

# The Impact of Using Kagan Structures on the Achievement of Fifth Primary Class in English Language

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## 1- THE PROBLEM OF THE RESEARCH

The researcher, through his recurrent visits to several primary schools and meeting some English language teachers, has observed that teachers face many hardships and problems, while teaching, such as the weakness of pupils understanding English actively which leads to a reduction in their performance, achievement. The researcher as a teacher of English language for five years in primary schools has observed that most of have teachers have focused on using the traditional method because of it's experienced of application, which affects negatively on the achievement of most pupils.

In other words, the problem lies in the teaching strategies used by Teachers of English which restrict the pupil learning efficiencies. Thus, the attempts to handle this issue during previous years focused on simplifying the content and enhancing it with many activities. Such activities motivate the researcher to look for modern, effective, guided, and more attractive strategies, or structures affecting positively pupils performance, aiming to develop learning practices and increasing the level of achievement for the pupils in general, and the pupils of fifth primary class in particular.

Due to the development and exploration that occurs during the current century, teaching and learning research process has generated Kagan structures (henceforth, KSs) as teaching strategies in different subject, English language is one of them and very famous in USA and Europe. KSs represent one of the modern trends in teaching that aim at correlating learning with work and positive sharing on the part of the pupils. Therefore, the research problem can be represented by the following question: "Is there an impact of using KSs on the achievement of fifth primary class pupils in English language?"

## 2- THE VALUE OF THE RESEARCH

We can formulate the value of the research as follows:

1. The importance of KSs as modern strategies of cooperative learning focusing on the role of pupils as a main core in learning environment.
2. The importance of the primary school as the essential level of education of the pupils abilities in learning English language.
3. The importance of achievement either oral or written as a main indication of the level of mastering English and their progress in learning language.
4. The lack of studies that have been conducted on (KSs) in teaching English.
5. It is the first research as far as the researcher's Knowledge that applies KSs to teaching English language at the fifth class in Iraq.

## 3- THE AIM OF THE RESEARCH

The current research aims at investigating the impact of using KSs on the achievement of fifth primary class pupils in English language.

## 4- THE HYPOTHESES

The following hypotheses have been introduced in order to bring about the main aim of the current research:

### MAIN HYPOTHESIS:

"There is no statistically significant difference between the mean scores of the experimental group taught by using the KSs and mean scores of the control group taught by using traditional method in the achievement post test in English language".

### A- FIRST SUB HYPOTHESIS:

"There is no statistically significant difference between the mean scores of the experimental group taught by using the KSs and mean scores of the control group taught by using traditional method in the written achievement post test in English language".

### B- SECOND SUB HYPOTHESIS:

"There is no statistically significant difference between the mean scores the experimental group taught by using the KSs and mean scores of the control group taught by using traditional method in the oral achievement post test in English language".

## 5- DEFINITION OF TERMS

### 5-1 KAGAN STRUCTURES:

- "Kagan structures are bridges, allowing teachers to pass easily from principles to practices, implementing basic principles" <sup>(1)</sup>.
- "Kagan Structure are instructional strategies designed to promote cooperation and communication in the classroom, boost students` confidence and retain their interest in classroom interaction" <sup>(2)</sup>.
- The researcher define Kagan Structures practically as a kind of cooperation learning strategies that provide an opportunities for positive sharing of fifth class pupils in the activities of English language lessons by grouping them in different Structures which have been designed by Kagan.

### 5-2 ACHIEVEMENT:

- "It is the level into which have been reached by the learner in his academic learning, assessed by the teacher" <sup>(3)</sup>.
- "Achievement is something important that you succeed in doing by your own efforts" <sup>(4)</sup>.
- The researcher defines the achievement operationally as the knowledge and skills that fifth class pupils have learned in English language subject which are measured by the score gained in the achievement test (Written and Oral) prepared by the researcher in the present research.

## 6- BACKGROUND

Dr. Spencer Kagan is an American psychologist, an internationally acclaimed researcher, presenter and author of more than 100 books, chapters, and scientific journal articles. He is a former clinical psychologist and full professor of psychology and education at the University of California. He is the main author of the single most comprehensive book for educators in each of four fields: CL, multiple intelligence, classroom discipline, and classroom energizers. Dr. Kagan provides workshops and keynotes over thirty countries and his books are translated into many languages. His instructional strategies are used in teacher training institutes in many countries. Dr. Kagan developed the concept of structures; his popular brain-based, cooperative learning and multiple intelligences structures like Numbered Heads Together and Timed Pair Share are used in classrooms world-wide. Dr. Kagan has been featured in the leading educational magazine, and video journal. He is in high demands as a keynote speaker at local and international conferences <sup>(5)</sup>. Kagan has developed roughly 250 classroom "structures", which may be taught of as steps to classroom activities. These structures stress positive interpersonal peer relationships, equality, self-esteem, and achievement <sup>(6)</sup>.

<sup>(7)</sup> States the advantages of KSs for English language learners as follows:

- 1. Greater comprehensible input.** Students adjust their speech to the level of their partners because they are working together.
- 2. Natural context-language** is used in real life, functional interaction, reducing problems of transference.
- 3. Negotiation of meaning.** Students have the opportunity to adjust their language output to make sure they understand each other.

**4. Enhanced motivation.** Because the structures are engaging interaction sequences, and students need to understand each other, there is high motivation to speak and listen for understanding.

### 7- PREVIOUS STUDIES

**1. <sup>(8)</sup>:**

This study was conducted in America. It investigated the impacts of Kagan cooperative learning on the mathematical achievement of fifth-grade students due to the alarming decrease in mathematical scores on state tests over the past several years. Participants included (28) fifth-grade students in a southeastern elementary school. The findings of this study indicated a significant difference in the mathematical achievement in the fifth-grade students who participated in Kagan cooperative learning structures when compared to the mathematical achievement of the students who did not participate in Kagan structures.

**2. <sup>(9)</sup>:**

This study was conducted in New Zealand. The aim of this study was to describe the effects of Think-Pair-Share strategies, used during Guided Reading lessons, on reading achievement. The results confirmed the positive effects of the strategy on reading achievement, especially for those students reading above their chronological age.

**3. <sup>(10)</sup>:**

This study was conducted in America. It investigates the effects of cooperative learning on the perceptions and feelings of college-level ESL students. There were (20) participants in this study, all students at the University of Florida English Language Institute. (11) students were in an experimental group, a reading/writing class in which the teacher used cooperative learning, and (9) were in a control group. It was found that the students from the experimental (cooperative learning) group responded more negatively in all areas of perception and feeling than the control group, which was unexpected.

**4. <sup>(11)</sup>:**

This study was conducted in U.A.E. The research aimed to identify the efficiency of Kagan Structures in increasing the achievement in music course for the female pupils of fifth primary class, using the experimental method in the study. The sample of the study consisted of (40) female pupils of fifth primary class; their ages ranging between 9-10 years old, divided into two groups: the first experimental (20) pupils, and the second control (20) pupils. The main results were: the efficiency of Kagan Structures in raising the level of achievement as well as the efficiency of the program depending on strategy of Kagan Structures in raising the level of achievement for the experimental group.

### 8- METHODOLOGY AND PROCEDURES

**8-1 THE EXPERIMENTAL DESIGN:**

The researcher has adopted the experimental design with partial control group and post test which is suitable to research conditions to be as follow:

**Figure (1): The Experimental Design of the Research**

<b>Groups</b>	<b>Independent Variables</b>	<b>Dependent Variable</b>
Experimental group	Kagan structures	Achievement
Control group	Traditional method	

**8-2 THE SAMPLE OF THE RESEARCH:**

The researcher has deliberately selected two primary schools in the left side. They are (Nineveh primary school) and (Janeen primary school). Section (A) from Nineveh primary school has been selected randomly to represent the experimental group, and section (B) from Janeen primary school has been selected randomly to represent the control one. The number of experimental group pupils was (31), while the control one was (35). The number of failed pupils in

the experimental group was (5), while in the control group was (7). Thus, the number of pupils in the experimental group has become (26) while the number of pupils in the control one has become (28). Table (1) illustrates the distribution of the pupils sample.

**Table (1): The Distribution of Pupils Sample according to their Groups**

Group	School Name	Section	The number of pupils before removing	The number of failed pupils	The number of pupils after removing
Experimental group	Ninevah primary school	A	31	5	26
Control group	Janeen primary school	B	35	7	28

### 8-3 EQUIVALENCE OF THE GROUPS:

In order to gain equivalent groups, and to control on several variables that may have effect on the results, the researcher has conducted the process of Equivalence of the Groups for several variables as follows:

1. Pupil's ages (measured in months).
2. Intelligence test scores.
3. Parent educational attainment.
4. Pupils achievement in English in mid-year exam.
5. The common average in mid-year exams for whole subjects.
6. Previous knowledge.

By using T-Test and Chi-Square as a statistical tools it was found that the two groups were equivalent in these variables.

### 8-4 NON-EXPERIMENTAL VARIABLE:

It is agreed that the safety design has two sides: internal and external <sup>(12)</sup>. Therefore, the researcher has attempted making these variables under control as possible as to reach the accurate results through.

## 9- THE RESEARCH REQUIREMENTS

### 9-1 DETERMINING THE SCIENTIFIC SUBJECT:

This was limited to six units from Iraq Opportunities pupil's Book 3 for fifth grade of the primary school and six units from Activity Book 3, for English Language, for the academic year (2013-2014).

**The subjects which have been taught are the following:**

**Unit (16): Food, Numbers and Places.**

**Unit (17): Daily and Weekly Routines.**

**Unit (18): Hobbies and Interests.**

**Unit (19): Time.**

**Unit (20): Time and Daily Routines.**

**Unit (21): Time and Daily Routines.**

### 9-2 BEHAVIORAL OBJECTIVES:

After studying the determined curriculum content for the experiment, the researcher has formulated (60) behavioral objectives depending on the common objectives and the content of subjects distributing on the first three level of Bloom classification (Knowledge, Comprehension and Application). In order to verify their validity, the researcher introduced them to a group of experts and specialists in English and teaching methods on 26/11/2013. In the light of their observations and suggestions, the researcher reformulated some of the objectives and deleted others to reach the final formula (52) ones.

### 9-3 PREPARING THE DAILY LESSON PLANS:

Because of preparing the lesson plans being one of requirements for success the teaching process to succeed, the researcher has prepared (56) teaching plans for the English subjects in the light of the formulated behavioral objectives and according to Kagan structures in the experimental group and traditional method in control group. Models of these plans have been introduced to several experts and specialists in English language, teaching methods, and primary teachers on 26/11/2013, so in the light of experts' comments, some amendments have been made on the content of these Daily plans.

### 9-4 Tools of the Research (Achievement test)<sup>1</sup>:

#### 9-4-1 DETERMINING THE NUMBER OF TEST ITEMS:

The researcher made meetings with several teachers of English language for fifth primary class to identify the number of appropriate items for achievement test. After examining the determined behavioral objectives and the content of the units (16, 17, 18, 19, 20, 21) of the English book, agreement on determining the test items was (52), (14) items have been determined for oral test and (38) items for written test, the researcher has prepared two separated tests, oral and written.

#### 9-4-2 PREPARING THE TEST MAP (SPECIFICATIONS TABLE):

The researcher has prepared the test map for the six selected units in the current research from English book for fifth class and behavioral objectives distributed on the first three cognitive Bloom levels (knowledge, understanding, and application), several questions have been determined in every cognitive level as follows: knowledge (15), understanding (17), and application (20) and as illustrated in table (2).

**Table (2): the test map for achievement test and behavioral objectives provided each group in the research**

content	Total	Levels of behavioral objectives			Total	No. items of each level in the achievement test			Total
		Knowledge (28%)	Understanding (35%)	Application (37%)		Knowledge	Understanding	Application	
Unit 16	17%	5%	6%	6%	17%	3	3	3	9
Unit 17	18%	5%	7%	6%	18%	3	3	3	9
Unit 18	18%	5%	6%	7%	18%	3	2	4	9
Unit 19	18%	5%	6%	7%	18%	2	4	4	10
Unit 20	12%	3%	4%	5%	12%	1	2	3	6
Unit 21	17%	5%	6%	6%	17%	3	3	3	9
<b>Total</b>	<b>100%</b>	<b>28%</b>	<b>35%</b>	<b>37%</b>	<b>100%</b>	<b>15</b>	<b>17</b>	<b>20</b>	<b>52</b>

#### 9-4-3 FORMULATING THE TEST ITEMS:

The test items have been formulated according to the test map, so the researcher has prepared two tests the first one was oral consisting of (14) items distributed on (listening comprehension) and divided on (5) items, and (speaking communication) distributed on (4) items, and (reading aloud) distributed on (5) items. The second test the researcher has prepared is a writing test which is a type of the subjective tests, from pattern (Tick/cross), and selecting from multi choices (match), (draw), (circle), (give the meaning), (find the word), and (complete). The literature refers to the fact that this type of test is the better and more popular because it measures the results of learning clearly <sup>(13)</sup> and <sup>(14)</sup>. Therefore, the researcher has prepared (52) items:

#### 9-4-4 VALIDITY:

The researcher introduced the items of the test to a number of experts in English and teaching methods, and the teachers of English language. Under agreement of (80%) agreed upon by experts, several items have been reformulated,

(1) See Appendix (1).

and no items have been omitted. Thus, the test validity has been verified and its items amounted (38) items for the writing test, and (14) items for the oral test.

#### **9-4-5 CORRECTING THE TEST:**

##### **A. WRITTEN TEST CORRECTION:**

The researcher has allocated (two) scores for each correct item, and (one) score for the non complete answer, and (zero) for the false answer item, also there are several items such as (11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 26, 27, 28, 29, 30, 31) have been allocated (one) score for correct answer, and (zero) for false ones, also the item that has been ignored or took more than one answer treated as false.

Accordingly, the higher degree of the writing test is (60) scores and the lower one is (zero).

##### **B. ORAL TEST CORRECTION:**

The researcher has allocated (two) scores for each correct answer item, (one) score for the non complete answer, and (zero) for the false answer item. Also, the item that has been ignored or took more than one answer treated as false, this distribution included the (first) and (third) question. With in regard to the second question, the answer is corrected according to five aspects (Pronunciation, Grammar, Vocabulary, Fluency and accuracy). Accordingly, the higher degree of the oral test is (40) scores and the lower one is (zero).

#### **9-4-6 The Pilot Study:**

The researcher selected (30) male pupils section (A) from Al-Huria primary school for pilot study, and after verified completion the determined unit study in the research plan, the examination was done on Thursday 3<sup>rd</sup> of April 2014. It was found that all the test items are clear and time spent on answering the total items was (40-45) minutes. For statistical Analysis of the Achievement Test Items, the researcher applied the written test on a sample of (120) pupils from Al-Zobaida and Al-Nuamania primary school, the examination was done on Monday 7<sup>th</sup> of April 2014.

##### **a. Difficulty Level (DL):**

It was found that the (DL) was ranging between (0.34-0.69). Since the studies show that the accepted range of difficulty level must be (0.20-0.80) <sup>(15)</sup>.

##### **b. Discrimination Power (DP):**

It was found that the (DP) was ranging between (0.31) and (0.55), <sup>(16)</sup> indicates that the item is good when its distinctive power amounts (0.30) and more; therefore, the whole test items were found to be good and have high distinctive power, so they have been maintained.

#### **9-4-7 RELIABILITY:**

In the present research, reliability of the written test has been obtained by using Kuder-Richardson`s formula (20), it was found that the reliability coefficient of the written test was (0.84); it refers to good reliability coefficient. With regard to the reliability coefficient of the oral test, the researcher has selected (10) male pupils representing section (B) in Al-Huria Primary School for conducting the reliabilities of the oral test. The oral test was applied on Sunday 13<sup>th</sup> of April 2014, and after one day on Monday 14<sup>th</sup> of April 2014, another researcher conducted the same test on the same sample. By using Pearson correlation coefficient, it was found that the reliability coefficient between the two applications was (0.82), which is considered good.

### **10- APPLYING THE EXPERIMENT**

After preparing all the requirements of applying the experiment on the two research groups, the researcher taught by himself the two groups according to the prepared plans, with an average time of (4) lessons every week for each group.

### **11- THE STATISTICAL TREATMENTS**

The researcher used the following statistical treatments: T-test, Chi-Square, Difficulty Level (DL) of the Item, Discrimination Power (DP) for items, kuder-Richardson formula (20), Pearson formula of correlation to compute the reliability of the oral test, Cooper equation.

## 12- RESULTS PRESENTATION

### 12-1 MAIN HYPOTHESIS

"There is no statistically significant difference between the mean scores of the experimental group taught by using KSs and the mean scores of the control group taught by using the traditional method in the post achievement test (written and oral) in English language". After analyzing the data, it was found that the mean scores of the experimental group in the achievement test (written and oral) were (78.2692) with standard deviation (2.40928), while the mean scores of the control group was (64.3929) with standard deviation (4.08556).

After that, the t-test has been applied to show the level of significant difference between the two groups. It was found that the calculated t-value (15.052) was more than the tabulated t-value amounting (1.996) at level (0.05) with freedom degree (52). This means that there is a statistically significant difference between the experimental and control groups in achievement (written and oral) and in favor of the experimental group. So, the first main null-hypothesis is rejected and the alternative one is accepted (See table (3)).

**Table (3) T-test Results of Each Group in the Achievement Post Test (Written and Oral).**

Groups	No.	Mean	SD	d.f.	T-value		Significance level
					Calculated	tabulated	
Experimental	26	78.2692	2.40928	52	15.052	1.996	0.05
Control	28	64.3929	4.08556				

### 12-2 FIRST SUB HYPOTHESIS

"There is no statistically significant difference between the mean scores of the experimental group taught by using the Kagan Structures and the mean scores of the control group taught by using the traditional method in the post written achievement test in English language". After analyzing the data concerning this sub-hypothesis, it was found that the mean scores of the experimental group in the written test was (47.2692) with standard deviation (1.42990), while the mean scores of the control group was (38.6429) with standard deviation (2.94661). When t-test has been applied, the calculated t-value was (13.516) which was more than the tabulated t-value amounting (1.996) at level (0.05) with freedom degree (52). This means that there is statistically significant difference between the two groups in the written achievement test and in favor of the experimental group, so the first sub null- hypothesis is rejected and the alternative one is accepted (See table (4)).

**Table (4) T-test Results of Each Group in the Post Written Achievement Test.**

Groups	No.	Mean	SD	d.f.	T-value		Significance level
					Calculated	tabulated	
Experimental	26	47.2692	1.42990	52	13.516	1.996	0.05
Control	28	38.6429	2.94661				

### 12-3 SECOND SUB HYPOTHESIS

"There is no statistically significant difference between the mean scores of the experimental group taught by using the KS and the mean scores of the control group taught by using traditional method in the post oral achievement test in English language". After analyzing the data related to this sub-hypothesis, it was found that the mean scores of the experimental group in the oral test was (31.000) with standard deviation (1.49666), while the mean scores of the control group was (25.7500) with standard deviation (1.95552). When t-test has been applied, it was shown that the calculated t-value was (11.015) which is more than the tabulated t-value amounting (1.996) at level (0.05) with freedom degree (52). This means that there is a statistical significant difference between the two groups in oral achievement and in favor of the experimental group, so the second sub null- hypothesis is rejected and the alternative one is accepted (See table (5)).

**Table (5) T-test Results of Each Group in the Post Oral Achievement Test.**

Groups	No.	Mean	SD	d.f.	T-value		Significance level
					Calculated	tabulated	
Experimental	26	31.000	1.49666	52	11.015	1.996	0.05
Control	28	25.7500	1.95552				

### 13- RESULTS DISCUSSION

The possible reasons of the superiority of Kagan Structures according to the researcher point of view can be summarized as follows:

1. The strategy of Kagan Structures is one of the modern and attractive teaching methods for pupils in learning English language in primary schools; therefore this strategy has increased their achievement.
2. Kagan Structures leads to interchanging the ideas and information among the pupils and increasing the communication skills between them and that enhance the achievement of them.
3. Kagan Structures transferred the role of the teacher from prompter role into supervisor and booster role, and that enabled the pupils to do best in the achievement test and keep information more time comparing with the control group. They felt that they are important sources of information and they communicate mutual facts of the lessons among them as cooperative group, so this situation motivated them to get more success in their achievement and at the end they got more scores than their colleagues in the control group.
4. The cooperative climate of Kagan Structures which spreads in the working of the groups learning far from the individual competition and lonely trends, and that reduced pupils' mistakes and enabled them to improve their achievement in English.

The results of the present research are consistent with some previous studies that reached at the supremacy of the groups who are taught by (Kagan Structures), such as the studies of Cline (2002), Carss (2007), Kirby (2008) and Al-Deeb and Abu-Baker (2009). Some other studies are not agreed with the results of the present research such as the studies of Cline (2002), Carss (2007), Kirby (2008) and Al-Deeb and Abu-Baker (2009).

### 14- RECOMMENDATIONS

In the light of the research results, the researcher has recommended the following:

1. The necessity of encouraging teachers of English to use Kagan Structures efficiently in teaching English language subject in fifth primary class.
2. The need to participate the primary English teacher in specific work shop (two weeks training) to train them how to apply Kagan structures in their teaching efficiently.
3. The necessity to introduce Kagan structures as a modern teaching strategy in the subject of teaching method in English Department in colleges of Education.
4. The need to publish special booklets, distributing them on primary and schools, which include modern strategies of Kagan Structures to enable the teachers of English to choose the structures which more fit more the lesson units in different levels.

### 15- SUGGESTIONS

For further future studies, the researcher suggests conducting the following:

1. A similar study on another Kagan structures not included in the present research.
2. The study of Kagan Structures can be applied on female Pupils.
3. A similar study on other levels of primary schools and intermediate schools.
4. A similar study in another academic subject in primary school such as Arabic language and mathematic etc.
5. A similar study on other dependent variables such as self-confidence, motivation, reading comprehension and social skills.

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**Appendix (1)**

The written Test : (60) mark

	Items	Fit	Unfit	Notes
<b>Q.1</b>	<b>Put Tick ( √ ) or Cross (×) in the sentences :</b>	<b>(10m)</b>		
1.	Seven plus two is nine. $7 + 2 = 9$			
2.	I like fish . 			
3.	This is a fork 			
4.	It's a spoon 			
5.	What time is it? 4 O'clock 			
<b>Q.2</b>	<b>Write the suitable word in the blank :</b>	<b>(10m)</b>		
1.	What's this? It's a(n) ..... a. Orange    b. Tomato    c. Apple 			
2.	.....is The first day of the week. a. Monday    b. Friday    c. Sunday			
3.	The first letters of the word..... a. Ch    b. Th    c. Sh 			
4.	The last letter of the word....  a. M b. V    c. N			
5.	It's ..... Orange . a. The    b. a    c. an 			
<b>Q.3</b>	<b>Read the sentences and match with the pictures :</b>	<b>(5m)</b>		
1.	I have two apples . 			

	Items	Fit	Unfit	Notes
2.	 I play on the computer .  Let's watch a video .  I play with my friends.  It's half past two. 			
3.				
4.				
5.				
5.				
<b>Q.4</b>	<b>Read the sentence and Draw on the picture :</b>	(5m)		
1.	 three o'clock.			
2.	 It's half past ten			
3.	 It's one o'clock.			
4.	 It's seven o'clock.			
5.	 It's half past two.			
<b>Q.5</b>	<b>circle the suitable picture :</b>	(10m)		
1.	  The " R" word. 			
2.	The " S" word.   			
3.	The "F" word.			

	Items	Fit	Unfit	Notes																				
	  																							
4.	The "T" word.   																							
5.	The "W" word.   																							
<b>Q.6</b>	<b>Give the meaning of the following words in Arabic:</b>	(6m)																						
1.	Sugar :																							
2.	Days , Week :																							
3.	Stamps :																							
4.	Grandfather:																							
5.	O'clock :																							
6.	Wall :																							
<b>Q.7</b>	<b>Find the words :</b>	(4m)																						
1.	<table border="1" data-bbox="469 1010 799 1115"> <tr><td>x</td><td>p</td><td>x</td><td>X</td><td>x</td><td>x</td></tr> <tr><td>p</td><td>e</td><td>n</td><td>C</td><td>i</td><td>l</td></tr> <tr><td>x</td><td>n</td><td>x</td><td>X</td><td>x</td><td>x</td></tr> </table>	x	p	x	X	x	x	p	e	n	C	i	l	x	n	x	X	x	x					
x	p	x	X	x	x																			
p	e	n	C	i	l																			
x	n	x	X	x	x																			
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<b>Q.8</b>	<b>Complete the following words:</b>	(10m)																						
1.	F _ i _ ay.																							
2.	Eg _ _ s . 																							
3.	T _ _ ee . 																							
4.	T _ _ th . 																							
5.	Fath _ _ . 																							

The oral Test : (40 mark)

Items	Fit	Unfit	Notes
<p><b>Q1. Listening comprehension: (10 marks)</b></p> <ol style="list-style-type: none"> <li>1. Open the door.</li> <li>2. Count from (11 to 20).</li> <li>3. Close the window.</li> <li>4. Count from (10 to 1)</li> <li>5. Show me number 9.</li> </ol>			
<p><b>Q2. Speaking communication: (20 mark)</b></p> <ol style="list-style-type: none"> <li>1. What time is it? 4:30</li> <li>2. Hello. How are you?</li> <li>3. How many pencils are there? </li> <li>4. What's there in your bag ?</li> </ol>			
<p><b>Q3. Reading Aloud : (10 marks)</b></p> <ol style="list-style-type: none"> <li>1. It's one O'clock..</li> <li>2. Dana and Dan.</li> <li>3. Sing (ten , eleven , twelve ).</li> <li>4. Sing (A dog can swim ).</li> <li>5. Sing (Look at the time )</li> </ol>			