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APPENDIX A

PRE STUDY QUESTIONNAIRE

The pre study questionnaire aims to collect the students' personal information such as; language background, computer knowledge and type of learning method they would prefer.

Please answer all the questions.
Personal information

1. Undergraduate program: ……………………………………….

2. Intake and semester:……………………………………………

3. Student ID number: ……………………………………………..

4. Age:…………………………………………………………………...

Language background

(Please circle your answer.)

I have achieved D7 / E8 / F9 in my SPM English language.

Computer knowledge

(Please tick/select the appropriate answer.)

1. How would you rate your computer skills?

   a. ☐ I know to use a computer. Please proceed to (b.)

      ☐ I have no computer skills at this time.

   b. Thus, I am a basic / intermediate/ advance level user.

2. Can you carry out the following skills?

   a. Turn on/off a computer monitor.

      ☐ Yes ☐   No

   b. Operate a mouse with a click.

      ☐ Yes ☐   No

c. Operate a mouse with a double click.

☐ Yes ☐ No

d. Operate a mouse with a click and drag.

☐ Yes ☐ No

e. Use a head set.

☐ Yes ☐ No

f. Adjust the volume in the head set.

☐ Yes ☐ No

g. Log in Windows operating system. (Ctrl + alt + delete)

☐ Yes ☐ No

h. Log in ELLIS program by using user name and password.

☐ Yes ☐ No

i. Play a video tool.

☐ Yes ☐ No

j. Record voice in the program

☐ Yes ☐ No

k. Use a microphone for recording

☐ Yes ☐ No

3. I have experienced learning English language…..

a. through tape or video recorded teaching aids.

☐ Yes ☐ No

b. using a computer software.

☐ Yes ☐ No

Method

Please tick only one appropriate answer.

1. What is your preferred learning method?

Method	Preference
Face to face classroom teaching	
Computer Assisted Language Learning	
Not sure	

****If you have answered face to face classroom teaching or Computer Assisted Language Learning mode please proceed to question 2 and 3. If you were unsure thank you for answering the pre-study questionnaire.

2. Do you find it easier to learn the English language by reading it from a :

Computer screen	
Printed page	

3. For exams, I would prefer to

Use a computer	
Read a hard copy and write my answer on an answer sheet	

- End of questionnaire. Thank you. -

PRE-TEST

MUCH MASTERSKILL
UNIVERSITY COLLEGE of HEALTH SCIENCES

PART A – READING COMPREHENSION

(12 Marks)
Time: 40 minutes

INSTRUCTION

This part consists of 12 questions. Answer **ALL** questions in the answer booklet provided.

READING TEXT 1

Line

"Did you see that?" Joe said to his friend Bill. "You're a great shooter!"
Bill caught the basketball and bounced it before throwing it again. The ball flew into
the net.
"Bill, you never miss!" Joe said admiringly.

5   "Unless I'm in a real game," Bill complained. "Then I miss all the time."
Joe knew that Bill was right. Bill <u>performed</u> much better when he was having fun
with Joe in the school yard than he did when he was playing for the school team in front
of a large crowd.
"Maybe you just need to practice more," Joe suggested.

10   "But I practice all the time with you!" Bill objected. He shook his head. "I just can't
play well when people are watching me."
"You play well when I'm watching," Joe pointed out.
"That's because I've known you since we were five years old," Bill said with a smile. "I'm just not
comfortable playing when other people are around."

15   Joe nodded and understood, but he also had an idea.
      The next day Joe and Bill met in the school yard again to practice. After a
      few minutes, Joe
      excused himself.

      "Practice without me," Joe said to his friend. "I'll be back in a minute."
      Joe hurried through the school building, gathering together whomever he
   could find—two

20   students, a math teacher, two
      secretaries, and a janitor.

      When Joe explained why he
      needed them, everyone
      was happy to help.
      Joe reminded the group to stay
      quiet as they all
      went toward the school's
      basketball court. As Joe

25   had hoped, Bill was still
      practicing basketball. He
      made five baskets in a row
      without noticing the
      silent people standing behind
      him.
      "Hey, Bill!" Joe called out
      finally.
      Bill turned. A look of surprise
      came over his

30   face.
      "I just wanted to show you that
      you could play
      well with people watching
      you," Joe said. "Now
      you'll have nothing to worry
      about for the next
      game!"
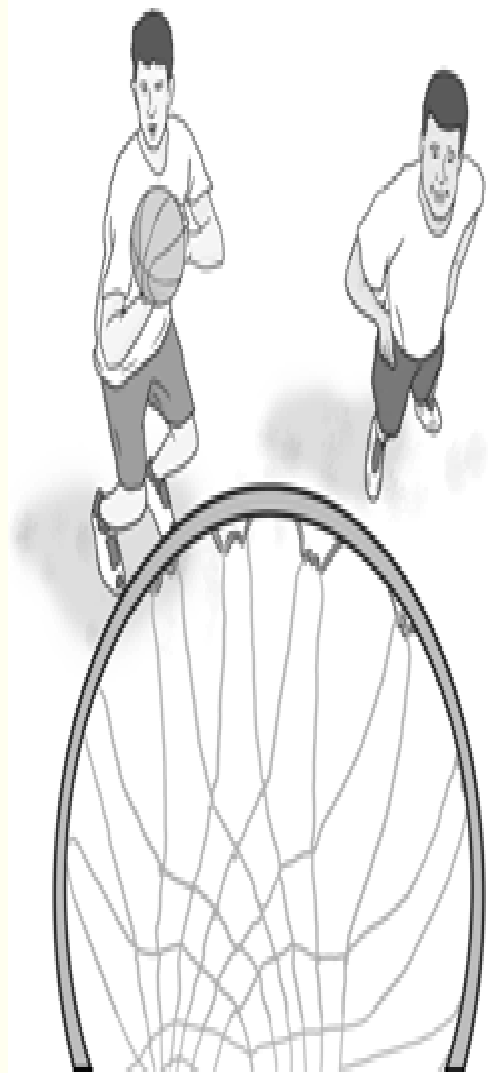
1. What would be the best title for the story?

      A. Joe Joins the Team

      B. Practice Makes Perfect

      C. Bill Wins the Big Game

      D. Bill's Basketball Problem

2. In line 6, the word <u>performed</u> is closest in meaning to _____ .

    A. acted

    B. played

    C. moved

    D. changed

3. Why is Bill upset?

    A. He plays better in practice than he does during games.

    B. The school yard is not a good place to practice.

    C. Joe watches him too closely when he plays.

    D. His team loses too many games.

4. Why does Bill play well when Joe is watching him?

    A. He is comfortable with Joe.

    B. Joe tells him how to play better.

    C. He does not know that Joe is there.

    D. He wants to prove to Joe that he is a good player.

5. Why does Joe decide to gather a group of people?

    A. Because he wants more players for his team

    B. Because he wants to help Bill feel less nervous

    C. Because he wants to show them his talent

    D. Because he wants more people to see the next game

6. At the end of the story, all of the following people watch Bill practice EXCEPT _____ .

    A. Joe

    B. a janitor

    C. a math teacher

    D. the basketball coach

READING TEXT 2

There is a small fire station in town. At this station, the fire-fighters are volunteers. That means they work for free. The fire station gets some money from the government to take care of the building and the fire truck. But the fire station has a problem. Last winter, a pipe in the fire station froze. Then it burst. Water went everywhere. There is a lot of damage. Now the building cannot be used. What is worse, the fire station does not have enough money for the repairs needed to fix the damage. The people in town are worried about what will happen if there is a fire and no working fire station. But they will figure out a way to solve the problem. They always do!

7) The main problem in the town is that

A. the fire-fighters do not make any money

B. a pipe in the fire station froze last winter

C. people cannot fix the fire station

D. people in town are worried

8) As used in the passage, which accurately describes something that has _damage_?

A. A library is closed on Sundays. People cannot check out books that day.

B. A hose is used to water the garden. The water goes all over the plants.

C. An old washing machine still works. It is almost 20 years old.

D. A stack of books fell on a computer. Now it will not turn on.

9) According to the author, the water went everywhere because the pipe

A. froze

B. burst

C. leaked

D. broke

10) In the passage, the author writes, "But they will figure out a way to solve the problem." In this sentence, the phrase "solve the problem" most likely means

A. get more money

B. fix the fire station

C. make sure no fires happen

D. make sure no pipes freeze

11) The feeling at the end of the passage can best be described as

A. hopeful

B. worried

C. upset

D. excited

12) Based on information in the passage, it can be understood that the people in town will be most likely to

A. give money to the fire-fighters

B. build a new fire station

C. help fix the fire station themselves

D. ask the fire-fighters to work for free

PART B – GRAMMAR & VOCABULARY
(18 Marks)
Time: 40 minutes

INSTRUCTION

This part consists of 18 questions. Answer **ALL** questions in the answer booklet provided.

Choose the words that best completes each blank

Most people have heard the (1) _____ "a gaggle of geese' or "a pride of lions." Where did these phrases for animal groups come from? Who made them (2) _____? In the Middle Ages, England was (3) _____ rural, and hunting was an important part of every nobleman's or noblewoman's life. Hunting (4) _____ required socially acceptable terms for these nobles to use to (5)_____ the animal groups they hunted. Books of courtesy, early books on manners, first listed these phrases used for the hunt. More recently, people interested in language have come up with (6)_____ to describe groups of animals not usually (7)_____ with a hunt. Among these descriptive phrases are "a tower of giraffes" and" a (8) _____ of crocodiles". What descriptive terms for animal groups can you (9) _____ of? Test your originality. For example, what clever name might you (10) _____ to a group of elephants other than "a herd of elephants"?

1. a) phrases
   b) sentences
   c) utterances
   d) sayings

2. a) from
   b) on
   c) up
   d) in

3. a) almost
   b) mostly
   c) most
   d) utmost

4. a) manners
   b) attitudes
   c) banners
   d) offers

5. a) say
   b) talk
   c) subscribe
   d) describe

6. a) words
   b) terms
   c) phrases
   d) proverbs

7. a) concerned
   b) cared
   c) looked after
   d) associated

8. a) group
   b) bask
   c) clan
   d) tribe

9. a) mention
   b) refer
   c) talk
   d) thin

10. a) give
    b) send
    c) offer
    d) make

Underline the prepositions in the following sentences.

11) The mouse ran across the room.

12) The chair is beside the table.

13) I am at the University of North Carolina.

14) The crocodile is under the water.

Correct the errors in the following sentences.

15) He gonna let me have more water? _

16) The work have to be done by monday. _

17) The car an truck is in the backyard. _

18) if you not their I wait for you. _

INSTRUCTION

<u>Correct the wrong phrases according to the listening text. The instructor will read the text twice.</u>

First reading - Students are required to **listen** to the listening text.
Second reading – students are required to **correct the wrong phrases**.

The Colour Orange Was Named After the Fruit

You often hear the **issue**, "Which came first, the chicken or the egg?". Have you ever wondered about colour words? **In view of that** etymologist, the colour orange was named after the citrus fruit. It evolved from the **English** word "naranja" meaning orange tree. The Spanish word came from a Sanskrit word. In the 16th century, when the fruit became **generally** available in Europe, the English dropped the "n" and began using the word "orange" to describe the colour orange. **Earlier** in Old English, the colour orange had been called yellow-red ("geoluhread").

PART D – SPEAKING
(10 Marks)
Time: 20 minutes

INSTRUCTION

<u>**You are given a piece of paper with a picture on. The instructor will ask you 5 questions based on the picture given.**</u>

1. How often do you go to the supermarket?

2. What are the supermarkets like in your home town?

3. What are other places to buy food?

4. How much do you typically spend at the supermarket each time?

5. Would you like to own a supermarket? Why or why not?

END OF PAPER

POST-TEST

MASTERSKILL
UNIVERSITY COLLEGE of HEALTH SCIENCES

PART A – READING COMPREHENSION
(12 Marks)
Time: 40 minutes

INSTRUCTION

This part consists of 12 questions. Answer **ALL** questions in the answer booklet provided.

READING TEXT 1

Line

When another old cave is discovered in the south of France, it is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent

these days that hardly anybody <u>pays heed to</u> them. However, when the Lascaux cave complex was discovered in 1940, the world was amazed.

5 Painted directly on its walls were hundreds of scenes showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wild cats. Other images depict birds and, most noticeably, horses, which

10 appear in more than 300 wall images, by far outnumbering all other animals. Early artists drawing these animals accomplished a monumental and difficult task. They did not limit themselves to the easily accessible walls but carried their painting

15 materials to spaces that required climbing steep walls or crawling into narrow passages in the Lascaux complex. Unfortunately, the paintings have been exposed to the destructive action of water and

temperature changes, which easily wear the images away.

2
0   Because the Lascaux caves have many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and are

barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.
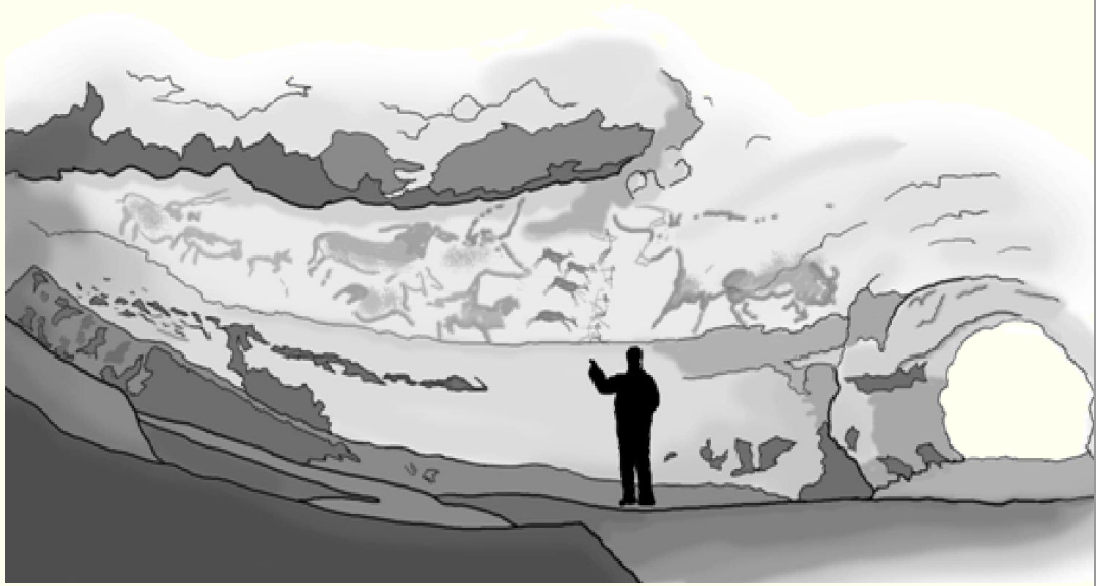
1. Which title best summarizes the main idea of the passage?

    A. Wild Animals in Art

    B. Hidden Prehistoric Paintings

    C. Exploring Caves Respectfully

    D. Determining the Age of French Caves

2. In line 3, the words <u>pays heed to</u> are closest in meaning to _____.

    A. discovers

    B. watches

    C. notices

    D. buys

3. According to the passage, which animals appear most often on the cave walls?

    A. Birds

    B. Bison

    C. Horses

    D. Wild cats

4. Why was painting inside the Lascaux complex a difficult task?

    A. It was completely dark inside.

    B. The caves were full of wild animals.

    C. Painting materials were hard to find.

    D. Many painting spaces were difficult to reach.

5. According to the passage, all of the following have caused damage to the paintings
EXCEPT _____ .

    A. temperature changes

    B. air movement

    C. water

    D. light

6. What does the passage say happened at the Lascaux caves in 1963?

    A. Visitors were prohibited from entering.

    B. A new lighting system was installed.

    C. Another part was discovered.

    D. A new entrance was created.

READING TEXT 2

Matt is moving into his new bedroom today. He has four pieces of furniture to move into the room. He has a bed, a dresser, a desk, and a chair. Matt has to plan out how he will move everything. The bed must go in first. It has to be taken apart to fit through the doorway. It will be easier to put the bed back together if it is the only thing in the room. Then he can push the bed against the far wall. The other pieces of furniture can go into the room in any order. However, the dresser and desk are both too wide to fit through the doorway. They must be turned sideways. The chair is the smallest piece of furniture. It is also the easiest to move.

7) What is the only piece of furniture that cannot go in the room last?

A. bed

B. dresser

C. desk

D. chair

8) Which sentence from the passage best lets us know that Matt has to plan how he will move everything?

A. "He has four pieces of furniture to move into the room."

B. "It will be easier to put the bed back together if it is the only thing in the room."

C. "The other pieces of furniture can go into the room in any order."

D. "The chair is the smallest piece of furniture."

9) What does Matt have to do make the bed fit through the doorway?

A. take it apart

B. turn it sideways

C. put it in first

D. push it against the far wall

10) This passage is mostly about

A. a new bedroom

B. moving furniture

C. taking furniture apart

D. the moving day

11) Based on its use in the passage, we can understand that order belongs to which word group?

A. cleanliness, organization, tidiness

B. command, demand, direction

C. grouping, pattern, system

D. area, room, space

12) Based on information in the passage, we can understand that furniture is easier to move if it

A. goes in first

B. goes in last

C. cannot be taken apart

D. is small

PART B – GRAMMAR & VOCABULARY
(18 Marks)
Time: 40 minutes

INSTRUCTION

This part consists of 18 questions. Answer **ALL** questions in the answer booklet provided.

Use the words in the box below to fill in the blanks

cool	fun	snowy	swim	summer
ride	weather	kites	winter	snowman

      Come to Shandong Province and have fun! In spring, the (1)_____ is warm. You can (2)_____ bikes and go hiking. In (3)_____, it is cold and (4)_____. You can make a (5)_____. In autumn, the weather is (6)_____. You can fly (7)_____ in Weifang city. In (8) _____, it is hot. You can (9) _____ at the Qingdao beach. Visit Shandong for (10)_____, lots of fun!

Underline the prepositions in the following sentences.

11) We are in English class.

12) The stoplight hangs above the street.

13) The children are running around the room as fast as they can.

14) My cat jumped onto the table.

Correct the errors in the following sentences.

15) We going to there house. _

16) Let's go to the beach. _

17) you ever been to Vietnam? _

18) I could come with you?

INSTRUCTION

Correct the wrong phrases according to the listening text. The instructor will read the text twice.

First reading - Students are required to **listen** to the listening text.
Second reading – students are required to **correct the wrong phrases**.

Roses and Apples Are Related

Did you know that apples and roses are from the same family? Apples, peaches, pears, and plums are all from the Rose **species** (Rosaceae).**Almonds**, strawberries, and cherries are too. If you look closely at the flowers on these herbs, shrubs, and trees, you will notice the similarities. Flowering plants from the Rose family have a cup-like shape with five petals and oval-shaped leaves. While lovers often give each other roses as gifts, students often give their **lecturers** apples. Where did this tradition come from? **Traditionally**, apples have been associated with nutrition. Giving an apple to a teacher is a symbolic way of wishing your teacher good health. Does an apple a day truly keep the **practitioner** away? Many fruits and herbs from the Rose family have health benefits. While eating berries may boost your brain power, having fresh-cut flowers in your home may lift your spirits.

INSTRUCTION

You are given a piece of paper with a picture on. The instructor will ask you 5 questions based on picture given.

1) How many of these sports do you know?

2) Which one(s) do you like best?

3) Do you like to watch professional sports on television?

4) What is your favourite sport to watch?

5) Which famous athlete (sportsman / sportswoman) would you like to meet?

END OF PAPER

APPENDIX D

STUDENTS ELLIS COURSE EXPERIENCE QUESTIONNAIRE

*We greatly appreciate your cooperation in returning this questionnaire. To answer, please tick a column that most exactly reflects that you **AGREE** or **DISAGREE** with the statement.*

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1. I found the ELLIS program interesting.					
2. The ELLIS program has helped me to develop my abilities to work individually.					
3. The ELLIS program is more focused in testing our memory than what we have understood.					
4. The program is too difficult to achieve better scores.					
5. The workload is too heavy to score high marks.					
6. ELLIS program has improved my skills in reading.					
7. ELLIS program has improved my skills in speaking.					
8. ELLIS program has improved my skills in listening.					
9. ELLIS program has developed my abilities to use oral, written and visual communication.					
10. ELLIS program experiences helped me engage actively in my learning.					
11. ELLIS program has developed my problem solving skills.					
12. ELLIS program has given clear explanation for each lesson.					
13. A lot of questions on reading comprehension section lead me to score better.					
14. A lot of questions on grammar section lead me to score better.					
15. A lot of questions on vocabulary section lead me to score better.					

16. A lot of questions on oral (listening & speaking) section lead me to score better.					
17. ELLIS program make the lesson interesting compare to normal classroom learning.					
18. Game is the best aspect in the ELLIS program and it directed me to score well.					
19. Lesson quiz is the best aspect in the ELLIS program and it directed me to score well.					
20. Test is the best aspect in the ELLIS program and it directed me to score well.					
21. Test score appears immediately after test completion, it encouraged me to score well.					
22. To do well in this ELLIS program all you really need is a good memorizing skill.					
23. To do well in this ELLIS program all you really need is a good understanding on lessons.					
24. I feel high competition while enrolled in the program and it leads to score better.					
25. I have discovered that high scores are important in this ELLIS program to prove our achievement.					
26. I have discovered that comprehending the lesson is important in this ELLIS program to prove our achievement.					
27. I am putting enough effort into my language learning because of ELLIS program.					
28. Overall, I am satisfied with the quality of this ELLIS program.					

29. ELLIS program helped me to achieve better scores.
Yes / No

If yes, in what way the ELLIS program helped you to develop your language ability? Please give suggestion.

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

If no, how the ELLIS program was unhelpful and suggests approaches that could enhance the language performance?

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

Thank you for completing this questionnaire

APPENDIX E

STUDENTS' OPINION

Students' Response for Question Number 29 in the Students' ELLIS Program Experience Questionnaire

The Students' response for question number 29 in the students' ELLIS program experience questionnaire was conversed in poor English. Thus, the researcher had the second session where the CALL-ELLIS students' were free to clarify their statements in either in Bahasa Malaysia or their mother tongue, either to the researcher, or to the instructor, who helped the students feel at ease. This was reworded and reported in the study by researcher.

Students' conversation in poor English	Reworded by researcher
Incease selfesteem. But didt knw to manage to learn so can manage to complet all lesson. I think wit teacher like ota class we can do better..............Computer English is good. But we didnt get it because of short time and no teacher. We have a lot of questions and we just think and solve and didn't get explanasion. ***(Student 1)***	*Increase the level of self esteem. But we don't know how to manage our sessions so that we can manage to complete all the lessons. I think with assistance of a teacher alike F2F we can perform better. Computerized English language program is interesting. But it was not well received because of limited time and no teacher. We had many quires and we just assume certain language problems and didn't get any clarification.* ***(Student 1)***
Many exercise let us be better in language proficiency and ELLIS program test language ability but I didn't get good results in exam. *Quiz, game and test let me to score high. We can't do all........we want a teacher. It was because the CALL lecturer just help us technically rather than teaching. As we see*	*A lot of exercises provided can enhance the language proficiency and ELLIS program tested my language ability but I did not reflect good results in basic English final exam.* *Lesson quizzes, games and tests attracted me to score well. We were not independent to explore everything.*

F2F lecturer guiding them well. I think we can do well if we have a lecturer. *(Student 2)*	*Anyhow we needed teacher assistance. It was because the CALL instructor just assists in term of technical problems rather than teaching. As we observed F2F lecturer guiding them very well. I think we can perform well if assisted by a lecturer.* *(Student 2)*
ELLIS program help me to improve my language. I didn't have enogh time to use the program fully because of technical prob. *(Student 3)*	*ELLIS program helped me to improve my language ability. I did not have enough time to utilize the program completely because of technical problem.* *(Student 3)*
I improve my listening and speaking and I am good in my English language communication now. *(Student 4)*	*I have improved my listening and speaking and I am better in my English language communication now.* *(Student 4)*
Low marks discorage me to study. I was very shame to show my mark with others. I do the test again and again to get good mark. Suggest to distroy test in program. *(Student 5)*	*Low test scores discouraged me to learn. I was very shy to share my scores with other friends. I redo the test in order to get better scores. Suggesting to demolishing the test part in the program.* *(Student 5)*
Heavy task. This is a lot for our level. Suggest reducing question. Sometimes we just skip lesson and do test. *(Student 6)*	*Heavy work load. This is a lot for beginner level. Suggest to reducing the question. Sometimes we just skip the lesson and complete the test.* *(Student 6)*
There is a lot of component in ELLIS. We cann't do all. We must have a module like F2F so we can do the balance at home as home work. That is why a manual guide needed. *(Student 7)*	*There are a lot of component in the ELLIS. We cannot complete. We should get a module alike F2F so we can do the balance at home as home work. Thus a manual guide needed.* *(Student 7)*
Ellis is susah and must pay atten to finis all, but no help to get high marks in exam. May b because we didn't knw cara-cara to learn as F2F. i think we wan teacher. *(Student 8)*	*Ellis is a complicated program and need to concentrate well to complete all the lessons, but not helpful to score high in Basic English final exam. May be because we didn't know the right partway to learn as F2F. Anyway I think we need a teacher.* *(Student 8)*
Time very short to use all components in ELLIS. our friends in F2F manage to do all because of a teacher. *(Student 9)*	*Duration was too short to utilize all the components in ELLIS. But our friends in F2F manage to compile all because guided by a teacher.*

	(Student 9)
Tiada masalah teknikal. Normal classroom dengan ELLIS program. then we can tak kisah computer and join with module. *(Student 11)*	*Occurrence of technical problems should be avoided. Normal classroom learning comprehended with the ELLIS program. Thus we can just ignore the computer and continue with module.* *(Student 11)*
No time to do the full program. *(Student 12)*	*Not enough time to complete the whole program.* *(Student 12)*
Can't go to class after class. Tambah computer labs. *(Student 13)*	Can't access after class hour. Increasing the number of computer labs. *(Student 13)*
Teknikal problem. *(Student 14)*	*Technical problem.* *(Student 14)*
Teknikal prblem make student not finish all aspek in program. *(Student 16)*	*Technical problem caused student unfinished all the aspects in the program.* *(Student 16)*
Many teknikal problem. build a special IT teknisian team for this program. *(Student 17)*	*A lot of technical problem .build a special IT technician team for this program.* *(Student 17)*
No need to complete all in intro. we didn't complete all because no time. Skip unwanted component. *(Student 19)*	*Need not to complete all the aspects in the intro level. Anyway we didn't complete all because not enough time. Skip unnecessary component.* *(Student 19)*
Extra time.... Want translation from teacher. *(Student 20)*	*Extra learning time. Needed translation from the teacher.* *(Student 20)*

APPENDIX F

THE RELEVANCE OF CONTENT TO THE PRE-POST TEST QUESTIONS

BASIC ENGLISH subject matters	Reading comprehension		Grammar & vocabulary		Listening		Speaking	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Unit 1 meeting people				Subject pronoun Q16 & WH-questions q18				
Unit 2 shopping			Q1 & Q6 –Nouns	Q1,3,5,6,7 & 8 – noun	Colours	Fruits	Super market	
Unit 3 getting around	Passage 2 – Fire station	passage 1 – Nature cave	Q2 & Q11 – Q14, q16 preposition	Q11-Q14 Preposition Q17 Comparatives				
Unit 4 extended families relationships		Passage 2 – a new bedroom	Q3, Q4 & Q8 adjective	Q4& Q10				
Unit 5 finding a job			Q5, Q7, Q9 & Q10, q 17 – regular verbs	Q2 &9 –Verb				
Unit 6 banking								
Unit 7 going to the doctor			Q18	Q15				
Unit 8 having fun	Passage 1 – (Sports) basket ball		Q15					Sports

APPENDIX G

THE RELEVANCE OF QUESTIONS TO THE CURRICULUM

Section	Duration	Question	Achievement test			
			Pre-test		Post-test	
			Subject Matters (unit)	Question type	Subject matters	Question type
A **Reading Comprehension**	40 Min	12 Questions	**Passage 1** Sports (dialog)	Main idea	**Passage 1** Nature - cave (narrative)	Main idea
				Vocab-in-context		Vocab-in-context
				Function		Function
				Inference		Inference
				Specific		Specific
			Passage 2 Fire station	Main idea	**Passage 2** A new Bed room	Main idea
				Application		Application
				Specific		Specific
				Inference		Inference
				Tone		Function
B **Grammar & Vocabulary**	40 Min	18 Questions	Parts of speech Nouns, verbs, adjectives, Prepositions and pronoun	Cloze text – multiple choice questions	Parts of speech Nouns, verbs, adjectives, Prepositions and pronouns	Cloze text - match the right answer
				Underline the answers		Underline the answer
				Error correction		Error correction
C **Listening**	20 Min	5 Questions	Orange Colour	Correct the wrong phrases	Roses and apples are related	Correct the wrong phrases
D **Speaking**	20 Min	5 Questions	Supermarket	Non-linear speaking task (describe/opinion)	Sports	Non-linear speaking task (describe/opinion)