	23	11

	1	2	3	4	Omit	
8						
	Number of High Tallies	7	4	2	58	17
	Number of Low Tallies	5	15	15	39	14

	1	2	3	4	Omit	
9						
	Number of High Tallies	7	70	4	3	4
	Number of Low Tallies	11	22	21	30	14

	1	2	3	4	Omit	
10						
	Number of High Tallies	47	21	11	1	8
	Number of Low Tallies	7	12	35	20	14

	1	2	3	4	Omit	
11						
	Number of High Tallies	0	0	6	82	0
	Number of Low Tallies	17	10	22	34	5

	1	2	3	4	Omit	
12						
	Number of High Tallies	59	7	3	8	11
	Number of Low Tallies	16	12	26	19	15

TABLE VII (Continued)

ITEM ANALYSIS

ITEM
NUMBER

	1	2	3	4	Omit	
13	Number of High Tallies	7	16	2	59	4
	Number of Low Tallies	11	22	15	20	18

	1	2	3	4	Omit	
14	Number of High Tallies	13	14	39	7	15
	Number of Low Tallies	14	18	14	18	24

	1	2	3	4	Omit	
15	Number of High Tallies	36	13	24	5	10
	Number of Low Tallies	15	35	15	11	12

	1	2	3	4	Omit	
16	Number of High Tallies	55	12	11	2	8
	Number of Low Tallies	10	22	12	30	14

	1	2	3	4	Omit	
17	Number of High Tallies	12	39	7	12	18
	Number of Low Tallies	10	30	14	18	18

	1	2	3	4	Omit	
18	Number of High Tallies	15	21	16	14	22
	Number of Low Tallies	11	20	11	26	20

TABLE VII (Continued)

ITEM ANALYSIS

ITEM
NUMBER

	1	2	3	4	Omit	
19	Number of High Tallies	19	5	53	8	5
	Number of Low Tallies	43	17	12	7	9

	1	2	3	4	Omit	
20	Number of High Tallies	18	34	7	11	18
	Number of Low Tallies	15	4	18	35	16

	1	2	3	4	Omit	
21	Number of High Tallies	1	10	76	1	0
	Number of Low Tallies	12	24	42	5	5

	1	2	3	4	Omit	
22	Number of High Tallies	2	2	78	5	1
	Number of Low Tallies	15	7	44	17	5

	1	2	3	4	Omit	
23	Number of High Tallies	1	86	1	0	0
	Number of Low Tallies	5	56	12	7	8

	1	2	3	4	Omit	
24	Number of High Tallies	80	3	3	1	1
	Number of Low Tallies	35	15	20	12	6

TABLE VII (Continued)

ITEM ANALYSIS

ITEM
NUMBER

	1	2	3	4	Omit	
25	Number of High Tallies	2	3	0	81	2
	Number of Low Tallies	15	18	7	34	14

	1	2	3	4	Omit	
26	Number of High Tallies	4	0	21	48	15
	Number of Low Tallies	11	6	24	34	13

	1	2	3	4	Omit	
27	Number of High Tallies	2	6	5	73	2
	Number of Low Tallies	6	11	23	37	11

	1	2	3	4	Omit	
28	Number of High Tallies	73	1	0	5	1
	Number of Low Tallies	36	15	4	21	12

	1	2	3	4	Omit	
29	Number of High Tallies	0	72	8	14	4
	Number of Low Tallies	8	34	7	30	9

	1	2	3	4	Omit	
30	Number of High Tallies	88	0	0	0	0
	Number of Low Tallies	65	9	4	3	7

TABLE VII (Continued)

ITEM ANALYSIS

ITEM
NUMBER

	1	2	3	4	Omit	
31	Number of High Tallies	58	1	15	12	3
	Number of Low Tallies	25	5	15	15	28

	1	2	3	4	Omit	
32	Number of High Tallies	2	72	7	5	2
	Number of Low Tallies	20	26	4	15	23

	1	2	3	4	Omit	
33	Number of High Tallies	29	3	2	51	3
	Number of Low Tallies	32	9	9	24	16

	1	2	3	4	Omit	
34	Number of High Tallies	10	64	5	6	3
	Number of Low Tallies	16	12	23	13	24

	1	2	3	4	Omit	
35	Number of High Tallies	83	1	2	0	2
	Number of Low Tallies	42	8	7	5	26

	1	2	3	4	Omit	
36	Number of High Tallies	18	6	57	0	7
	Number of Low Tallies	35	12	5	20	15

TABLE VII (Continued)

ITEM ANALYSIS

ITEM
NUMBER

	1	2	3	4	Omit	
37	Number of High Tallies	28	28	4	16	2
	Number of Low Tallies	20	18	13	16	21

	1	2	3	4	Omit	
38	Number of High Tallies	5	14	57	6	6
	Number of Low Tallies	10	24	12	15	27

	1	2	3	4	Omit	
39	Number of High Tallies	0	87	1	0	0
	Number of Low Tallies	18	28	9	17	16

	1	2	3	4	Omit	
40	Number of High Tallies	30	18	22	15	3
	Number of Low Tallies	19	20	7	18	24

	1	2	3	4	Omit
	Number of High Tallies				
	Number of Low Tallies				

	1	2	3	4	Omit
	Number of High Tallies				
	Number of Low Tallies				

TABLE VII (Continued)

		1 RIGHT	2 WRONG	3 OMIT
41	H I G H	88	0	0
	L O W	58	26	4

		1 RIGHT	2 WRONG	3 OMIT
42	H I G H	81	6	1
	L O W	46	37	5

		1 RIGHT	2 WRONG	3 OMIT
43	H I G H	43	37	8
	L O W	33	45	10

		1 RIGHT	2 WRONG	3 OMIT
44	H I G H	7	81	0
	L O W	41	41	6

TABLE VII (Continued)

		1 RIGHT	2 WRONG	3 OMIT
45	H I G H	82	6	0
	L O W	46	42	0

		1 RIGHT	2 WRONG	3 OMIT
46	H I G H	1	82	5
	L O W	13	71	4

		1 RIGHT	2 WRONG	3 OMIT
47	H I G H	5	83	0
	L O W	29	52	7

		1 RIGHT	2 WRONG	3 OMIT
48	H I G H	76	12	6
	L O W	54	52	2

TABLE VII (Continued)

49

	1 RIGHT	2 WRONG	3 OMIT
H I G H	80	8	0
L O W	44	44	0

50

	1 RIGHT	2 WRONG	3 OMIT
H I G H	3	85	0
L O W	26	56	6

51

	1 RIGHT	2 WRONG	3 OMIT
H I G H	2	86	0
L O W	19	66	3

52

	1 RIGHT	2 WRONG	3 OMIT
H I G H	1	87	0
L O W	15	67	6

TABLE VII (Continued)

53

	1 RIGHT	2 WRONG	3 OMIT
H I G H	2	86	0
L O W	12	71	5

54

	1 RIGHT	2 WRONG	3 OMIT
H I G H	75	13	0
L O W	57	23	9

55

	1 RIGHT	2 WRONG	3 OMIT
H I G H	85	3	0
L O W	46	31	11

56

	1 RIGHT	2 WRONG	3 OMIT
H I G H	77	11	0
L O W	50	31	7

TABLE VII (Continued)

57

	1 RIGHT	2 WRONG	3 OMIT
H I G H	20	66	2
L O W	35	38	15

58

	1 RIGHT	2 WRONG	3 OMIT
H I G H	7	80	1
L O W	33	51	4

59

	1 RIGHT	2 WRONG	3 OMIT
H I G H	87	0	1
L O W	63	20	5

60

	1 RIGHT	2 WRONG	3 OMIT
H I G H	7	81	0
L O W	35	48	5

TABLE VII (Continued)

ITEM ANALYSIS

ITEM
NUMBER

	1	2	3	4	Omit	
61	Number of High Tallies	2	0	1	82	2
	Number of Low Tallies	11	6	27	20	24

	1	2	3	4	Omit	
62	Number of High Tallies	0	0	0	88	0
	Number of Low Tallies	9	5	17	37	19

	1	2	3	4	Omit	
63	Number of High Tallies	88	0	0	0	0
	Number of Low Tallies	55	8	5	5	20

	1	2	3	4	Omit	
64	Number of High Tallies	2	0	2	84	0
	Number of Low Tallies	13	20	12	26	17

	1	2	3	4	Omit	
65	Number of High Tallies	5	31	1	0	0
	Number of Low Tallies	27	27	9	8	16

	1	2	3	4	Omit	
66	Number of High Tallies	1	87	0	0	0
	Number of Low Tallies	7	13	33	20	15

TABLE VII (Continued)

ITEM ANALYSIS

ITEM
NUMBER

	1	2	3	4	Omit	
67	Number of High Tallies	4	84	0	0	0
	Number of Low Tallies	9	59	0	5	15

	1	2	3	4	Omit	
68	Number of High Tallies	0	1	3	83	1
	Number of Low Tallies	1	17	13	42	15

	1	2	3	4	Omit	
69	Number of High Tallies	18	55	3	10	2
	Number of Low Tallies	16	20	20	11	21

	1	2	3	4	Omit	
70	Number of High Tallies	0	86	0	0	0
	Number of Low Tallies	5	50	7	7	19

	1	2	3	4	Omit	
	Number of High Tallies					
	Number of Low Tallies					

	1	2	3	4	Omit	
	Number of High Tallies					
	Number of Low Tallies					

TABLE VII (Continued)

71

		1 RIGHT	2 WRONG	3 OMIT
H I G H		23	63	2
	L O W	29	46	13

72

		1 RIGHT	2 WRONG	3 OMIT
H I G H		26	62	0
	L O W	61	15	12

73

		1 RIGHT	2 WRONG	3 OMIT
H I G H		85	3	0
	L O W	54	21	13

74

		1 RIGHT	2 WRONG	3 OMIT
H I G H		13	73	2
	L O W	17	55	16

TABLE VII (Continued)

75

	1 RIGHT	2 WRONG	3 OMIT
H I G H	27	59	2
L O W	22	51	15

76

	1 RIGHT	2 WRONG	3 OMIT
H I G H	54	33	1
L O W	46	30	12

77

	1 RIGHT	2 WRONG	3 OMIT
H I G H	16	70	2
L O W	32	43	13

78

	1 RIGHT	2 WRONG	3 OMIT
H I G H	37	50	1
L O W	66	9	13

TABLE VII (Continued)

		1 RIGHT	2 WRONG	3 OMIT
79	H I G H	16	70	2
	L O W	45	32	11

		1 RIGHT	2 WRONG	3 OMIT
80	H I G H	81	7	0
	L O W	44	32	12

		1 RIGHT	2 WRONG	3 OMIT
81	H I G H	86	2	0
	L O W	46	18	24

		1 RIGHT	2 WRONG	3 OMIT
82	H I G H	78	10	0
	L O W	19	51	18

TABLE VII (Continued)

		1 RIGHT	2 WRONG	3 OMIT
83	H I G H	67	19	2
	L O W	11	60	17

		1 RIGHT	2 WRONG	3 OMIT
84	H I G H	73	12	3
	L O W	23	42	23

		1 RIGHT	2 WRONG	3 OMIT
85	H I G H	72	14	2
	L O W	6	61	21

		1 RIGHT	2 WRONG	3 OMIT
86	H I G H	67	3	2
	L O W	86	2	0

TABLE VII (Continued)

87

	1 RIGHT	2 WRONG	3 OMIT
H I G H	85	2	1
L O W	35	35	18

88

	1 RIGHT	2 WRONG	3 OMIT
H I G H	86	2	0
L O W	38	28	22

89

	1 RIGHT	2 WRONG	3 OMIT
H I G H	80	8	0
L O W	15	51	22

90

	1 RIGHT	2 WRONG	3 OMIT
H I G H	44	44	0
L O W	3	64	21

TABLE VII (Continued)

91

	1 RIGHT	2 WRONG	3 OMIT
H I G H	87	1	0
L O W	58	8	21

92

	1 RIGHT	2 WRONG	3 OMIT
H I G H	85	3	0
L O W	58	11	19

93

	1 RIGHT	2 WRONG	3 OMIT
H I G H	88	0	0
L O W	57	13	18

94

	1 RIGHT	2 WRONG	3 OMIT
H I G H	88	0	0
L O W	52	12	24

TABLE VII (Continued)

		1 RIGHT	2 WRONG	3 OMIT
95	H I G H	87	1	0
	L O W	55	12	21

		1 RIGHT	2 WRONG	3 OMIT
96	H I G H	87	1	0
	L O W	50	13	25

		1 RIGHT	2 WRONG	3 OMIT
97	H I G H	80	8	0
	L O W	35	28	25

		1 RIGHT	2 WRONG	3 OMIT
98	H I G H	83	5	0
	L O W	41	23	24

TABLE VII (Continued)

		1 RIGHT	2 WRONG	3 OMIT
99	H I G H	75	3	0
	L O W	20	41	27

		1 RIGHT	2 WRONG	3 OMIT
100	H I G H	84	4	0
	L O W	53	11	24

		1 RIGHT	2 WRONG	3 OMIT
101	H I G H	84	4	0
	L O W	43	25	20

		1 RIGHT	2 WRONG	3 OMIT
102	H I G H	43	45	0
	L O W	18	47	23

TABLE VII (Continued)

		1 RIGHT	2 WRONG	3 OMIT
103	H I G H	64	23	1
	L O W	13	51	24

		1 RIGHT	2 WRONG	3 OMIT
104	H I G H	76	12	0
	L O W	18	40	30

		1 RIGHT	2 WRONG	3 OMIT
105	H I G H	75	12	1
	L O W	12	44	32

		1 RIGHT	2 WRONG	3 OMIT
106	H I G H	78	9	0
	L O W	6	44	36

TABLE VII (Continued)

		1 RIGHT	2 WRONG	3 OMIT
107	H I G H	54	34	0
	L O W	3	46	39

		1 RIGHT	2 WRONG	3 OMIT
108	H I G H	54	34	0
	L O W	7	44	37

		1 RIGHT	2 WRONG	3 OMIT
109	H I G H	59	29	0
	L O W	7	42	39

		1 RIGHT	2 WRONG	3 OMIT
110	H I G H	58	30	0
	L O W	3	44	41

TABLE VIII

THE LISTS OF SCORES ON THE ENGLISH TEST AND THE
CORRESPONDING NUMBER OF STUDENTS PASSING OR
FAILING THE ENGLISH PART OF THE
CERTIFICATE EXAMINATION

English Grade	Number of Students	Number Passed	Number Failed	Average English Score	Average Certificate Score
96-100	4	3	1	98.0	18.6
91-95	5	2	3	91.8	16.4
86-90	11	8	3	87.2	19.1
81-85	23	14	9	27.3	15.4
76-80	24	13	11	77.7	14.0
71-75	35	14	21	73.0	16.1
66-70	23	11	12	67.8	13.0
61-65	26	9	17	63.0	12.6
56-60	27	7	20	57.8	11.9
51-55	21	2	19	53.0	7.6
46-50	18	2	16	47.7	9.3
41-45	6	4	2	43.5	14.2
36-40	14	1	13	37.3	8.1
31-35	12	2	10	33.1	8.9
26-30	7	3	4	27.9	10.5
21-25	8	0	8	22.6	5.75
16-20	7	2	5	19.6	10.2
11-15	5	1	4	12.6	6.50

TABLE VIII(Continued)

English Grade	Number of Students	Number Passed	Number Failed	Average English Score	Average Certificate Score
6-10	6	1	5	8.3	5.66
1-5	3	0	3	2.7	2.5

TABLE IX

LIST OF SCORES ON REVISED TEST AND CERTIFICATE TEST

Revised Test	Certificate Test	Revised Test	Certificate Test	Revised Test	Certificate Test
96	21	76	.5	69	16.5
92	17.5	75	25.5	69	22
90	13.5	75	19	68	15
86	25	75	18	68	13.5
86	22.5	75	10.5	68	17.5
85	18.5	74	8	68	16
85	13.5	74	15	68	7
84	21	74	8.5	67	19.5
83	10.5	74	10	67	14.5
83	14.5	74	10.5	67	1.5
83	23.5	74	13.5	67	23.5
82	18.5	74	20.5	67	4
82	19.5	74	21	67	21
82	10	74	3	67	22
81	10	73	16	67	10
81	23.5	73	5	67	19
81	19.5	73	25	67	8.5
80	27	73	20.5	67	8.5
80	24	73	24	66	26.5
80	22.5	73	10	66	22
80	0	73	16	66	4.5
80	18	73	11.5	66	27
80	13	72	7.5	66	22.5
79	22	72	4.5	66	.5
79	19.5	72	4	66	4.5
78	23.5	71	17.5	66	7
78	14.5	71	16	66	11.5
78	13.5	71	24	65	21
77	22.5	71	20.5	65	12
77	25.5	71	21	65	5.5
77	.5	71	22	64	12
77	19	71	14.5	64	21
77	13	71	20.5	64	10.5
77	21	70	6.5	64	10.5
76	6	70	5	64	15
76	16	69	13.5	64	18
76	9	69	22	63	15
76	1.5	69	18	62	7
76	19.5	69	28	62	6

TABLE IX (Continued)

Revised Test	Certificate Test	Revised Test	Certificate Test	Revised Test	Certificate Test
62	4.5	55	4	45	10
62	9.5	54	4	45	2.5
62	18	54	4.5	45	3.5
61	15	54	6	44	4
61	12	54	18	44	2.5
61	16	53	13.5	44	3
61	17	53	.5	44	4
61	28.5	53	12	43	3
61	4	52	9.5	43	5.5
61	16	52	15	43	13.5
60	7.5	52	7	43	10
60	19.5	52	7.5	42	9
60	20.5	52	17.5	41	5.5
60	7.5	51	4	41	13.5
59	7.5	51	10	41	18
59	2.5	51	10	41	11.5
59	12	51	16.5	41	14.5
59	7	51	13	40	17.5
58	6	51	4.5	39	5.5
58	10	50	11.5	39	14.5
58	19	50	11.5	38	14.5
58	20.5	50	1.5	38	19.5
58	15	50	1.5	37	16
58	17.5	50	.5	37	17
58	18	50	9	36	9
58	4	49	16.5	36	11.5
58	13	49	7.5	35	6
58	4	49	6	34	3
58	11.5	49	5.5	34	1
58	10.5	48	7.5	34	7
57	14.5	48	13.5	34	8.5
57	13.5	48	.5	34	2.5
57	5.5	47	4	34	1
57	4.5	47	7.5	34	3
56	7.5	46	7.5	33	9
56	19	46	8.5	33	13.5
56	13.5	46	1	33	5.5
56	8.5	46	6	33	3
55	9	46	7.5	33	14.5
55	10	46	12	32	4
55	23	46	16	32	11.5

TABLE IX (Continued)

Revised Test	Certificate Test	Revised Test	Certificate Test	Revised Test	Certificate Test
32	13	24	3	12	1.5
32	16	23	19	11	7
31	16.5	23	16	11	11.5
30	5.5	22	13	10	19
30	9	21	3	9	7.5
30	11.5	20	8.5	8	6
28	8.5	20	2.5	6	6
28	2.5	19	16	6	3
29	21	18	1	6	19
27	4	18	11.5	6	2.5
27	4	17	4	5	4
26	15	17	2.5	5	1
25	5.5	17	6	4	3
25	13	16	7	2	3
25	10	16	8.5	2	2.5
25	3	15	3	1	1.5

APPENDIX B
EXAMINATIONS

EXAMPLES OF QUESTIONS ON THE TESTI. Vocabulary: (20 questions are like these)

Directions: Draw a circle around the number in front of the best answer.

- | | |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <p>A. A bowl is</p> <p>1 a large spoon</p> <p>2 a big car</p> <p>3 a small dog</p> <p>4 something we eat from</p> | <p>B. A person is lazy when he</p> <p>1 doesn't like work</p> <p>2 reads all the time</p> <p>3 doesn't eat very much</p> <p>4 happy</p> |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|

II. Reading: (20 questions are like these)

Directions: Draw a circle around the number in front of the correct answer.

Skip was the name of my little dog. Skip liked to run after the ball and play with the boys and girls. Most of all, Skip liked to run after cats. He liked to chase them up trees. One day Skip made a big mistake. He ran into a large box where a mother cat was feeding three little kittens. In a second the mother cat was on Skip's back. Skip ran and barked but the cat stayed on his back. After that time, Skip keeps away from cats.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p>A. Best of all, Skip liked to</p> <p>1 eat</p> <p>2 run after the ball</p> <p>3 play with the children</p> <p>4 run after cats</p> | <p>B. Skip was the name of</p> <p>1 a little boy</p> <p>2 a mother cat</p> <p>3 a little dog</p> <p>4 a little girl</p> |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|

III. Language: (20 questions are like these)

Directions: Draw a line under the correct answer.

- A. There were (two, to, too) pieces of bread on the table.

EXAMINATION FOR THE CERTIFICATE CLASS
IN ENGLISH

Name of student _____

Name of school _____

Age of student _____

Class _____

Certificate number of student _____

I. Vocabulary:

Directions: Draw a circle around the number in front of the best answer.

Examples:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <p>A. To <u>continue</u> means to</p> <p>1 do well
2 ask for something
3 run quickly
④ go on with something</p> | <p>B. John is too <u>thin</u> means</p> <p>1 he is tall
2 he is fat
③ he does not weigh enough
4 he is short</p> |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. A person is <u>brave</u> when he is</p> <p>1 not afraid
2 very old
3 looks like his father
4 never goes to school</p> | <p>5. An <u>enemy</u> is a person who</p> <p>1 hates you
2 hates to work
3 loves to play
4 lives near you</p> |
| <p>2. To <u>repeat</u> means to</p> <p>1 work fast
2 do well
3 do again
4 see well</p> | <p>6. A <u>disease</u> is a</p> <p>1 problem
2 place where animals live
3 sickness
4 bad person</p> |
| <p>3. A <u>bundle</u> is</p> <p>1 a big bag of rice
2 something new
3 an old cloth
4 several things tied together</p> | <p>7. To <u>follow</u> means to</p> <p>1 read a book
2 come after
3 begin
4 play a game</p> |
| <p>4. To <u>prepare</u> means to</p> <p>1 eat quickly
2 wash your face
3 make ready
4 run from home</p> | <p>8. To <u>rescue</u> means to</p> <p>1 surround on all sides
2 step in the same place
3 give a drink of water
4 save a person who is in danger</p> |

9. With a ladder we can
- 1 wash the floor
 - 2 reach a high window
 - 3 write a letter
 - 4 go to Beirut
10. A person is loyal when he is
- 1 faithful to a promise or duty
 - 2 related to the king
 - 3 working for the government
 - 4 eating too much
11. A jewel is a
- 1 person who is rich
 - 2 man who works hard
 - 3 piece of glass
 - 4 valuable stone
12. To employ means to
- 1 give work to
 - 2 beg
 - 3 sing softly
 - 4 buy from
13. To waste means to
- 1 use something
 - 2 buy something expensive
 - 3 eat a big meal
 - 4 use something foolishly
14. When things shrink they become
- 1 longer
 - 2 more expensive
 - 3 smaller
 - 4 cleaner
15. When an apple is rotten it is
- 1 ripe
 - 2 green
 - 3 spoilt
 - 4 expensive
16. To sort means to
- 1 put in groups
 - 2 like very much
 - 3 hate
 - 4 read slowly
17. To wrap means
- 1 give away
 - 2 put paper around
 - 3 steal
 - 4 deliver
18. To boast means to
- 1 tell a lie
 - 2 speak proudly of something
 - 3 report what you have seen
 - 4 move something away
19. A hardship is
- 1 a long boat
 - 2 a ship used for oil
 - 3 something difficult
 - 4 a camel
20. A thing is moist when it is
- 1 dry
 - 2 wet
 - 3 perfect
 - 4 clean

Reading:

Directions: Read the story and answer the questions which follow.

Example: Issa lives in a small village in Lebanon. Since he is only three years old, he cannot go to school. In the village he must be five years old before he goes to school.

- | | |
|-------------------|-------------------|
| A. Issa is | B. He does not go |
| 1 one year old | ① to school |
| 2 two years old | 2 out to play |
| ③ three years old | 3 to the store |
| 4 five years old | 4 to the sea |

I.

The children in class five like school very much. They are good students and study most of the time. Sometimes the teacher takes the students on an outing. One day the teacher took the class to visit Mr. Hadad's store. They saw many toys there. In the window there was a big red ball. The children bought the ball because they wanted to play a game. They asked their teacher, "Will you play ball with us?"

- | | |
|----------------------------------|----------------------------|
| 21. The children were | 23. The children bought |
| 1 lazy | 1 toys |
| 2 very many | 2 a ball |
| 3 clever | 3 a copy book |
| 4 foolish | 4 pencils |
| 22. The students go on an outing | 24. The children wanted to |
| 1 every day | 1 play with their teacher |
| 2 once a week | 2 play alone |
| 3 sometimes | 3 play with Mr. Hadad |
| 4 on holidays | 4 play with another class |

25. The students

- 1 go on outings most of the time
- 2 play ball most of the time
- 3 go to the store most of the time
- 4 study most of the time

II.

On a warm day I like to take some food and go to the sea. I like to run in the water and jump into the waves. Best of all, I like to play in the sand. I build sand houses and roads. Sometimes I build a village, with houses, a church, a mosque, and a school. Then a big wave comes and washes them all away. I also like to catch little fishes and look for bright stones to take home with me.

26. When it is warm I like to

- 1 jump in the water
- 2 build in the sand
- 3 take some food
- 4 go to the sea

28. My village in the sand is destroyed by

- 1 a wave
- 2 little fishes
- 3 my feet
- 4 bright stones

27. Sometimes I find

- 1 food
- 2 sand
- 3 a school
- 4 bright stones

29. I like to jump

- 1 over my village
- 2 into the waves
- 3 over the sand
- 4 into the water

III. Reading:

Each year Waheeb and his younger brother Radi, go camping high in the mountains of Lebanon. There is nothing they like to do as much as this, but each year something happens that frightens them.

Last year they went to camp as usual and lived in a tent with two other boys. Everything went well until the third day. The boys had just gone to bed to rest an hour when Radi felt something slide across his leg. At first, he thought his brother was playing with him. When he sat

up he saw a long black snake. He screamed and jumped. But, the snake was just as frightened as he was and quickly slid out from under the tent to a hole under some rocks. Waheeb awoke but did not see the snake. Radi said it was more than two meters long. Waheeb said, "I don't believe you saw a snake." But that night Waheeb was afraid to go to sleep.

- | | |
|----------------------------------------------|---------------------------------------------------------------|
| 30. Waheeb and Radi were | 33. The story tells us that |
| 1 brothers | 1 people are afraid of snakes |
| 2 friends | 2 snakes are not afraid of people |
| 3 cowards | 3 snakes like people |
| 4 cousins | 4 people are afraid of snakes and snakes are afraid of people |
| 31. Waheeb and Radi | 34. The snake lived |
| 1 were sleeping at night when the snake came | 1 in the tent |
| 2 were eating dinner when the snake came | 2 under some stones |
| 3 saw the snake come | 3 in a big tree |
| 4 did not see the snake come | 4 under a house by the tent |
| 32. Did Waheeb believe his brother? | 35. Waheeb was afraid to go to sleep |
| 1 yes, completely | 1 because of the snake |
| 2 no, not at all | 2 because of Radi |
| 3 some | 3 because he was sick |
| 4 we don't know | 4 because of his friends |

IV. Reading:

Glenn Cunningham was badly burned at the age of seven. For a whole year he had to stay in bed. Two times a week his doctor had to come to see him. One day he heard a visitor say to his father, "Too bad, Glenn will never be able to walk the rest of his life." Glenn said to himself, "I will learn to walk and even to run and jump." It was not easy but Glenn kept trying. At the age of eleven he ran

and won his first race. By the time he was 35 he had made five world's records.

- | | |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>36. Glenn Cunningham was</p> <p>1 lazy
2 a good student
3 a great runner
4 a doctor</p> | <p>38. That he would never be able to walk</p> <p>1 is what he thought
2 was said by his doctor
3 was what he heard
4 was said by his father</p> |
| <p>37. For a whole year he</p> <p>1 could not walk
2 stayed in the hospital
3 visited the doctor
4 ran every day</p> | <p>39. Glen Cunningham wanted to</p> <p>1 be a doctor
2 walk
3 be like his father
4 go to school</p> |

40. The story tells us

- 1 never listen to people
2 people who are burned make the best runners
3 work hard
4 doctors are very kind

Part II

A. Underline the correct word in each sentence:

Examples: a. The boys have (two, too) balls.

b. Does Hanna have (for, four) brothers?

41. The boy could not (hear, here) his little brother call for help.
42. I like Syria but I do not wish to go (there, their) to-day.
43. The (principal, principle) of our school is not home now.

44. We plan to (meat, meet) at the hotel after dinner.
45. They (rode, road) in a car from Beirut to Damascus.
46. It is difficult to (cell, sell) ice cream in winter.
47. The little boat will (sale, sail) from Lebanon to Cyprus.
48. In the winter the (weather, whether) is very cold.
49. I went to his house but he had (already, all ready) gone.
50. There were ten (ladys, ladies) at the store.
51. Yesterday, he (red, read) his lesson well.
52. I have never (maid, made) a cake.
53. Issa did not (no, know) his lesson today.
54. He has never (heard, heared) from his uncle.
55. My (weight, wait) is sixty kilos.
56. It is not wise to (waste, waist) money.
57. If you steal from the store, the police will (cease, seize) you.
58. Would you please (poor, pour) me a cup of tea?
59. It is not (right, write) to take things that are not yours.
60. There is a (whole, hole) in this piece of paper.

B. Opposites:

Directions: Draw a circle around the number in front of the correct answer.

- | | |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <p>61. The opposite of <u>heavy</u> is</p> <p>1 wide
2 big
3 strong
4 light</p> | <p>62. The opposite of <u>empty</u> is</p> <p>1 over
2 under
3 clean
4 full</p> |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|

63. The opposite of clean is
- 1 dirty
 - 2 beautiful
 - 3 ready
 - 4 late
64. The opposite of narrow is
- 1 big
 - 2 high
 - 3 light
 - 4 wide
65. The opposite of foolish is
- 1 good
 - 2 wise
 - 3 brave
 - 4 bad
66. The opposite of low is
- 1 many
 - 2 new
 - 3 high
 - 4 late
67. The opposite of rich is
- 1 wealthy
 - 2 poor
 - 3 new
 - 4 old
68. The opposite of ugly is
- 1 rich
 - 2 happy
 - 3 clever
 - 4 beautiful
69. The opposite of few is
- 1 much
 - 2 many
 - 3 more
 - 4 none
70. The opposite of far is
- 1 by
 - 2 near
 - 3 over
 - 4 under

- C. Some of the following groups of words are sentences and some are not. Write "yes" before the sentences and "no" before the words that do not form a sentence.

- | | |
|--------------------------------------|---------------------------------------|
| ___ 71. The palm of the hand. | ___ 76. The good man helped. |
| ___ 72. Selwa very good in English. | ___ 77. The next time. |
| ___ 73. My bird died. | ___ 78. John swimming in the sea. |
| ___ 74. In its strong claws. | ___ 79. The child with the long hair. |
| ___ 75. Walking to Syria. | ___ 80. A horn was blowing. |

	<u>Singular</u>	<u>Plural</u>
91.	_____	<u>men</u>
92.	<u>woman</u>	_____
93.	<u>girl</u>	_____
94.	<u>baby</u>	_____
95.	_____	<u>feet</u>
96.	_____	<u>sheep</u>
97.	<u>chicken</u>	_____
98.	<u>brush</u>	_____
99.	<u>wife</u>	_____
100.	_____	<u>stories</u>

F. Change the following sentences to interrogative form and then to negative form.

Example: Girls and boys run and play.

Interrogative Do girls and boys run and play?

Negative Girls and boys do not run and play.

I have a pen.

101. Interrogative _____

102. Negative _____

I am having a good time.

103. Interrogative _____

104. Negative _____

He will have a new car.

105. Interrogative _____

106. Negative _____

We bought a new car.

107. Interrogative _____

108. Negative _____

John studied his lesson.

109. Interrogative _____

110. Negative _____

EXAMINATION FOR THE CERTIFICATE CLASS
IN ENGLISH

Name of student _____

Name of school _____

Age of student _____

Class _____

Certificate number of student _____

I. Vocabulary:

Directions: Draw a circle around the number in front of the best answer.

Examples:

- A. to continue means to B. John is too thin means
- | | |
|------------------------|----------------------------|
| 1 do well | 1 he is tall |
| 2 ask for something | 2 he is fat |
| 3 run quickly | 3 he does not weigh enough |
| 4 go on with something | 4 he is short |

- | | |
|----------------------------------------|------------------------------------|
| 1. A person is <u>brave</u> when he is | 5. An <u>enemy</u> is a person who |
| 1 not afraid | 1 hates you |
| 2 very old | 2 hates to work |
| 3 looks like his father | 3 loves to play |
| 4 never goes to school | 4 lives near you |
| 2. To <u>repeat</u> means to | 6. A <u>disease</u> is a |
| 1 work fast | 1 problem |
| 2 do well | 2 place where animals live |
| 3 do again | 3 sickness |
| 4 see well | 4 bad person |
| 3. A <u>bundle</u> is | 7. To <u>follow</u> means to |
| 1 a big bag of rice | 1 read a book |
| 2 something new | 2 come after |
| 3 an old cloth | 3 begin |
| 4 run from home | 4 play a game |
| 4. To <u>prepare</u> means to | 8. To <u>rescue</u> means to |
| 1 eat quickly | 1 surround on all sides |
| 2 wash your face | 2 step in the same place |
| 3 make ready | 3 give a drink of water |
| 4 run from home | 4 save a person who is in danger |

9. With a ladder we can
- 1 wash the floor
 - 2 reach a high window
 - 3 write a letter
 - 4 go to Beirut
10. A person is loyal when he is
- 1 faithful to a promise or duty
 - 2 reach a high window
 - 3 working for the government
 - 4 eating too much
11. A jewel is a
- 1 person who is rich
 - 2 man who works hard
 - 3 piece of glass
 - 4 valuable stone
12. To employ means to
- 1 give work to
 - 2 beg
 - 3 sing softly
 - 4 buy from
13. To waste means to
- 1 use something
 - 2 buy something expensive
 - 3 eat a big meal
 - 4 use something foolishly
14. When things shrink they become
- 1 longer
 - 2 more expensive
 - 3 smaller
 - 4 cleaner
15. To sort means to
- 1 put in groups
 - 2 like very much
 - 3 hate
 - 4 read slowly
16. A hardship is
- 1 a long boat
 - 2 a ship used for oil
 - 3 something difficult
 - 4 a camel
17. A thing is moist when it is
- 1 dry
 - 2 wet
 - 3 perfect
 - 4 clean

Reading:

Directions: Read the story and answer the questions which follow.

Example: Issa lives in a small village in Lebanon. Since he is only three years old, he cannot go to school. In the village he must be five years old before he goes to school.

A. Issa is

- 1 one year old
- 2 two years old
- 3 three years old
- 4 five years old

B. He does not go

- 1 to school
- 2 out to play
- 3 to the store
- 4 to the sea

I.

The children in class five like school very much. They are good students and study most of the time. Sometimes the teacher takes the students on an outing. One day the teacher took the class to visit Mr. Hadad's store. They saw many toys there. In the window there was a big red ball. The children bought the ball because they wanted to play a game. They asked their teacher, "Will you play ball with us?"

18. The children were

- 1 lazy
- 2 very many
- 3 clever
- 4 foolish

20. The children bought

- 1 toys
- 2 a ball
- 3 a copy book
- 4 pencils

19. The students go on an outing

- 1 every day
- 2 once a week
- 3 sometimes
- 4 on holidays

21. The children wanted to

- 1 play with their teacher
- 2 play alone
- 3 play with Mr. Hadad
- 4 play with another class

22. The students

- 1 go on outings most of the time
- 2 play ball most of the time
- 3 go to the store most of the time
- 4 study most of the time

II.

On a warm day I like to take some food and go to the sea. I like to run in the water and jump into the waves. Best of all, I like to play in the sand. I build sand

houses and roads. Sometimes I build a village, with houses, a church, a mosque, and a school. Then a big wave comes and washes them all away. I also like to catch little fishes and look for bright stones to take home with me.

23. Sometimes I find

- 1 food
- 2 sand
- 3 a school
- 4 bright stones

24. My village in the sand is destroyed by

- 1 little fishes
- 2 a wave
- 3 my feet
- 4 bright stones

25. I like to jump

- 1 over my village
- 2 into the waves
- 3 over the sand
- 4 into the water

III. Reading:

Each year Waheeb and his younger brother Radi, go camping high in the mountains of Lebanon. There is nothing they like to do as much as this, but each year something happens that frightens them.

Last year they went to camp as usual and lived in a tent with two other boys. Everything went well until the third day. The boys had just gone to bed to rest an hour when Radi felt something slide across his leg. At first, he thought his brother was playing with him. When he sat up he saw a long black snake. He screamed and jumped. But, the snake was just as frightened as he was and quickly slid out from under the tent to a hole under some rocks. Waheeb awoke but did not see the snake. Radi said it was more than two meters long. Waheeb said, "I don't believe you saw a snake." But that night Waheeb was afraid to go to sleep.

26. Waheeb and Radi were 27. The story tells us that

- 1 brothers
- 2 friends
- 3 cowards
- 4 cousins

- 1 people are afraid of snakes
- 2 snakes are not afraid of people
- 3 snakes like people
- 4 people are afraid of snakes and snakes are afraid of people

28. The snake lived
- 1 in the tent
 - 2 under the stones
 - 3 in a big tree
 - 4 under a house by the tent
29. Waheeb was afraid to go to sleep
- 1 because of the snake
 - 2 because of Radi
 - 3 because he was sick
 - 4 because of his friends

IV. Reading:

Glenn Cunningham was badly burned at the age of seven. For a whole year he had to stay in bed. Two times a week his doctor had to come to see him. One day he heard a visitor say to his father, "Too bad, Glenn will never be able to walk the rest of his life." Glenn said to himself, "I will learn to walk and even to run and jump." It was not easy but Glenn kept trying. At the age of eleven he ran and won his first race. By the time he was 35 he had made five world's records.

30. Glenn Cunningham was
- 1 lazy
 - 2 a good student
 - 3 a great runner
 - 4 a doctor
32. That he would never be able to walk
- 1 is what he thought
 - 2 was said by his doctor
 - 3 was what he heard
 - 4 was said by his father
31. For a whole year he
- 1 could not walk
 - 2 stayed in the hospital
 - 3 visited the doctor
 - 4 ran every day
33. Glenn Cunningham wanted to
- 1 be a doctor
 - 2 walk
 - 3 be like his father
 - 4 go to school

Part II

A. Underline the correct word in each sentence:

- Examples: a. The boys have (two, too) balls.
- b. Does Hanna have (for, four) brothers?

34. The boy could not (hear, here) his little brother call for help.
35. I like **Syria** but I do not wish to go (there, their) today.
36. We plan to (meat, meet) at the hotel after dinner.
37. They (rode, road) in a car from Beirut to Damascus.
38. The little boat will (sale, sail) from Lebanon to Cyprus.
39. In the winter the (weather, whether) is very cold.
40. I went to his house but he had (already, all ready) gone.
41. There were ten (ladys, ladies) at the store.
42. Yesterday, he (red, read) his lesson well.
43. He has never (heard, heared) from his uncle.
44. My (weight, wait) is sixty kilos.
45. It is not wise to (waste, waist) money.
46. If you steal from the store, the police will (cease, seize) you.
47. Would you please (poor, pour) me a cup of tea?
48. It is not (right, write) to take thing that are not yours.
49. There is a (whole, hole) in this piece of paper.

B. Opposite:

Directions: Draw a circle around the number in front of the correct answer.

- | | |
|-------------------------------------|-------------------------------------|
| 50. The opposite of <u>heavy</u> is | 51. The opposite of <u>empty</u> is |
| 1 wide | 1 over |
| 2 big | 2 under |
| 3 strong | 3 clean |
| 4 light | 4 full |

52. The opposite of clean is
- 1 dirty
 - 2 beautiful
 - 3 ready
 - 4 late
53. The opposite of narrow is
- 1 big
 - 2 high
 - 3 light
 - 4 wide
54. The opposite of foolish is
- 1 good
 - 2 wise
 - 3 brave
 - 4 bad
55. The opposite of low is
- 1 many
 - 2 new
 - 3 high
 - 4 late
56. The opposite of rich is
- 1 wealthy
 - 2 poor
 - 3 new
 - 4 old
57. The opposite of ugly is
- 1 rich
 - 2 happy
 - 3 clever
 - 4 beautiful
58. The opposite of few is
- 1 much
 - 2 many
 - 3 more
 - 4 none
59. The opposite of far is
- 1 by
 - 2 near
 - 3 over
 - 4 under

C. Some of the following groups of words are sentences and some are not. Write "yes" before the sentences and "no" before the words that do not form a sentence.

- | | |
|-------------------------------------|---------------------------------------|
| ___ 60. The palm of the hand. | ___ 64. The next man helped. |
| ___ 61. Selwa very good in English. | ___ 65. John swimming in the sea. |
| ___ 62. My bird died. | ___ 66. The child with the long hair. |
| ___ 63. In its strong claws. | ___ 67. A horn was blowing. |

D. Verb Tenses:

Directions: Fill in the blanks with the correct tense of the verb given.

Example: John _____ that he would go to
(say, past tense)
the store.

68. Mary _____ her lesson yesterday.
(write, past tense)
69. They _____ before they go on the trip
(eat, future tense)
tomorrow.
70. He _____ to school every day.
(go, present tense)
71. They _____ in the mountains next week.
(be, future tense)
72. I _____ too much money here in
(spend, present continuous)
Beirut.
73. He _____ hard every day.
(work, present tense)
74. His brother _____ to France yesterday.
(go, past tense)
75. She _____ a letter to her aunt last week.
(write, past tense)
76. They _____ their books to the class
(bring, future tense)
tomorrow.
77. He always _____ to school.
(run, present tense)

E. Fill in the blanks with the singular or plural of the given word:

	<u>Singular</u>	<u>Plural</u>
78.	_____	<u>men</u>
79.	<u>woman</u>	_____
80.	<u>girl</u>	_____
81.	<u>baby</u>	_____
82.	_____	<u>feet</u>
83.	_____	<u>sheep</u>
84.	<u>chicken</u>	_____
85.	<u>brush</u>	_____
86.	<u>wife</u>	_____
87.	_____	<u>stories</u>

F. Change the following sentences to interrogative form and then to negative form.

Example: Girls and boys run and play.

Interrogative Do girls and boys run and play?

Negative Girls and boys do not run and play.

I have a pen.

88. Interrogative _____

89. Negative _____

I am having a good time.

90. Interrogative _____

91. Negative _____

He will have a new car

92. Interrogative _____

93. Negative _____

We bought a new car

94. Interrogative _____

95. Negative _____

John studied his lesson.

96. Interrogative _____

97. Negative _____

APPENDIX C

VOCABULARY

BLUEPRINT FOR UNIT ON VOCABULARY

<u>Educational Goal</u>	<u>Source</u>	<u>Type of Question</u>
Ability to understand the meaning of words in their context 20 points	Word list of <u>My English</u> , <u>Active English</u> , and <u>New Method Reader</u>	A <u>hardship</u> is 1 a long boat 2 a ship used for oil 3 something difficult 4 a camel
Ability to form plurals of regular nouns 5 points	<u>My English</u> , <u>Active English</u> , and <u>New Method Reader</u>	book . . . books lady . . . ladies wife . . . wives
Ability to form plurals of irregular nouns 5 points	<u>My English</u> , <u>Active English</u> , and <u>New Method Reader</u>	mouse . . . mice foot . . . feet sheep . . . sheep
Ability to use opposites of words 10 points	<u>My English</u> , lesson 10, lesson 11, and <u>Active English</u>	big . . . little wide . . . narrow open . . . shut good . . . bad high . . . low
Ability to distinguish between the use of words with similar sounds 20 points	<u>Active English</u> , and <u>My English</u>	here . . . hear there . . . their cell . . . sell know . . . no maid . . . made

WORD LIST FOR CERTIFICATE CLASS

"A"	baskets	castles	desirable	every
a	be	cave	destroying	everyone
able	beards	certainly	did	everything
about	beautiful	chance	didn't	example
action	became	change	different	exciting
activities	because	character	difficult	expect
activity	become	cheese	digestion	eye
advice	becoming	chew	dim	
after	before	child	dinner	"F"
afternoon	beheld	children	do	face
again	behind	choose	doctor	fail
air	being	chose	doesn't	fairies
airport	Beirut	cities	doing	fairness
all	believed	city	donkey	families
along	best	classmates	door	far
already	better	clean	down	farming
also	between	cleared	drew	faster
although	blooming	clothes	drifted	father
always	board	clothing	drink	feel
among	boat	cold	drive	feet
amongst	bodies	coloured	drove	fellows
an	bonds	come	dry	felt
angles	book	continents	during	few
another	born	continue		field
answer	bound	conversation	"E"	find
anyone	bowls	cooked	each	fine
anything	bread	could	eager	fire
around	bridge	countries	early	first
as	bright	couple	earth	five
ashore	brought	cyclops	easy	flashed
assured	build		eat	flowers
at	burning	"D"	education	flying
atmosphere	business	damp	encamp	fog
attack	busy	dark	encamped	following
attractive	but	darkness	encouraged	food
avoid	buy	dating	encouraging	for
away	by	day	engineer	forehead
		debt	English	frame
"B"	"C"	decided	enough	free
back	cabin	deck	entirely	friends
bad	call	delivered	entrance	from
balanced	came	depended	equally	front
ball	camp	depends	especially	furniture
band	cannot	describe	even	future
bandaged	captain	describing	evening	
bargain	carried	desert	ever	

"G"	house	lawyer	mouth	overcoat
garden	how	learn	moved	
garments	huge	leg	movies	"P"
gave	hungry	life	much	paid
get	hurry	light	must	painful
give		like	my	paragraph
glittered	"I"	lines		parents
goats	I	liners	"N"	part
goes	I'd	listen	name	passed
going	idea	lit	near	passing
good	if	little	necessary	past
got	ignorance	live	need	pasture
grandparents	ill	living	needy	peculiar
great	I'm	logs	negative	pens
grew	important	long	never	people
grey	improve	look	newspaper	period
ground	in	love	nice	persons
grow	incident	lovely	nicer	pick
growing	India		night	picked
	Indian	"M"	noble	picnic
"H"	industry	machines	noise	pictures
habit	intelligent	made	not	pleasant
had	interroga-	magazine	nothing	places
half	tive	make	now	planned
hand	into	making	nursed	plant
happier	is	man		plants
happiness	island	manner	"O"	pocket
happy	it	many	ocean	poor
hard		march	o'clock	poorest
have	"J"	matter	odd	possible
he	jobs	may	of	post-cards
health	jokes	me	off	poured
hear	just	meals	offer	prepared
heard		meaning	offices	program
he'd	"K"	men	often	proud
help	keep	middle	old	put
helping	kept	milked	on	
her	kindness	millions	once	"R"
here	knock	mind	one	radio
high	know	mist	only	rain
hills		mistaken	opened	rather
him	"L"	money	opposites	read
himself	lakes	months	or	ready
his	lamp	moon	other	real
history	land	more	others	realize
home	large	morning	our	really
hoped	last	most	ourselves	reason
hot	laugh	mostly	over	regular
hour	laughing	mother		remains

remember	side	sure	trains	whole
repay	sign	surface	traveller	why
respect	simple		trip	will
respectable	sister	"T"	trouble	with
rest	sit	table	true	without
results	six	take	trust	wizard
returning	sky	taking	try	woman
Rhodes	slowly	tales	trying	wooded
rich	small	taught	turns	worked
right	so	teach	twenty	would
river	soldier	teacher		wounds
road	solemn	telling	"U"	writer
robber	some	tent	under	wrong
room	somebody	teams	understand	wrote
roots	someone	terrible	until	
ropes	sometimes	till	up	"Y"
royal	soon	time	us	year
rules	sorry	times	using	yellow
	sorts	tired		yesterday
"S"	soul	than	"V"	yet
said	sow	that	valuable	you
same	sparkled	the	value	young
saw	speak	their	verbs	yourself
scenery	spoke	them	very	
school	spring	then	village	
search	stand	there		
seas	stars	these	"W"	
seasons	start	they	walked	
second	station	thicker	walking	
see	steam	thin	want	
seeds	step	things	wanting	
selfish	still	think	was	
servant	stone	thoroughly	water	
served	stop	those	water-lilies	
set	stories	thoughts	waves	
sew	strangely	thousands	why	
shadowy	strangers	three	we	
shared	strong	threw	weak	
sharing	student	through	wearing	
she	studying	to	weather	
sheep	success	today	well	
shinning	successful	told	went	
ship	suddenly	tomorrow	were	
short	suffer	too	wet	
should	suffering	took	what	
shoulder	sun	tops	when	
show	sunset	torn	which	
shut	supper	toys	who	

WORD LIST OF "MY ENGLISH"

"A"	baker	bones	capture	clouds
a	ball	book	caravan	coach
able	balconey	boots	cargoes	coat
across	band	born	carries	coffee
adjust	bank	both	cars	coins
admire	bare	bottom	cave	cold
adventure	barley	bought	carved	colds
aerodromes	barred	bow	case	colony
afford	barrow	bowl	cat	collected
afraid	bars	bowl	catch	colours
Africa	basket	boy	cauldron	comes
afternoon	beak	brain	cause	comfortable
again	beast	branches	cave	command
age	beat	brave	certainly	commanded
agreed	beautiful	bread	ceylon	company
air	bed	breath	char	compared
airport	bee	bridge	chairs	compliments
alive	began	bridges	chance	condition
amazement	begged	bright	change	conditions
amused	behive	brighter	changes	conquer
angry	being	brooder	charge	conquered
animal	believe	broke	chased	conquest
answer	belongings	brothers	cheap	cool
anxiously	belts	bruise	child	cooled
apart	bending	bubbling	chip	cooking
apple	beneath	build	chipped	contain
approach	bent	building	chips	containers
armour	better	bumps	chose	contains
arms	big	bundle	chosen	care
arrive	biggier	buried	circled	corn
arrow	birds	burn	circles	corner
ash	biscuits	burst	city	control
ashes	blackened	burry	clash	cottage
Asia	blazes	bus	clashed	cotton
ask	blessing	busy	claws	cottonwool
asleep	blocks	bush	cleaned	cough
atmosphere	bloom	buy	clever	countries
attend	blossom	"C"	climb	course
axes	blow	cabin	climbs	cove
"B"	blue	cage	clippers	covered
baby	blurred	cake	clock	coy
back	boosted	called	close	creatures
backwards	bodies	camel	closed	creep
bad	body	camera	cloth	crew
bag	boiling	camp	clothes	crop
	bold	canoe	clothing	crops

crumbs	discovered	engineer	finally	"G"
crossed	disease	enjoy	finer	gained
cross-legged	dishes	enough	finger	games
crowd	distance	envoy	fingernails	garden
crowds	distances	equally	fire	gate
crowed	districts	escape	firearm	gather
cry	doctor	evening	firewood	gathering
cumulus	does	exactly	firm	generous
cupboard	dog	examined	fitted	gently
cure	donkey	excite	fixed	germ
	door	exhausted	flag	get
"D"	doors	expand	flame	gifts
dance	door-way	expansion	flapped	glad
dangerous	drag	expecting	flat	gloves
dare	dragged	experience	flexible	glow
dark	dreams	explorer	flies	glowed
darker	dreamt	expounds	flight	go
dawn	dress	eyes	floating	gold
day	drink		floats	golden
dead	drive	"F"	flock	gone
deal	driving	face	flood	good
death	drone	facing	floor	grass
decide	drop	facts	flour	grateful
decided	dropped	failed	flow	grave
deed	drowning	fairly	flower	grazing
deep		family	flowers	great
deck	"E"	famous	fly	greedy
defend	each	farmers	follow	green
defended	eagle	farther	fond	grey
delicious	eat	fast	foolish	groove
dentist	early	fat	food	ground
described	earn	fathers	foot	grove
deserve	earned	favority	forest	groves
deserved	easier	fear	forgot	grow
destroy	earth	feast	formed	grown
diary	echo	feathers	fortune	guessed
diamonds	edges	fed	found	guest
die	electricity	feel	free	
died	elder	fell	fresh	"H"
different	elephant	feet	friends	had
difficult	else	fences	fright	hairs
dig	emperor	fetch	front	halves
direction	empire	few	fuel	hand
dirty	employ	field	full	hanging
disappear	empty	fiercely	fun	hard
disappoint-	end	filling	funeral	hardly
ments	enemy	film	funny	hardship
discover	engine	final	future	harmless

happened	ill	"L"	loudspeaker	movement
happy	immediately	labor	lounge	moving
hatched	impatient	ladder	lovely	muddy
haystack	important	lady	low	muscle
head	inches	lake	lower	mussy
healed	India	lamps	loyal	
heap	infect	landed	lucky	"N"
heaps	inn	lands	lungs	nail
heard	inn-keeper	language		name
heat	inquire	large	"M"	narrow
heated	insect	last	machine	navigator
heavy	inside	later	magic	near
height	interesting	laughed	man	neatly
helicopter	invent	lay	manage	necks
help	island	layer	marked	needle
helped		lazy	married	neighboring
helpless	"J"	lead	master	never
herd	jam	leader	matter	nice
herds	jars	leads	meal	night
hid	jealous	leaned	mean	noise
hidden	jerk	leave	meaner	noon
high	jewel	leaving	means	north
hills	job	left	meat	north star
hire	joke	legs	mice	noise
hired	journey	lesson	microscopy	nothing
hit	juice	letters	middle	notice
hoe	juicy	licking	midnight	now
hole	jumps	lid	might	
holiday	jungle	life	miles	"O"
home		lifted	milk	oar
honey	"K"	lifts	millar	ocean
honeycomb	keeper	lightening	minute	offered
hoping	kept	lights	mirror	offices
hopped	kettle	like	mist	often
horn	kicked	lips	mix	oil
horses	killed	listening	musty	oldest
hospital	kind	little	moist	once
hot	kindly	live	moment	one
hotel	king	living	money	opens
hours	kitchen	loading	month	opposite
house	kite	loaves	months	orange
hover	kneel	long	mother	order
huge	knew	longed	motor	ordinary
	knives	loose	mountain	out
"I"	knock	lorry	mounted	outside
ice	knot	loser	mouse	oven
ice-cream		lot	mouth	overflow
idle		louder	move	over-ripe
				owner

"P"	play	"R"	roof	several
packed	pleased	rabbit	roam	sewing
page	pleasure	radio	roots	shade
pain	plenty	ragged	rope	shadow
painting	pocket	railway	rotten	shady
pair	points	rainbow	rough	shake
palace	pointed	raindrops	roughly	share
palm	police	raining	round	sharp
pan	pollen	raising	royal	sheep
paper	pool	rather	ruler	shelter
particular	portable	rats	rules	shield
parts	position	ready	run	shine
passenger	pot	real	runway	shining
past	pour	realized		shirt
patch	precious	reason	"S"	ship
path	present	receive	sack	shoe
patient	presents	recognize	sacked	shook
paw	pretent	red	sad	shoot
pay	pretending	reflect	saddle	shop
pear	pretty	regret	safe	short
peddler	prince	relating	safest	shoulder
people	princess	remembered	safety	shout
perfect	print	rescue	sail	shovel
perhaps	problem	rest	sailors	show
person	processing	restaurant	salt	showed
petals	promised	retire	same	shrill
pick	propeller	returned	sang	shrink
pickers	proud	ribbon	sank	Siberia
picnic	province	rich	save	sick
picture	provide	rid	scales	side
piece	pull	ride	science	sight
pile	pulled	riding	scratch	signal
piled	pulling	right	sea	silkworm
piles	pump	ripe	season	silly
pilot	push	rising	seat	silver
piloting	puss	river	second	simmer
pin	puzzle	road	secret	sin
pine		roar	seed	since
pipers	"Q"	robbers	seems	singing
place	quaintly	robe	selfish	single
plain	queen	rock	selling	singly
plan	quench	rocket	sending	sink
plane	question	rocks	seriously	sitting
planet	quick	rocky	servant	size
planted	quickly	rod	served	skin
plate	quite	roll	set	sky
platinum		rolling	setting	slant

sledge	spook	surprise	tower	war
sleep	spoon	sure	town	warm
sleepy	spotless	surface	travel	warmed
slight	spray	surround	tray	washing
slipped	spread	swarm	treat	watch
slowly	spring	sway	tred	water
small	sprinkle	swayed	tremendous	waterfall
smart	stairs	sweet	tricks	waves
smear	stalk	swept	tried	wax
smearred	stand	swim	trod	way
smoke	starts	switch	trodden	weak
smooth	station	switched	trouble	wealthy
sneer	stayed	sword	trousers	wears
snow	steady		true	weather
snowstorm	steal	"T"	trunks	week
soft	steer	table	trying	weep
sold	step	tailor	tusk	weighing
soldier	stewardess	tall	twigs	wept
solid	strict	tamed		wheelbarrow
somehow	sting	tapped	"U"	while
sometimes	stockings	taste	umbrella	whispered
son-in-law	stolen	tea	unfortunate	white
song	stone	tease	uniform	whole
sonny	stonecutter	tell	unite	wide
soon	stored	tender	universe	widow
sooner	storm	tent	unknown	wife
sorry	story	terrible	unload	wild
sort	stove	test	unmoved	wind
sorted	strange	testing	until	windows
sound	stratus	thick	upright	wing
soup	stream	thief	use	wingless
south Pole	street	thin	used	winner
space	strength	thing	useful	winter
spaceship	stretch	think		wisely
spark	string	thirst	"V"	wish
spear	strive	thirsty	vast	woke
special	stroke	threads	vegetable	woman
specially	strong	threat	villages	wonderful
sped	study	through	visit	wood
speed	success	thrown	voice	wool
spell	sucking	tickets	voyage	words
spent	sudden	tidy		work
spice	suddenly	tiny	"W"	world
spin	sun	time	waiste	worried
splashed	sunny	tired	waiting	worse
splashing	supper	top	walk	worst
splendid	supplies	touch	walked	wove
spoilt	support	touches	wall	wrap

"X"

x-ray

"Y"

yard

year

yeast

yellow

yesterday

yield

younger

"Z"

WORD LIST IN "ACTIVE ENGLISH"

"A"	arrange	blue	cash	copy
a	arriving	beat	castles	corner
about	article	book	cat	correct
according	ask	booklet	catch	cost
acquainted	ate	bomb	cedar	cottage
aeroplane	attacked	bordered	ceiling	count
across	attic	borrow	centimeters	country
action	aunt	bottle	certain	cousine
activity	awoke	bought	chair	craftsmen
address		bow	chance	crisp
adventure	"B"	box	change	crowded
advice	back	boys	charm	crows
advise	bag	bran	check	cruise
affirmative	baggy	bread	cheer	crust
afraid	bake	breakfast	cheese	curious
after	balcony	bring	cherry	curved
afternoon	ball	broke	chicken	cymbals
again	bank	brother	children	
age	bare	brown	chose	"D"
agree	barking	building	church	dark
ahead	basket	bull	cigarette	daughter
aim	bat	bump	circle	day
aisle	bathe	bunch	cities	dear
allow	beast	bush	citizen	decided
almost	beat	busy	class	decorate
alone	beautiful	button	classmates	deer
along	bed		clever	delicious
alphabet	bedtime	"C"	cliff	delight
always	bee	cabin	climate	depth
amusement	before	cake	climb	describable
and	beginning	calm	clinic	desk
angry	belonging	call	clerk	detail
another	belt	called	close	dialogue
answers	beneath	came	clothes	diamond
ant	berth	can	cost	dictation
anxious	best	candles	coin	did
any	bind	cannal	college	difference
appear	birthday	cannot	comb	different
apple	bicycle	capital	come	dining-car
arch	black	car	comparative	dinner
are	blackboard	careful	complete	discovered
arithmetic	blanket	cargo	conductor	dishes
arm	blink	carpet	conches	divide
armchair	blocks	carried	containing	do
army	blot	carry	continent	dock
around	blouse	cart	cooking	doctor

dog				
doing	"F"	"G"	hear	interesting
dollars	factory	fame	heard	interrupt
domes	fail	garden	heat	instructor
donkey	family	gate	hello	instrument
dot	famous	gave	help	invite
draw	far	gaze	helo	iron
drill	farm	generous	here	is
drink	fast	gentlemen	hero	island
drive	father	geography	hide	it
drum	favor	get	highest	
during	favourite	gift	hill	"J"
	feast	girls	hind-legs	jar
"E"	feed	give	his	joke
early	feet	glad	historical	judge
east	fez	glance	history	juice
eat	fighting	glass	hit	
echo	fill	glimpse	home	"K"
edge	finger	glob	homework	keep
egg	find	go	hope	kept
either	first	goat	horizon	keys
electricity	fit	gondola	hospital	kettle
elementary	five	good	hot	kiss
elephants	flash	good-bye	hotel	kitchen
eleventh	flay	goose	how	knees
emphatic	flies	gown	house	knife
empty	floor	grammar	how	knob
enjoy	flutes	grand	huge	knock
enough	fly	grand-father	hugging	know
entrance	fog	grand-mother	hundred	
envelope	following	grand-parents	hundredth	"L"
eraser	food	graze	hungry	ladder
evening	foot	great	hurry	lady
every	football	green	husband	lake
excellent	fox	guest		land
excited	foreign	gun	"I"	language
exciting	forget		idea	large
exclaimed	fork	"H"	idle	largest
excused	farm	habit	illness	last
exercise	farmer	half	impatient	late
expect	forward	hand	important	latter
expecting	found	happy	in	laughed
explained	four	harbor	ink	learned
explode	fourteenth	hardly	incline	leather
explore	freeze	has	include	leave
express	friend	hat	indeed	left
extending	from	have	indefinite	lesson
extra	front	heavy	indirect	letter
	fruit	heap	influence	library
	further			

lies	moths	old	pile	ride
life	moon	older	pine	right
life-boat	morning	opposite	pipe	room
lift	most	oral	pistol	rough
light	mother	orange	places	rowed
listen	mountain	orchard	platform	royal
lit	moustache	orchestra	play	rubber
little	moved	order	pleasure	ruin
live	murmurs	our	plenty	ruler
living-room	museum	over	plural	run
luggage	music	overshoes	pocket	
	must	owe	pointed	"S"
"M"	my	ox	pole	safe
machine			policeman	said
magazine	"N"	"P"	polite	sail
majestic	name	packing	popping	sailor
man	narrow	page	pool	saint
manager	nature	paint	port	salad
map	near	palace	porter	sample
marble	necessary	pale	post	sandal
marry	needle	paper	post-cards	sandwiches
marvellous	negative	paragraph	pour	saw
match	neighbors	parcel	practice	scenery
me	new	parentheses	prepare	school
meaning	news-paper	parents	present	science
meats	next	park	preposition	scissors
medicine	nice	participle	process	score
meet	night	party		sculpture
meat	ninth	pat	"R"	seated
medicine	noises	passed	raised	section
met	noon	passenger	ran	see
members	note-book	passport	rang	seller
memorize	novel	past	reading	sending
memory	now	patient	received	sentence
men	numbers	pattern	recognition	separate
mention	nuts	pears	recover	sets
nice		pen	red	seven
mild	"O"	pencil	referring	seventeenth
miles	our	people	remembered	sew
milk	observation	performance	repeat	shake
millionth	observed	perpendicu-	replied	sheep
mind	occasion	lar	represent	shirt
minute	ocean	pick	reservation	shoes
miss	o'clock	picnic	rest	short
mistake	of	pieces	restaurant	shoulders
misty	offer	pigeons	returned	show
money	office	ping-pong	reverse	sick
moth	oil	pink	rice	side

sight	store	these	"V"	words
signal	story	thin	vacation	work
silk	strange	thirsty	vases	world
sincerely	straw	thirty	vast	worried
sing	stream	this	vegetables	worry
signal	stress	thousand	very	would
singing	stretch	thousandth	view	wriggling
singular	strip	three	village	write
sink	student	thunder	violent	written
sister	succeed	tickle	visit	wrote
six	suddenly	tickles	voice	
sixteenth	suggest	ties	volley-ball	
skies	suit	tiger	voyage	
skirt	suitcases	till		
slept	summer	time	"W"	
sleepy	Sunday	tin	was	
slice	sunny	to	waiter	
slip	sunset	tobacco	waiting	
slowly	supper	today	walk	
small	supervision	told	want	
smile	supply	tonight	ware	
soft	suppose	too	warmed	
some	sure	tool	watch	
soon	surprise	top	water	
sounds	sweater	tower	way	
souvenirs	sweep	town	waved	
spark	swim	toys	we	
speak		train	weapon	
special	"T"	travel	wear	
spend	table	trowelling	wear-on	
spent	tail	tray	weather	
splash	take	treasure	week	
spoke	tall	trip	well	
sport	taste	trumpet	went	
spray	teacher	tune	wheel	
spring	team	twentieth	where	
square	teapot	twice	while	
stairs	telescope	twinkling	white	
stamp	tell	two	whistle	
stare	temple		whose	
station	tennis	"U"	win	
statue	tense	umbrella	window	
stay	tenth	uniform	with	
steal	thank	up	wise	
steel	the	upstairs	sof	
stick	theater	us	wood	
still	their	use	wonderful	
stone	there	usher	won't	