Impact of Intensive Reading Strategy on English for Specific Purposes College Students' in Developing Vocabulary

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Abstract

The study aims to find out the impact of intensive reading strategy on English for specific purposes college students' in developing vocabulary. To achieve the aim of the study, 40 ESP College students were randomly chosen from the college of political sciences at A-Nahrain University in Iraq, the participants were in the second grade during the academic year 2017-2018. Two groups were enrolled in this experiment, 20 ESP students in the experimental group and the same number in the control group. To determine if the intensive reading strategy had an impact on ESP student's in developing vocabulary, a pre-posttest was administered for both groups. The control group was treated by the traditional way of teaching vocabulary through translating the words in Arabic language and memorizing them with the help of the teacher, while the experimental group was treated by using intensive reading strategy for about ten weeks. The chosen texts were taken from (New Head way Pre-intermediate student's book). Fill in the blank exercises had been chosen in the pre-posttest which consist of 50 items for each, the test was administered by the researcher. Based on the findings of this research, it was found that the new strategy has a positive impact on ESP College students' in mastering vocabulary that was proven from the improvement of students' mean score from pretest to posttest. Based on the results gained; it is recommended that intensive reading strategy can play a great role in mastering vocabulary.

Keywords: English for specific purposes, intensive reading, vocabulary

1. Introduction

English is considered as an international language, which is having its impact on every field of our daily life. The English language is mainly composed of grammar and vocabulary, though grammar is a basic element in English language, yet vocabulary is more important, because without mastering a large of vocabulary , students can't express themselves and communicate easily with others whether inside or outside the class room. Wilkins (1972, p 97) states that: 'There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say … While without grammar very little can be conveyed, without vocabulary nothing can be conveyed''.

Vocabulary is the repository and the main engine of the communication process. A reader cannot understand a text without knowing what most of the words mean. "The more actively and deeply students process words, the better they learn them". (Blachowicz & Fisher, 2000 ; Stahl & Fairbanks, 1986, pp. 503-524). To teach vocabulary effectively teachers must learn the necessary skills to apply the suitable methods and strategies, students on the other hand need a wide range of independent word-learning strategies. Intensive reading is one of these strategies that are useful in learning and teaching vocabulary, it helps learners to grasp the meaning of the words.

2. Problem of the Study

Many English language learners found that learning new vocabulary and words is one of the most challenging parts in mastering English. Learners have many difficulties in acquiring words, even for quite proficient learners, the extent of their knowledge of vocabulary is only a fraction of what it is for native speakers of English, and the failure to understand even a few words of a text can have negative effects on comprehension because every words has its form, meaning, and usage.

(Beglar, 2009) states that in learning many vocabularies is not an easy matter for learners that occurs progressively over many years for foreign language learners and even for native speakers. Arab countries students in general and Iraqi students in particular face a lot of problems in acquiring English vocabulary. This is due to the educational system and the methods of teaching. (Saeed & Jafar, 2016). Most of our English teachers in Iraqis schools and colleges usually follow the traditional ways in teaching vocabulary, that the teacher often presents a word in English and their meaning in Arabic language and ask the learners to memorized these words. (Alqahtani, 2015; Alakeeli, 2013).

Some students acquire new vocabulary through new words in their textbooks and memorize these words in their mind and then they can use it correctly in their speech or a written text, but mastering a word is not only to know its meaning, but to know other seven aspects .All these properties are called word knowledge. (Schmitt , 2000). Insufficient of vocabulary knowledge is a serious problem for ESL and EFL learners. To learn new words is not an easy job, so teachers have a hard task to find effective strategies. (Heggins, 2015)

There are many methods of teaching vocabulary but most of these methods don't help the students in acquiring the vocabulary and how to realize the meaning of words, their correct pronunciation and usage. According to (Diamond, & Gutlohn, 2006) vocabulary knowledge is not

something that can ever be fully mastered; it is something that expands and deepens throughout a life time.

3. Significance of the Study

Vocabulary is considered as one of the language elements which need to be mastered well. If students master vocabulary; they can easily improve language skills such as listening, speaking, reading and writing (Cahyono &Widiati, 2008,p.1). Vocabulary is a significant predictor of overall reading comprehension and student performance. (Stahl & Fairbanks, 1986;, & Baumann, Kame'enui Ash, 2003).

Teaching vocabulary is a vital part of any English language course. Many teachers are concerned about how to teach vocabulary. New words have to be introduced in such a way as to capture the students' attention and place the words in their memories. In order to develop an ability to learn new vocabulary, for both general English and technical vocabulary in learning ESP, the students should become aware of the importance of language learning strategies and be trained to use them appropriately.

The teachers put a lot of effort toward helping them to learn vocabulary related to their field of study. Vocabulary instruction should aim to engage students in actively thinking about word meanings, the relationships among words, and how we can use words in different situations. This type of rich, deep instruction is most likely to influence comprehension (Graves, 2006; McKeown & Beck, 2004).

In recent years, the world witnessed many changes in the methods and techniques that are used in teaching different subjects, as there is a great interest in the use of intensive reading strategy in learning and teaching a foreign language. There are various studies emphasizing the fact that intensive reading was the best way to solve student's problem in learning vocabulary, because its focus is on the language rather than the text. As for (Abid, 2017) Intensive reading is a method in which learners read texts with a high degree of comprehension. By contrast, extensive reading is a method in which learners focus on an amount of reading rather than comprehension.

4. Aim of the study

The study aims to find out the impact of intensive reading strategy on ESP College students' in developing vocabulary.

5. The Hypothesizes

The hypothesis of this research is as follows:
1. There is a significant difference in students' achievement in acquiring vocabulary through intensive reading strategy.
2. There is no significant difference in students' achievement in acquiring vocabulary through intensive reading strategy.

6. Limits of the study

The present study is limited to the second year ESP college students in the college of political sciences at Al-Nahrain University, Iraq during the academic year 2017- 2018.

2. Literature Review
2.1. Vocabulary in English
Vocabular**y** is a word that is used in a language. In other words, vocabulary is a set of words within the language. It is an effective communication tool that allows a person to interact with others. The vocabulary was used at the first time in the 1530s which clarify that it is a list of words with explanations; the noun vocabulary came to refer to the "range of language of a person or group. It is "a range of words in the language of a person or group" (On line Etymology Dictionary, 2006).   For many scholars the word *vocabulary* is related to the number of words that a person knows. It is a collection of words known by an individual or by a large group of people. (Merriam Webster Dictionary, 2018). It is also defined as the knowledge of words and their meanings in both oral and written language. (Osborn & Hieber, 2004).

2.1.1. The Importance of Vocabulary
One of the main elements that shows the student' success in schools and colleges is vocabulary. Vocabulary is used in many fields of our daily life.(Marzano & Pickering, 2005).Generally vocabulary is considered as the main key for the students to use the English language in speaking and writing perfectly and effectively. It is "a core component of the language proficiency and provides much of the basis for how well learners speak, listen and write" (Richards & Renandya, 2002, p. 255).

Vocabulary expand the learner's knowledge .The more the learner knows words, the more he can communicate with others when he needs to speak or write certain thinks. (Graves, 2000).A student with rich vocabulary can improve his ability to contact and communicate with others through the four English skills. (Allen, 1999) **.**Knowing many and different vocabularies can be useful for students in school, at work, and socially. It will enable him to understand and communicate others' ideas better and develop reading ability. (O'Connor, 2018)

2.1.2. Types of Vocabulary
In the English language, there are four types of vocabulary as stated by (.Montgomery, 2007). They are as follow:

1- Listening Vocabulary: It is all the words, which we can hear and understand when we are listening to oral speech or communication.
2-Speaking Vocabulary: It is all the words that are used while some one is speaking or communicating. It refers to all the words that we speak.
3-Reading Vocabulary: It is all the words, which we determine while; we read books, newspapers or journals. It refers to the words we recognize when we read any text.
4-Writing Vocabulary: It is all the words that are used in various forms of writing such as writing essays, composition-mails or letter writing. It refers to those words which we regain while writing to express ourselves.

2.1.3. Parts of Vocabulary
Vocabulary is broadly divided into two types as follows:
1- Receptive knowledge also known as receives. It is the **control** of the words that you understand when you hear them or read them.

2- Productive knowledge is also known as achieves. It is the control of the words that you use to express yourself, in speech or writing. (Laufer , 1998)

2.2. What is Intensive Reading?
Intensive reading refers to the way of reading through every word of a text from beginning to end very thoroughly and deeply. It is the way of reading short texts thoroughly and with clear goals. *(Koay, 2015)*. It is an activity that requires great mental effort and focuses. Because of this, the learner who engages in intensive reading must be careful to follow specific guidelines, or else risk boredom and burnout. (Lampariello, 2017)

Intensive reading is a classroom activity carried out under the supervision of a teacher who is primarily concerned with texts, which contain new words and idioms .This type of reading is considered as the backbone of language education programs. It involves focusing on question-and-answer teaching methods and uses the explanation of presentations and representation to communicate meanings of words, it also describes the vocabulary and rules to be taught and the order in which it should be submitted .it aims to develop the students' ability on how to understand the detailed information.

2.2.1. Goals of Intensive Reading
Intensive reading has many goals as follows:

1. It concentrates on having a new **language** such as vocabulary and grammar.
2. It helps students to create a great number of new vocabularies and language composition that helps the student to use the useful expression.
3. It helps the student to learn new **skills** such as making inferences and identifying main ideas
4. It helps the student to have a good transition from one word to another and from sentence to sentence and from paragraph to paragraph.
5. It helps the student to understand the meaning of the lesson and keep its thoughts alive in mind.
6. Students will develop other reading skills, such as skimming, scanning, and identifying the main ideas of texts and paragraphs. (Macalister, 2011)

2.2.2. The Characteristics of Intensive Reading
The intensive reading strategy is characterized by the followings:
1. It is characterized by slow and deliberate Student read the text line by line, and using his dictionary.
2. Intensive reading usually classroom based.
3. It helps to develop reading skills.
4. The aim is to build more knowledge in language and not to depend on practicing the skill of reading.
5. It is used when reading the article requires concentration and attention. (Palmer, 1921)

2.2.3. The Materials of Intensive Reading
1-Learners read the text in detail with specific learning aims and tasks**.**
2-The used text should be short.
3-The chosen texts are done by the teacher. (MacLeod, 2013)

2.2.4. The advantages and disadvantages of Intensive reading
a) Advantages
1- Intensive reading is usually done with difficult texts with many unknown words that require the learner to use a dictionary.
2- Intensive reading enhances cooperation among students.
3- Intensive reading is the fastest way to acquire and learn vocabulary.
4- Intensive reading is the most typically taught method of teaching reading and reading comprehension,
5- It improves the power of expression.
6- It helps the student in making inferences.
7- It helps the student by understanding sentence structure. (Scrivener, 1994)

b) Disadvantages
1-Learners have on enough time to practice of reading because of the small amount of text.
2-Learners often are unable to read the text at their level in the class, because everyone in the class is reading the same material.
3-The texts mostly are chosen by the teacher; therefore the text may not be interest to the reader. (Scrivener, 1994)

3. Methodology
3.1. The Design of the Study
    The Pre-Posttest two groups design was used in this study that compares the change that occurs within two groups and to measure the degree of change occurring as a result of treatments.

3.2 Population of the study
    The population of the current research was the second grade ESP college students in the college of political sciences at Al-Nahrain University in Iraq, which consist of 95 students.

3.3 Sample of the study
    The sample used for this study was 40- second grade ESP college students in the second semester during the academic year 2017-2018. The ages range between nineteen and twenty.

3.4. Validity of the test
    Validity is defined as 'the extent to which a concept is accurately measured in a quantitative study". (Heale & Twycross, 2015, p.66) It is the degree to which the scale measures what it is expected to measure. To ensure the validity of the research instrument, it was given to a jury professor in the field of EFL to evaluate the items of the test. Jury's comments were taken into consideration and the researcher modified all the required comments accordingly.

3.4. The Material
The researcher used both materials in the research .They are:
(a) Using an intensive reading as a strategy in learning vocabulary
(b) Text book of New Head way Pre-Intermediate student's book.

3.5. The Study Instruments
 In order to fulfill the aims of the study, the researcher used the following instruments:
1- Pre-posttest was designed for both groups to develop ESP college students' vocabulary through using intensive reading strategy.
2- The instructional program based on Intensive reading strategy.
3- Questionnaire was categorized into ten questions to know the student's idea about using intensive reading strategy to develop their vocabulary. (See Appendix A)

3.6. The Administration of the Vocabulary Test
     The test was prepared by the researcher by using intensive strategy to develop ESP college students' ability in mastering vocabulary. The program lasted ten weeks during which the participants were supposed to read (3-6) texts in each new lesson .These texts were chosen from the New Head way Pre-Intermediate Student's Book. The class met once a week for two hours in each session for 50 minutes per week. The study was carried out during the students' second semester of the college.

3.7. The Pre-test
     The pre-test was administered at the beginning of the experiment as a regulatory means to control prior differences among participants followed by the treatment and the post-test towards the end of the experiment to measure the development of ESP students in using vocabulary through the new strategy. The participants of both experimental and control groups received a pretest of vocabulary. It administered before the treatment.

     Fill in the blanks exercises was chosen in the test which consists of 50 items. The sample of the exercise was made by the researcher himself. The purpose of such a test was homogenization of participants and also the need for pretest and posttest mean comparison. Students answered each questions by choosing the correct choice of their answers on the answer sheet which was provided to them. The students would get one mark for the correct answer and zero (0) for the wrong answer or no answer. Time location of the test was 50 minutes. The pre-test was conducted on, February 19th 2018. (See Appendix B)

3.8. The Pilot Study
     The pilot study was carried out to facilitate the achievement of the study aim by testing and modifying the research instruments. The test was piloted by a group of 20 students who did not participate in the main study. Based on the results of the pilot study, some items were excluded and some items were modified. The final version of the test which was used for the main study had **1o** questions items. A pilot study was conducted to check the validity of the instruments as well as to decide on the time needed for participants to finish each test.

3. 9. The Instruction
     The researcher (the teacher) himself tried to introduced the instructional planning for all sessions, by preparing all the necessary procedures for the test, starting from choosing the material, arrange the classroom situation and prepared the lesson plan for the experimental group while the control group continued by learning vocabulary through the traditional method that depends on

giving the meaning of the new word and its meaning in the Arabic language by the teacher himself and the students had nothing to do only to memorize these words.

The researcher in his experiment prepared in each new lesson (3-6) texts which were taken from New Headway pre-Intermediate student's book. He explained to his students the meaning of the new strategy and the main roles of teacher and students in using this strategy.

Students in an intensive reading treatment read passages in their textbooks in details and line by line, using their dictionaries under the guidance of the teacher, and the teachers attend to issues of grammar, vocabulary, text organization and meaning that arise from the readings. The teacher should encourage and motivated the students to read the text in general without knowing every word in the passage, they should think about the meaning of what was written, and engage with the text and then answer questions about the text, order sentences, or find specific words.

3. 10. The Post Test
This test was used to find the differences before and after they get treatment and if there is any development for students in using vocabulary after treatment was given,
The test was constructed in the same way as done in the pre-test by forming fill in the blanks test which consisted of 50 items. The sample of the exercise was made by the researcher himself. Students answered each question by choosing the correct answer, they got I mark for the correct answer and zero for wrong and no answer. Time location of the test was 50 minutes. The post-test was conducted on, May 7th 2018. (See Appendix C)

3.12. The Reliability
Reliability refers to the consistency of a research study or measuring test. It is a way of assessing the **quality** of the **measurement procedure** used to collect certain data.
It's the extent to which assessments are consistent. Cronbach's alpha was used to administer the reliability of the test for the study. By data analysis, the results showed that the measured reliability by 'Cronbach Alpha' formula was 0.81.

4. Results and Discussions
4.1. Data analysis
In accordance with the requirement of the study, two-groups pre-test, posttest experimental research design was used .The pre-test was administered at the beginning of the experiment as a regulatory means to control prior differences among participants followed by the treatment and the post-test towards the end of the experiment to measure the development of ESP college students in acquiring vocabulary through intensive reading strategy.

Table 1
Results of Pre -Test of Control and Experimental Groups

Groups	Test	N	Mean	Std. D	T-V	df	Sig.
Control	Pre	20	6.85	1.80	0.485	94	0.001
Experimental	Pre	20	6.14	2.42			

The results of the above table show that there are no statistical differences between the two groups, as the mean score of the control group was 6.85, while in the experimental group was which refers that there are not any differences between both groups. ٥6.14

Table 2
T-Test of Pre Control-and Experimental groups in Post-Tests

Groups	N	Mean	Std. D	T-V	df	Sig.
Control	20	13.8	3.7	3.86	87	0.001
Experimental	20	16.68	3.1			

The result of the two groups in posttest shows that the mean of the posttest scores in the experimental group was 16.68, whereas the mean score in pre-test was 13. 81,
The result indicates that the post-test score is higher than the mean of the pre-test**.**
The above result confirms that the new strategy has been the effective impact on developing learners' vocabulary.

Finally, the post-test performance of both the control and experimental group were compared and the obtained results revealed that there is a significant difference between the two groups in their post-test scores at .01 level of significance.

Table 3
Paired Sample T-Test of Pre-and Post-Tests of Experimental Group

Experimental Group	N	Mean	Std. D	T-V	df	Sig.
Pre-test	20	6.136	1.8	17.8	68	0.001
Post-Test	20	16.68	3.1			

As shown, the results of the vocabulary pre-posttest scores of the experimental group, which indicated that the mean of the posttest   was 16.68 , while the pre-test was 6.136 ,which refers that the post-test score was slightly greater than the mean of the pre-test.

4.2 Discussion
Due to the results of the statistical analysis of this study, it was found that there was a significant development in ESP learners' scores in using vocabulary through intensive reading strategy. It was found that the students' mean scores in the pre-test of the experimental group was 17.72, while the students' mean scores in the post-test was 22.63, which indicates that the mean scores of the post-test were higher than the mean scores of the pre-test, which revealed that there is an improvement in the students' scores before and after the treatment.
Therefore, these results indicated that intensive reading could enhance a positive impact on students' attitudes in using vocabulary.

This study is compatible with (Rashidi & Piran, 2011) in their study how can the extensive and intensive reading strategy can effect on Iranian EFL learners' vocabulary size and depth which demonstrated that reading both intensively and extensively can lead to vocabulary development in a way that the number of vocabulary which each learner knows in terms of each word's synonym, antonym and collocation will be improved significantly.

Moreover, (Sari & Huzairin, 2012) in their study how to improve students' vocabulary through intensive reading, the final analysis of the results showed that there was a significant improvement in students' vocabulary achievement after they were taught by using intensive reading, which emphasize that intensive reading can improve students' vocabulary achievement.In addition (Morales, 2017) in his study proves that intensive reading has a positive effect on scaffold reading.
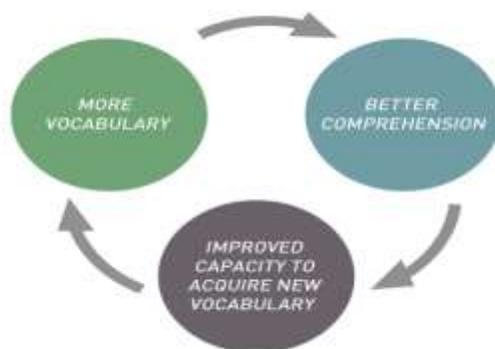

Figure 1 Shows Vocabulary Improvement

5. Conclusions and Suggestions
5. 1. Conclusions
The purpose of this study was to find out the impact of intensive reading on ESP students in developing their vocabularies. To achieve the goal of the study a pre-test was given before the treatment and a post-test was given after the treatment. The results and analysis of the data that gained from the test proved that intensive reading strategy could develop ESP college students' ability in acquiring vocabulary and use words correctly.
5.2. Recommendations
Based on the findings and the conclusions drawn from the study, many recommendations could be followed as:-
1-More studies could be recommended to examine the effect of intensive reading on other English activities such as, writing and speaking skills.
 2- Up dating curriculums in universities and colleges with new trends in teaching and learning English vocabularies.
3- Teachers should stimulate students' motivation by using different technologies.
5-Students should be given enough chance to develop their vocabulary by using effective and different strategies.

5.3. Suggestions

According to the result of the study, the researcher puts some suggestions .as:-

1-New innovative methods of English teaching should be introduced in the curriculum.

2-It is necessary for an educational process in teaching EFL, ESL or ESP to apply another vocabulary training techniques such as extensive reading, skimming and scanning strategy.

3-In order to improve the process of teaching and learning teachers should be more creative in using intensive reading strategy.

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Appendices
Appendix A
Questionnaire for Students

Dear Students,
You are kindly requested to answer the following questions. Please. Answer (None, A little, Some, and A lot) in the right place. Add any commitments when necessary.
Student Name------------------   Time: 50 minutes

No	Description	None	A little	Some	A lot
1	Do you think that learning vocabulary through intensive reading helped you to learn words quickly?				
2	Do you think that intensive reading strategy enhance your vocabulary acquisition?				
3	Do you think that learning words which you learn by intensive reading can stick in your mind for a long time?				
4	Do you think that Intensive reading strategy can help you to understand the details of texts that you have read.				
5	Do you think that Intensive reading strategy make vocabulary learning meaningful?				
6	Do Intensive reading help you understand the meanings and to remember all words?				
7	Do you want to learn vocabulary through intensive reading strategy again?				
8	Do you think that intensive reading strategy play a great role in developing your reading skill?				
9	Do you think that intensive reading strategy help you to understand to and remember the meanings of the English vocabularies easier?				
10	Do you think that intensive reading strategy makes you enjoy the teaching learning process?				

Thank you for your collaboration

Appendix B
Sample of Pre-Test for 25 items
            Name: _____   Time: 30 min.
Read these sentences carefully and fill in the blanks with the correct answer.
1-Ahmed's father was killed in a car _____ last month.
            a- incident   b- accident   c-president   d- student
2 – Snakes in Australian are ---------------- species.
            a-Dangerously   b- dangerous   c- dangers   d- danger
3-Arthur writes English -----------------

a-Beautiful   b-beautifully   c- beautiful   d- beauties

5-can I -------a lunch with you.?

a-Has   b- have   c- do   d- make

6- I'm _____ to meeting you at the Symposium.

a-Looks forward   b-Look forward   c- looking forward   d-look

7- A defect can be caused .... negligence by one of the embers of a team.

a- by   b- to   c- at   d- in

8-He tries his best to get a better _____to develop his life.

a- employ   b- job   c- work   d- employment

9-Punishing children may cause a bad---------on their behavior.

a- affect   b- pressure   c-. influence   d- effect

10-He is --------- to go to India this summer.

a- planning   b- intended   c- decided   d- ought

11- Students shouldn't   -------------their teacher in the classroom   .

a- interrupt   b- interfere   c-communicate   d- ask

12-She was late to join the conference, because she was held up in traffic --------------

a- crush   b- jam   c- order   d- blocks

13- It was the longest story I've ever read; it……..six hours.

a- lasted   b- finished   c- taken   d- ended

14- She decided to travel to France for a month in order to------------ the French language..

a- learn   b- speak   c- join   d- know

15- Life without rules, people would live in---------

a-hardly   b- peacefully   c-harmony   d- jungle

16- The Boss ………………… the workers for arriving late.

a-punish   b- rewarded   c- dismissed   d- helped

17- Please be------------- when you pass this street..

a- Careless   b-carefree   c-careful   d-caring

18- The teacher taught the children always to say the..........

a-truth   b-facts   c-true   d-news

19- Old people should be ------------. when you cross this road.

a-careless   b- cares   c- careful   d-caring

20-Cancer is considered as one of the most .... diseases.

a-problems   b-attempts   c- serious   d- dangerous

21-The doctor submitted to the hospital several results to .... his point of view.

a-Support   b- explain   c-deny   d- explore

22- On Monday, I'll tell you .... how many people will be attending the party.

a-probably   b-mostly   c-exactly   d-definitely

23-Water is ---------Hydrogen and Oxygen.

a-Made of   b- contain of   c- consist of   d- depend on

24-You must attended the final exam of English; it was

a-important   b- interesting   c-dull   d-stimulating

25- The student doesn't feel good. He must be _____ a cold.

a- taking   b- having   c- getting   d- coughing

Appendix C
Sample of Post-Test for 25 items

Name: _____   Time: 30 min.

Read the sentences and fill in the blanks with the best answer.

1-Hearing a daily broadcast of the weather will make you ------ of what is going to happen.

a- aware   b- alike   c- understand   d- knowledgeable

2- It was the longest story I've ever read; it……..six hours.

a- lasted   b- finished   c- taken   d- ended

3- We haven't had .... problems with him.

a- some   b- any   c- no   d- none

4- Many experts are eager to test -------------- new experiment.
      a- in   b- up   c-on   d-out
5- All items of the required delivery will be -------from 17 May.
      a-suitable   b-portable   c-available   d-accessible
6- You .... travel to Syria – there isn't an airport.
      a- may   b- can   c- may not   d- cannot
6- Her treatment with patient gives a good --------------that she is a good nurse.
      a-view   b-reaction   c-impression   d-knowledge
7- Please, let me know if you are -----------------------to attend the meeting.
      a –concerned   b –informed   c-invited   d-interested
8-You must -------your suggestions by the end of the day.
      a-submit   b-subject   c-subscribe   d-decide
9-They always work ------------their manager orders.
      a-share   b- against   c- with   d-agree
10-It is _____ for me to meet you today.
      a- possible   b-not possible   c- necessary   d-hard
11-The teacher has to _____ the students' papers test.
      a-re- arrange   b-put together   c-fix   d-collect
12-I will have a n invitation with my -------- group of my friends.
      a-nearest   b- large   c- close   d- old
13- I like to ---------------- songs, when I'm taking my breakfast.
      a-Record   b- listen   c-sing   d-have
14- She insists to -------------------- her speech, though no body listen to her..
      a-complete   b-neglect   c-continued   d-finished
15- Workers should be careful to _____ fires in the store.
      a. conduct   b. prevent   c. produce conduct   d. cause
16-This insect is very invisible-------------.
      a-cannot be touched   b-. Cannot be seen   c- can be heard   d- cannot be moved
17-Helen works as secretary. She --------- is late for work.
      a- always   b- seldom   c- almost   d- frequently
18- Sura failed the French test four times, but she studied hard and _____ she passed.
      a- finally   b- because   c- automatically   d- until
19- What is the main --------- for the crisis?
      a- reason   b- effort   c- effect   d- result
20- Everyone needs _____ some sports for our good health.
      a- practicing   b- sufficient   c- excessive   d- having
21- The child doesn't seem well. He must be _____ a cold.
      a- sharing   b- taking   c- getting   d- causing
22- All the travellers in the boat were killed .Only one little girl _____ the accident.
      a- saved   b- survived   c- stayed   d- lived
23- All kinds of vegetables _____ energy for the body.
      a- assist   b- increase   c- reduce   d- provide
24- Many experts are eager to test -------------- new experiment.
      a- on   b- up   c-in   d-out
25-Peter cant --------- the drawn people, because he isn't a good swimmer.
      a- Keep   b- save   c-see   d-prevent