



Evaluating the Final-Year Ministerial Examinations at the Preparatory Schools in Iraq
Asst. Professor Natiq Taha Abdul-Kareem

أ.م.د. ناطق طه عبد الكريم

Author Information

Asst. Professor Natiq Taha Abdul-Kareem

Bilad Al-Rafidain University College

Article Info

Article History

Received
Jan 8, 2023

Accepted:
Feb 1, 2022

Keyword

ministerial examination,
communicative approach, oral tests,
priority to speaking.

هذه مقالة وصول مفتوح بموجب ترخيص

CC BY 4.0

(<http://creativecommons.org/licenses/by/4.0/>)

Abstract:

This study investigates and assesses the process of constructing the English language ministerial examinations at the preparatory schools in Iraq. It presents an analysis of samples of the Baccalaureate examinations. Data analysis showed that these examinations have neglected assessing learners' ability to communicate orally. It is suggested that the questions have to be balanced paying more attention to the communicative language learning.

Consequently, the researcher proposes an examination programme based on the principles of the communicative approach which prioritizes the development of the oral / aural language skill (communication) to bridge the gap in the current ministerial examinations at the preparatory schools. The proposed programme comprises both oral and written examinations in order to check learners' achievement and performance in all four language skills, mainly in spoken and written language.



1. Introduction

Oral communication, which is most commonly used as a medium for the exchange of information and needs, is the oldest means of communication. On the other hand, written communication is another means of communication, where message is carefully drafted and formulated in written form.

Oral language is as old as mankind, while its written form was invented later on. It can be noticed that there are many people all over the world who are illiterate. As a result, they resort to spoken language to satisfy their needs. Paradoxically, one cannot find people who are able to write, but cannot speak, except those who are dumb. Zare-ee (2006:43) mentions two reasons that support the view that language is primarily oral: First, many languages do not have written forms. Second, writing was invented many hundred years after the existence of oral language.

The communicative approach (henceforth C.A.), which focuses on fluency rather than accuracy, is based on the principle that language is the best means of human communication. Thus, communication is the central axis around which every activity in language should revolve. Communication can mainly be achieved by language: verbal actions and non – verbal actions (paralanguage) such as body movements, facial expressions and gestures. This approach considers language as holistic as it integrates the four basic skills: listening, speaking, reading and writing, nonetheless, it gives priority to speaking. The aim is to enable learners to communicate different ideas in different situations they may face in real life situations. Thus, in case of neglecting anyone of the above - mentioned skills, the learning process gets lame in the sense that it cannot work effectively.

Generally speaking, tests are used as an instrument to measure learning amount of knowledge acquired by learners. Actually, testing is the safety valve of the teaching / learning process, or as (Riddell 2003-219) describes it as an integral part of teaching. Therefore; examinations can either motivate both teachers and learners or discourage them. As far as the ministerial examinations are concerned, they have a major impact on teaching process in that their results can be used as an indicator of the teaching and learning processes rigour. Teachers as well as syllabus designers can make modifications and amendments based on the analyses of test-takers' performance. Thus, it can be concluded that such examinations need to be well-designed in order to play a positive role in the teaching / learning process.

In Iraq, the communicative approach has been adopted since the school-year 2002-2003. This approach emphasizes the four basic language skills with particular emphasis on speaking.



Accordingly, the proposed examinations are expected to comply with the approach concepts and directions. For example, the examination materials could include items that measure learners' amount of knowledge in the areas of listening, speaking, reading and writing, specifically, materials that could measure learners' knowledge in the area of oral communication.

A close look at the patterns of the ministerial examinations reveals that they completely neglect listening and speaking activities and this state drives EFL teachers to teach following the principles of the structural school. The design of the current examinations also reveals that there are some weaknesses in the patterns of these examinations such as in True / False and multiple choice items. Moreover, they neglect both sound transcription and sound production.

Logically, there is a mutual relationship between testing and teaching (Al- Jarah ;1991:2). Each one influences the other, so teachers do their best to trace the patterns of examination in their teaching to help their students pass the examinations.

Nowadays, it can be noticed that EFL teachers are in a critical situation. They are at an intersection of two roads; they either teach according to the traditional methods of language teaching which almost ignore aural⁽³⁾ language or teach according to the principles of the C.A which gives priority to oral⁽⁴⁾ communication.

Although language is basically oral, the current examinations, especially the ministerial ones exclude oral tests. This state drives the teachers to follow the traditional methods of language teaching. Moreover, the existing circumstances encourage teachers to adopt the traditional methods, especially when there are lots of holidays during the academic years and a large number of students inside the classrooms. So, teachers are deprived from dividing the class into several small groups to give them enough opportunities to communicate with their classmates and with their teachers or to express themselves .

Consequently, EFL teachers are driven by both the current situation and the current patterns of ministerial examination to avoid teaching and construction their examination according to the principles of the C.A which is recommended by the Ministry of Education. In addition to what has been mentioned, EFL teachers provide their students with handouts to accompany their frontal teaching as an alternative of the text books and activity books. The above - mentioned discussion proves that the current patterns of ministerial examination are defective and they could be modified so that they could measure students' knowledge effectively.

The researcher has also observed through his long experience as a teacher of English that the current examinations in general, and the ministerial examinations in particular, do not include items that reflect the various language activities supposed to be learned and measure learners' abilities to use the four language skills effectively.



1.2. Previous Studies

Examination is an integral part of the education system, which has certain objectives .They are useful as they measure students' progress towards predetermined objectives. And most previous research carried out in the field of school examinations investigates the factors that positively or negatively affect learners' abilities or achievement in any area of academic programme , effect of learner's psychological variable

Rasul & Bukhsh's (2011) study was designed to measure the factors affecting student's performance in examination at university level. A questionnaire was used as research tool. The questionnaire was administered to 200 students, 100 students from Faculty of Arts and 100 students from Faculty of Science in Pakistan. It was found that (i) the respondents viewed that at university level most of the psychological, physical, socio-economic and educational factors affected their performance in examination (ii) Change in pattern of question affect student's performance (iii) The respondents viewed that unfair means in examination affect their performance (iv) Lack of proper guidance affect their performance in examination.

Hamad"s (2019) study is an attempt to find out the reasons behind questions' weakness of English Language tests, and finding solutions that can help educators write their test-questions in scientific pedagogical way. The researcher used the descriptive analytical method, a teachers' questionnaire is used as instrument to collect data, and 10 tests' questions were analyzed to tackle reasons behind questions' weakness. Participants of this study are 22 instructors. Finding indicated reasons behind questions' weakness of English Language tests are the inadequate way of designing tests, as a result of ignorance of the basics of test questions criteria.

Ahmadi's (2016) study investigated the effect of test format on oral performance in terms of test scores and discourse features (accuracy, fluency, and complexity). Moreover, the study explored how the scores obtained on different test formats relate to such features. To this end, 23 Iranian EFL learners participated in three test formats of monologue, interview, and group oral



test. Findings indicated that the participants obtained the highest scores on the group oral test followed by the monologue and interview, although the differences between the group oral test and monologue were not statistically significant. Analysis of the produced discourse also indicated significant differences among the three test formats.

1.3 Utility behind Conducting Examinations

Examinations are instruments used to measure the amount of knowledge acquired by learners in specific areas of sciences. At schools , examination results could be used to decide whether a learner's knowledge qualifies him / her to move to a higher level of learning. They also enable teachers to diagnose the reasons behind learners ' unsatisfactory achievements when learning a specific topic. This procedure could definitely pave the way for teachers as well as text – book writers to put the learning process on the right track by finding solutions to the learning and teaching problems. Teachers could make some changes in their methods of material presentation based on examination results through suggesting new techniques that can facilitate the process of learning. Test – takers also can benefit from the examinations by trying to understand the course book material and make it more digestible.

In Iraq, school examinations of English, except the ministerial ones, take two structure modes. Students have to sit an oral examination followed by a written examination. This makes it clear that an oral examination is as significant as the written one simply because in real – life situations, people resort to both types of communications. Therefore, including oral examination when evaluating students ' ability in English, could give the teacher a better evaluation of his / her students ' competence in English

1.4. Aim of the Study

This qualitative study sheds light on the current ministerial examinations at the preparatory stage in order to develop them . It is based on the principles of the C.A. which emphasizes the four language skills with priority on speaking .

1.5. Significance of the Study

It is hoped that this study will contribute to development of teaching and testing . Practitioners in the field of language teaching and testing as well as course - book designers will make use of this study .

1.6. Current Patterns of Examination



There are some weak points in the current patterns of examination at the preparatory stage; therefore, more emphasis must be laid on the construction of examination to avoid these weaknesses. (See the appendices)

- A) At the preparatory stage, the recognition type of examinations must be avoided and replaced by production type. Recognition types can be used at the primary stage and intermediate stages. Most of the examinations are based on recognizing the suitable answer. This activity requires the lowest level of thinking.

The following are some examples of both types: (a) recognition (b) production:

- 1- (a) /t/ is found in (ended, moved, looked, climbed)
(b) Write the phonetic symbols for the underlined letter or letters:
same , stopped , half asks , bread
- 2- (a) State whether the following statement is True or False :
Taha Hussein is an Arab musician.
(b) State whether the following statement is True or False. Then correct it if it is false .
Taha Hussein is an Arab musician.
- 3- (a) Two letters yesterday.
(is sent / are sent / were sent / was sent).
(b) Sally sent two letters yesterday. (Change into Passive).

- B) Another weak point of the MCQ is the number of the options in the multiple choice items. There are usually two options and this gives the students the opportunity of 50% to guess. The present researcher suggests we give them four options to reduce the opportunity of guessing to 25%. (See the appendices)

- C) Inspecting the current patterns of examination reveals that they are void of any question on sound transcription. It is essential for the students at this stage to know how to pronounce the words when they consult dictionaries.

- D) Regarding literature, each text-book of the three grades of the preparatory education stage is provided with two short stories which have being taught for many years. Consequently, they have



become boring and the answers for the questions on them can be predicted in examinations by both teachers and students. Thus, students are used to memorizing the questions and their answers, without comprehending the materials contents. For this reason the prescribed textbooks need to be revised annually.

1.7. The proposed Programme

The following is a proposed programme which was designed to accomplish the fundamental principles of the C.A. and put them in real and precise application in examinations.

In this programme , the weight on both written and spoken English is placed ; however , the oral examination includes one language element , while the general written examination measures the rest of language skills . The programme consists of :

1. Oral Tests (30 Marks)

The oral tests of English language consist of three activities:

- a. Reading a loud (fluency, intonation, pauses) (10 Marks)
- b. Pronunciation and sound discriminations (10 Marks)
- c. Oral communication (to examine the student's ability to understand and to interpret the dialogue between the teacher and the student .The teacher might ask specific questions about the reading passages from the text - books and general questions. (10Marks)

The teacher can choose a certain passage from a text - book, then asks a student to read it aloud checking his / her fluency , intonation and pauses and then asks him /her about the meaning of some words. At the same time, the teacher can check the student's pronunciation of the words and sound discriminations. During this activity, the teacher might check the learner's ability to understand the content of the passage and his/her ability to communicate with others.

2- Written Examinations (70 Marks).

It is suggested that written examinations could comprise the following areas:

- a. Reading Comprehension (unseen passages) (10 Marks)
- b. Questions, completion or True/False items on the Reading Comprehension texts (passages of the textbooks. (10 Marks)
- c. Grammar (10 Marks)



- | | |
|--|-------------|
| d. Vocabulary | (10 Marks) |
| e. Literature | (10 Marks) |
| f. Writing a composition, letter or e-mail | (10 Marks) |
| g. Spelling | (5 Marks) |
| h. Writing phonetic symbols | (5 Marks) |

According to this proposed programme, a student must get at least half of the seventy marks in the written examination, otherwise. S/he does not pass the examination.

The researcher puts this condition to prevent the expected pressures of examinee's parents (or guardians) on the examiners and to urge the examiners to be impartial when assessing students' achievements .

1.7.1 Application Example-1

If a student gets (30) out of (30) marks in the oral test, and gets (30) out of (70) marks in the written examination, s/he does not pass the examination because s/he does not get half of the seventy in the written examination, i.e. , in written examinations , the least mark a student should gain 35 out of 70 .

1-7-2: Application Example – 2

If a student gets (15) out of (30) marks in the oral test and gets (35) out of (70) in the written examination, s/he passes the examination (50 is a pass mark).

1.8. Conclusions

The study has come with the following conclusions:

1. The current examinations at the preparatory stage do not comply with the philosophy of the C.A by ignoring two of the basic language skills. They assess only reading and writing skills: e.g. , grammatical rules , punctuations , literature .
2. The current examinations set by the Ministry of Education have the same patterns of the pre-communication approach.

1.9.: Implications

To reform the current examinations, it is advisable to adopt the proposed programme which emphasizes the following points:

1. The four basic language skills must be applied in all examinations including the examinations constructed by the Ministry of Education.
2. EFL learners face real challenges when speaking the English language; therefore; they could be instructed and tested orally and orthographically.
3. Students at the preparatory stage must be exposed to a production type of testing, not to a recognition type



4. Each multiple choice item should have four options to reduce guessing.
5. Phonetic symbols must be included in written examinations.
6. Regarding the literature anthologies , the two short stories in the text-books at the preparatory stage must be replaced by new ones every two or three years.
7. The weight of oral tests must be no less than 30%.

1.10. : Suggestions for further Research

The following suggestions are found to be suitable for further investigation:

1. Similar studies are needed to investigate the current examinations at the Primary and intermediate stages.
2. A study may be needed to assess the literary anthologies and the questions on them at the preparatory stage.

1.11. Definitions of Basic Terms:

1. The preparatory Stage

In Iraq, the educational institutions are divided into four stages: A primary stage (six years), learners' age should be no less than six years , an intermediate stage (three years) ,a preparatory stage (three years) and a university stage (four or five years) .

2. The Ministerial Examination (Baccalaureate) :

A ministerial examination is an examination constructed by the Iraqi Ministry of Education at the end of the first three mentioned stages.

3. "aural " concerning the ear or hearing or the sounds or language heard by listener

(Oxford Word Power Dictionary : 2006:45)

4" oral " concerning or using the mouth ; the sounds produced by the organs of speech.

They refer to the spoken

(Ibid : 452)

Appendix (1)

Republic of Iraq -Ministry of Education
Examination in English for Preparatory Schools
Note: Answer all the questions.

Reading Comprehension (20 Marks)

Q1) A) Read this text carefully then answer (5) of the questions that follow: (10 M)

At last firemen have put out a big forest fire. Since then, they have been trying to find out how the fire began. Forest fires are often caused by broken glass or by cigarette ends which people carelessly throw away. Yesterday the firemen examined the ground carefully, but were not able to find any broken glass. They were also quite sure that a cigarette end did not start the fire. This morning, however, a fireman accidentally discovered the cause. He noticed the remains of a snake which was wound round the electric wires. In this way, he was able to solve the mystery. The explanation was simple but very unusual. A bird had snatched up the snake from the ground and then dropped it on to the wires. The snake then wound itself round the wires. When it did so, it sent sparks down to the ground and these immediately started a fire.

1. What caused the fire?
2. Who has just solved the mystery?
3. Were the firemen able to put out the fire?
4. The fire was caused by a cigarette end. (True / False)
5. Where did the snake wind itself?
6. Give a suitable title.

B) Answer or complete(5) of the following sentences using information from your text book: (10 M)

1. What is the most popular investment in the UK at the moment?
2. Where did Mustafa find his mother?
3. In what ways has wind power been used for thousands of years?
4. Zaid Tariq was bitten by the dolphins. (True / False)
5. The course in conference interpreting was very (a. easy b. difficult)
6. A radar detector is

Q2) Grammar and Functions : (30 Marks)

A) Re-write the following sentences, follow the instructions between brackets: (Choose 10) (20 M)

1. You decided not to go to the park with your friends. Now you regret it. (use. If only)
2. he is going to be a lifeguard. He decided he (future in the past)
3. I would learn to parachute if my friend (say) she would do it with me.(correct the verb)
4. (renovated / bank / is / The / being) (unscramble the words to make a passive sentence)
5. He looked outside because he heard a noise. (rewrite with the correct form of - make -)
6. My phone rang while we (watch) the movie. (correct the verb)
7. Define a nurse. (use. looks after sick people)
8. Mary has so many friends, so I think there will be a very big crowd at the party. (expectation)
9. The hotel has a swimming pool. (It is very big) (use the correct relative pronoun to make one sentence)
10. What time have they gone to bed last night? (correct the sentence)
11. Do you still like the job? she asked me (reported question)
12. I (like) travelling, but I don't like it any more. (use. used to)

B) Choose one of the two words between brackets: (5 only) (10 M)

1. My flight was (tired / tiring) because it was a twelve - hours flight.
2. She has been talking on the phone (for / since) the last 20 minutes.
3. She wouldn't have got sunburnt if she (had worn / wore) a hat.
4. can you (turn it down / turn down it)?
5. In my old job, my shift (started / starts) at 6.00 every Wednesday, and I worked until 9.00 .
6. You (mustn't / don't have to) speak to the driver when the bus is moving. It is dangerous.

اقلب الصفحة

Q3) Vocabulary and Spelling (20 Marks)

A) Complete sentences with the suitable word from the box. (10 M)

{ regulations , wear , puzzled , physical , leisure , limit }

1. I have to do exercise at least four times a week.
2. Scientists are finding ways to damage to the environment.
3. She doesn't seem to know what to do with her..... time.
4. We have to follow a lot of safety at work.
5. I was to see such a strange question.

B) Match the words and phrases in list A with their definitions in list B. (choose 5 only) (5 M)

List A

1. withdrawal
2. empty
3. overdraft facilities
4. pollution
5. efficient
6. equivalent

List B

- a. the same as or similar to
- b. the process of damaging the air, water or land with chemicals.
- c. money taken out of your account.
- d. working quickly and well.
- e. there is nothing in it.
- f. ability to use more money, than you have in your account at the moment.

C) Complete the following with correctly spelt words. (Choose 5 only) (5 M)

- | | |
|--|-------------------------------------|
| 1. legal , illegal ; moral , | 2. years , yrs. ; buildings , |
| 3. see , seen ; drive , | 4. place , places; oasis, |
| 5. apply , application ; enrol , | 6. Joint in the leg; a |

Q4) Literature Focus: (10 Marks)

Answer or complete (5) of the following:

1. Mohammed Kudhair 's best works include and
2. Sattar came to his friend's house to
3. In the Canary what did the washerwoman use to say every Monday?
4. How did the canary sing?
5. How did Sattar describe the child's father?
6. When Missus said:" when I found him lying on his back with his eyes dim. She meant he was

Q5) Writing : (20 Marks)

Choose either A or B:

A) Write a short essay giving your opinion about this statement :

" studying while you're working is worth all the hard work."

Your essay should have a short introduction and a conclusion. You should write 100 – 120 words.

B) Ahmed wants to be a security guard. He is meeting the manager of a security company tomorrow morning at 9.00. It takes thirty minutes to go from his house to the security company. The manager sent him directions and a map. Write a letter to Ahmed of 100 to 120 words giving him advice on how to get the job.

Appendix (2)

Republic of Iraq -Ministry of Education
Examination in English for Preparatory Schools



Oct. / 2017
Time / 3:30 Hours

Note: Answer all the questions.

Reading Comprehension: (20 Marks)

Q.1 / A. Read this text carefully then answer (5) of the following questions. (10 M.)

Ahmed was a very just judge. One day he sent a thief to prison for two years for stealing some money. When the thief came out of prison, he went to the judge and said, " How should I make a living? " " No one will give a job to a man who has been in prison." The judge realized that the thief had become a good man, so he decided to let him work in his house as a gardener. One day some thieves tried to rob the judge's house. The gardener made loud cries that frightened the thieves. The judge realized again that bad people could be good ones if they had good chances.

1. Why did the judge put the thief in prison?
2. The judge realized that the thief became a good man. (True / False)
3. How was the gardener able to frighten the thieves?
4. Could bad people be good ones one day?
5. Was the old thief faithful to his master?
6. Give the passage a suitable title.

B/ Answer or Complete (5) of the following sentences using information from your text book: (10 M.)

1. Conference interpreters must translate each word literally.
(True / False)
2. A radar detector is
3. Why was Latifa proud of Mustafa?
4. The writer has learnt a lot about how important body language is in an interview. (True / False)
5. Was Zaid Tariq bitten by the shark?
6. What can high blood pressure cause?

Grammar and Functions: (30 Marks)

Q.2. A/ Re - write the following sentences, follow the instructions between brackets:(Choose 10) (20 M.)

1. While Ali was having a shower, somebody (knock) at the front door. (Correct the form of the verb)
2. Will you be able to come to my party?
I asked Layla (Reported question)
3. Define a lawyer. (Use " give advice to people about the law ")
4. She asked somebody to fix the window. She got the window (fix / fixed) . (Choose)
5. I bought him a new mobile phone last week and he already lost it. (Correct the sentence)
6. Fatima, (whose / who) photo was in the newspaper yesterday, is a very talented girl. (Choose)
7. Unfortunately, you were rude to your brother. Now he won't give us a lift to the cinema. (Regret use " if only")
8. You like exercising. So I don't think you'll have trouble getting fit. (Expectation use " shouldn't ")
9. She (wear) glasses, but now she has contact lenses. (Use the correct form of " used to ")
10. (take a taxi to the airport) . (suggestion. Use " let's ")
11. Hasan thinks he will enjoy a career in graphic design.
Hasan thought, but now he's not so sure. (Future in the past)
12. I've already / turned down / it. (Put in the correct order)

- اقلب الورقة -

**B/ Choose one of the two words between brackets: (5 only)**

(10 M.)

1. I saw a very (excited / exciting) film on TV last night.
2. He drives the car (careful / carefully) .
3. Have you (ever / never) camped in the desert?
4. How (many / much) apples do you need?
5. I haven't seen her (since / for) 2001.
6. She would look much nicer if she (wear / wore) contact lenses instead of glasses.

Vocabulary and Spelling (20 Marks)**Q3.A/ Complete the following sentences with the suitable words between the brackets:**

(10 M.)

[application , drive , pain , enhance , robbery , pills]

1. The police got a call about a last night.
2. You have to take two of these three times a day.
3. You mustn't without your seat belt on.
4. You can your computer skills by taking an evening class.
5. Where exactly is the and how long have you had it?

B/ Choose the correct word: (5 only)

(5 M.)

1. You must be 18 years old to (belong / join) the military.
2. To cross the river we had to (sail / board) a ferry.
3. I can (take / make) a withdrawal at an ATM at any time.
4. We (considerably / thoroughly) enjoyed all the entertainment.
5. If you pass the test, you have more responsibility and you (investigate / supervise) other people.
6. Good morning. (Is that / Are you) Mr. Hazem?

C/ Complete the following with correctly spelt words or letters: (5 only)

(5 M.)

- | | |
|---|--|
| 1. cat , eaten ; see , | 2. joint in the leg; an |
| 3. healthy , unhealthy ; usual , | 4. injured , hurt ; alerted , |
| 5. computer , comp. ; appointment , | 6. throw away , dispose of ; without success , |

Literature Focus (10 Marks)**Q4. Answer or complete(5) of the following:**

(10 M.)

1. How does the story of " The Canary " end?
2. In 1967
3. The nail to the right of the front door brought back the sweet memories of the bird to Missus. (True / False)
4. The two main characters in " The Swing " are and
5. " You can't imagine how wonderfully he sung. " he referred to the
6. Khudhair found it very easy to control the personal feelings storming inside him. (True / False)

Writing**Q5. Choose either A or B.**

(20 M.)

A/ Write a letter to your bank to complain about a withdrawal shown on your statement that you didn't make. Write 100 to 120 words.

B/ Write an e- mail of 100 to 120 words telling a friend about a company you have recently set up with a friend or relative. The company could be producing one of the following :
jewellery , cosmetics , perfume , food or footwear .

Appendix (3)

Republic of Iraq -Ministry of Education
Examination in English for Preparatory Schools
Note: Answer all the questions.

الرقم الامتحاني /
(20 Marks)

November / 2020
Time / 3:30 Hours
Branch / Applied & Literary
اسم الطالب /

Reading Comprehension: (20 Marks)

Q1. A/ Read this text carefully then answer (5) of the questions that follow. (10 M.)

The computer is one of the most important inventions of the modern world. Computers were huge and very expensive so no one could buy them. Now they are much smaller and there is a computer in almost every house. The strange thing about computers is that they are developing all the time. Computers help doctors to know the diseases in order to decide the best medicine. They also help scientists to solve complicated problems. Pilots use computers to help them know their directions. Teachers also use them to make lessons interesting. Students can use computers to find the information they need. However, most young people use them for playing games.

1. How do computers help doctors?
2. How were computers in the past different from computers now?
3. How do computers help scientists?
4. Pilots use computers to know directions. (True / False)
5. Computers are developing all the time. (True / False)
6. Give the passage a suitable title.

B/ Answer or complete (5) of the following sentences using information from your text book: (10 M.)

1. Why do some officers direct traffic?
2. Samira's active language is Arabic. (True / False)
3. Why was Mustafa's mother unconscious?
4. Holidays can give us a chance to
(a. learn new activities b. stop thinking about our problems)
5. Tariq was rescued by two children. (True / False)
6. What is a radar detector?

Grammar and Functions: (30 Marks)

Q2. A/ Re - write the following sentences, follow the instructions between brackets. (Choose 10) (20 M.)

1. She (not / talk) so much, but now she never stops talking. (Use the correct form of " used to ")
2. (Show me your passport). (Polite request use : " could ")
3. My father asked somebody to fix the computer.
My father (Re write with the correct form of " have ")
4. Define a cartoonist. (Use : " draws amusing pictures ")
5. I (not / marry) him even if he was the last man on earth! (Correct the form of the verb)
6. I spoke to a lady on the phone. She told me to call back later.
The lady told me to call back later. (Combine using a relative pronoun to make a defining relative clause)
7. Last year, my friend Zeina (get) hurt in a car accident. (Correct the form of the verb)
8. I bought him a new mobile phone last week and he already lost it. (Correct the sentence)
9. Can I borrow some money? She asked me (Reported question)
10. Unfortunately, I left my camera at Faten's house. That's why I couldn't get a picture of the dolphin.
(Regret : use " If only ")
11. She's in 6th preparatory. I think she will graduate this summer. (Expectation : use " should ")
12. Most smokers / take up / it / as teenager. (Put in the correct order)

B/ Choose the correct word between brackets: (5 only) (10 M.)

1. When you get in a car, you (need to / needn't) put on your seat belt.
2. There weren't (many / much) people at the meeting.
3. When we got to the cinema, the film (had / has) started.
4. This book is very (bored / boring). I fall asleep whenever I try to read it.
5. We need a (little / few) more fruit to take on the picnic.
6. Have you (ever / never) bought airplane tickets online?

اكتب الصفحة

Vocabulary and Spelling : (20 Marks)**Q3.A / Complete each sentence with the suitable word from the box:****(10 M.)**

conference , stressful , let , pianist , valid , pain .

1. Because she is an excellent....., Ameena was admitted to a very good music school.
2. I'm afraid your card is no longer It expired a week ago.
3. Last summer my father, who is a scientist, attended a big..... in London.
4. Where exactly is the and how long have you had it?
5. You must people cross the street at a pedestrian crossing.

B/ Match the words from List A with the words from List B to make compound nouns. (5 only)**(5 M.)**

List A	List B
1. computer	a. agency
2. car	b. design
3. packed	c. discipline
4. web	d. skills
5. self	e. hire
6. travel	f. lunch

C/ Complete the following with correctly spelt words or letters : (Do 5 only)**(5 M.)**

- | | |
|-----------------------------------|---|
| 1. joint in the arm ; s..... | 2. luxury, luxurious ; delight..... |
| 3. company, co ; frequent, | 4. do, done ; spend , |
| 5. happy , unhappy ; moral, | 6. injured , hurt ; investigate , |

Literature Focus (10 Marks)**Q4. Answer or complete (5) of the following :****(10 M.)**

1. In 1967,
2. What did the woman in " The canary "use to see from the window?
3. How did Sattar describe the child's father?
4. How does the story of "The Canary " end?
5. Mohammed Khudhair's short stories are translated into and French.
6. People have the idea that birds are heartless and cold little creatures. (a. True b. False)

Writing: (20 Marks)**Q5) Choose either A or B****(20 M.)****A/ Write a short essay giving your opinion about this statement;****"Studying while you're working is Worth all the hard work. "**

Your essay should have a short introduction and a conclusion. You should write (100 - 120) words.

B/ Write a short article for a travel magazine of (100 - 120) words on:**"A wonderful holiday I have had "**



Appendix (4)

Republic of Iraq -Ministry of Education
Examination in English for Preparatory Schools
Biological Branch

الرقم الامتحاني :

Aug / 2021
Time / 3 Hours
First Trial
اسم الطالب :

Note: Answer all the questions.

Reading Comprehension: (20 Marks)

Q1. A/ Read this text carefully then answer (5) of the questions that follow. (10 M.)

Harry Marsh was a driving examiner who had to test people who wanted to get a driving- licence. One day he came out of his office as usual and saw a car at the side of the road, with a young man in it. He got into the car beside the driver and told him to check the lights, then the brakes and then all the other usual things. The driver performed everything promptly and faultlessly, without saying a word. Then Harry told the driver to start his engine and drive forward. Then he told him to turn right into a side road, stop , go backwards into another side road and then drive to the office again. On the way, the driver said to Harry politely, " Could you please tell me why we are doing all these things? I was passing through this town and only stopped to look at my map."

1. What was Harry's job?
2. What did he see outside his office one day?
3. Why did Harry give the young man a driving test?
4. The young man had a lot of faults in his performance. (a. True / b. False)
5. Why had the young man's car been parked outside Harry's office?
6. Give the passage a suitable title.

B/ Answer or complete (5) of the following sentences using information from your text book: (10 M.)

1. Holidays are important for everyone, not just the businessman. (a. True / b. False)
2. What is the most important quality in an interpreter?
3. Drivers mustn't speed because speeding is
4. Why are new jobs appearing all the time?
5. Mustafa's mother suffers from (a. diabetes b. high blood pressure)
- 6-. Why is investing in stocks and shares a risky business?

Grammar and Functions: (30 Marks)

Q2. A/ Re- write the following sentences, follow the instructions between brackets.(Choose 10) (20 M.)

1. I'll send you the directions by e-mail. They are very clear. I don't think you'll have any trouble finding us. (Expectation)
2. We first met them in July. (know)
..... (Complete the second sentence so that it has a similar meaning to the first one, putting the verb in brackets in the present perfect simple.
3. He is going to a painting class this evening. I found out he (Future in the past)
4. While I was eating breakfast, a bird (flow) into the kitchen. (Correct the form of the verb)
5. My father asked somebody to fix the computer.
My father (Use the correct form of " get ")
6. If I (not / have) the operation, I would have died. (Correct the form of the verb)
7. Can you / the music / turn down? (Put in the correct order)
8. (get me a drink of water) (polite request) (Use : " would ")
9. If you see Khalid, can you ask him about tonight?
He can come. I (Complete using " already " and an appropriate verb)
10. Define a lawyer. (Use : " give advice to people about the law ")
11. Unfortunately, you didn't lock the car. That's why a thief stole some valuable things of yours from it.
(Regret : use " I wish ")
12. The Star Restaurant has a lovely garden. (You can have a meal there on summer evenings.)
(Use the correct relative pronoun to make one sentence)

B/ Choose the correct word between brackets: (5 only) (10 M.)

1. Did you (use to / used to) fight with your brother when you were little?
2. If I (played / have played) tennis, I would join the tennis club.
3. The lecture was so (boring / bored) that I almost felt a sleep.
4. There's petrol in the car, so you (have to / needn't) go to the petrol station.
5. The cheque (signed / was signed) last week.
6. When we got to the cinema, the film (already / had) started.

اقلب الصفحة

إختلاف الثقافات بين الجنسين في استخدام الرموز التعبيرية للوجه

المخلص:

الباحثين

معلوماتهم

ا.م. ناطق طه عبد
الكريم

كلية بلاد الرافدين
الجامعة

alazawinatiq@gmail.com

هذه الدراسة تتحرى وتقيم عملية بناء الامتحانات الوزارية للغة الإنكليزية في المدارس الإعدادية في العراق وتقدم تحليلا لنماذج من الامتحانات الوزارية. تحليل المعلومات اظهر بأن هذه الامتحانات تتجاهل تقييم قدرة المتعلمين في التواصل الشفوي في اللغة وتقتصر بأن الأسئلة ينبغي أن تتوازن في إعطاء الاهتمام الأكثر في التواصل الشفوي عملا بمبادئ الطريقة التواصلية

وبناء على ما تقدم فإن الباحث يقترح برنامجا امتحانيا يستند على مبادئ الطريقة التواصلية والتي تؤكد على العمل بالمهارات اللغوية الأربع مع إعطاء الأفضلية لمهاره الكلام لتجسير الفجوة في الامتحانات الحالية في المدارس الإعدادية. البرنامج المقترح يشمل امتحان المتعلمين شفويا وتحريرا لكي نتحقق من أداء وإنجاز المتعلمين للمهارات اللغوية الأربعة: الأصغاء، التكلم، القراءة والكتابة وبشكل رئيسي التكلم والكتابة.

هذه مقالة وصول مفتوح بموجب ترخيص

CC BY 4.0

(<http://creativecommons.org/licenses/by/4.0/>)



- Examination at university level . Social and Behavioural sciences . Volume 15, 2011,Pages 2042-2047
- Richards, Jack C., John Platt and Heidi Platt (1992)*Longman Dictionary of Language Teaching and Applied Linguistics* (UK): Longman group .
 - Riddell, David (2003) *Teaching English as a foreign Language* London, UK: Teach Yourself series by Hodder Education.
 - Thorn bury, Scott (2005) *How to Teach Speaking* Edinburgh Gate, Essex , England: Pearson Education Limited,.
 - Zare.aa, Abbas (2006) *A text book of Languages Teaching Methods*. Iran: Mashan University.
- Bibliography**
- Ahmadi A. (2016) Assessing English Language Learners' Oral Performance : A Comparison of Monologue , Interview , and Group Oral Test. *Language Assessment Quarterly* , Volume 13.
 - Al-Jarah , Faris (1991) *Design of English Language Tests* . Baghdad , Al-Muntasir Printing Bureau .
 - Brown, James Dean (2005) *Testing in language programs* New York, the McGraw-Hill Companies.
 - Chastain, Kenneth (1988) *Developing Second language Skills, Theory and Practice*. Florida USA: Han court Brace Inc.
 - Crystal David (1985) *A dictionary of Linguistics and Phonetics*, London: Bresil Black Wellia .association with Andre Deutsch .
 - Hamad , M. (2019). Basis of Designing Test Questions of English Language That Reflect Intended Learning Outcomes. *Journal of Language Teaching and Research*, vol. 10, No. 3,pp. 627-640
 - Oxford Word Power Dictionary (2006) Oxford , Oxford University Press .
 - Rasoul , S. & Buksh , K. (2011) A study of Factors Students' Performance in