The Utilisation of Test-Taking Strategies by Saudi EFL High Schoolers in Al-Ahsa Region

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Abstract

It is highly recommended that educators know the importance of test-wiseness and test-unwiseness strategies which impact learners' performance on tests. This study aims to identify the common strategies learners adopt to achieve a high score and the most significant challenges that the learners face when taking the tests concerning the design of the tests and the clarity of instructions and questions. A group of six high school students has participated in the study. They have been given a vocabulary test with two types of questions (open and closed questions). The data has been collected by direct observation and a think-aloud protocol. The participants has utilized various test-taking strategies, which have helped them arrange ideas and gather information, such as asking about instructions, excluding choices, reading all questions before answering, and making a random choice of answers. Other students have utilized some TTS unwisely, such as skipping reading questions and instructions or reading them partially and choosing random answers without processing the whole question for meaning. The study helps to understand test-wise and test-unwiseness strategies and differentiate between conscious and unconscious strategies used by the participants. It has also suggested that educators should understand the impact of these strategies on their tests as this would help reduce the incidence of poorly framed questions and ambiguous instructions for learners. The study also raised the question of whether TTS should be taught to students or not. A topic that could further this investigation to reach wider insights and implications.

Keywords: test-taking strategies, test-wiseness, test-unwiseness, vocabulary test, high school students.

1. Introduction

When confronted by multiple-choice questions in test-taking, the concepts of test-wiseness and test-unwiseness tend to be reflected in strategies applied by learners to exploit their knowledge, or unwittingly exhibit their ignorance, thus potentially distorting their test performance. These strategies may result in either achieving undeserved grades or failing to achieve deserved grades, thus affecting the validity and reliability of the test insofar as it may not necessarily indicate the test-taker's lactua capability. The responsibility for this phenomenon lies initially with the test designers who need to structure an integrated test design and develop appropriate questions within that framework. In doing so the test designers need to avoid providing cues indicative of the correct answer/s or else avoiding the creation of ambiguity that may cause a loss of marks that ordinarily may have accrued to the test-taker. This study attempts to demonstrate that educating learners and teachers alike may improve learners' performance on tests and obtain more accurate results. The study also attempts to identify the common strategies that learners adopt in order to achieve a high score and to facilitate the process of finding an answer during a test. In addition, the study seeks to identify the most significant challenges that the learners face when taking the tests with regard to the design of the tests and the clarity of instructions and questions.

2. Literature Review

Tests and assessments are essential components of the educational process. They entail the measuring of educational outcomes and identifying strengths and weaknesses to benefit development and modification of lessons and curricula that reflect learners' proficiency levels and contribute to successful educational outcomes. Of special importance is the testing of language competence, including tools that assess aspects of the learner's ability to understand the language and to communicate correctly. There are many language tests, such as those focused on diagnosis, placement, achievement, and proficiency.

Purpura (1997) suggests another classification based on two major test-types:

1- Product-oriented test-takers: These deal with the test as the context and source from which to obtain responses (information); they are based on the involvement of retrievals.

2- Process-oriented test-takers: These deal with the test as a tool to obtain information from which to simultaneously learn. They are based on memory and retrievals.

To design an effective test, requires designers to adhere to established standards and characteristics. According to Kolanchery (2015), there must be compatibility between the test and course objectives and content. The test must be consistent with the material that has been taught

and be comprehensive for all aspects of the course and the subject. In addition, when writing questions, the test designer must be aware of the purpose of the question and the skill set or item being measured and tested. The test should be structured and include questions appropriate to the skill level being assessed. The questions should be structured to include three different levels of difficulty:

   a.   Easy questions that all the test-takers are usually able to answer.

   b.   Average questions that are directed to mid-level students and above.

   c.   Difficult "challenging" questions that are usually directed to upper-level students.

There must be an agreement between the time allowed for the test and the number of questions used, so that the questions should not be too many for the nominated test duration. One of the most critical points that the test designer must consider is to provide clear instructions for the questions so that the test-takers do not encounter ambiguity (Al Fraidan, 2010)

2.1 Test Validity and Reliability

According to Anastasi & Urbina (1997), Oluwatayo (2012) and Hughes (2002), a valid test measures what it is supposed to measure, and this measure reveals the actual knowledge of the test-taker. Hughes (2002) defined reliability as the consistency and reproducibility of the exam. A test is considered reliable if test-takers repeat the exam many times and achieve the same score.

The validity and reliability of tests are affected by strategies that learners adopt. These strategies do not necessarily reflect the actual knowledge levels of learners. Strategies allow learners to potentially obtain higher scores than they deserve; thus "test-wiseness strategies". Sometimes, the strategies cause learners to lose marks they might otherwise have deserved; thus "test-unwiseness strategies".

2.2 What Is a Strategy?

According to Benson (1988) and Rogers and Bateson (1991), strategy can be defined as the cognitive abilities, skills, methods and tools used in taking tests that the learner applied in trying to obtain better grades. The present study does not intend to make a distinction between the synonyms of the term strategy, nor to propose a solution for these dilemmas. It only wants to formulate a working definition, which is based on previous literature. Thus, the present study will define a strategy according to its main characteristics, which are agreed by most researchers. Macaro (2006) and Cohen (2007) relate the term strategy to other themes (Cohen 2007) and features (Macaro 2006), which all define a strategy. These are a) consciousness b) strategy sequences and clustering, and c) goal orientation. Al Fraidan (2014) classified test-taking strategies into: test-wiseness and test-unwiseness strategies.

2.2.1 Test-wiseness Strategies

Test-wiseness is a skill that permits a test-taker to utilise the characteristics and forms of tests and test-taking situations to achieve a high score (Amer, 2007).

Cohen (2013) defines test-wiseness as using knowledge of testing formats and other peripheral information to optimise results in language tests without necessarily engaging the requisite L2 knowledge and performance ability.

2.2.2 Test-Unwiseness Strategies

Al Fraidan (2014) sees them as strategies applied to language tests that prevent students from manifesting their actual or natural language ability, competence, or knowledge of the assessed construct. They are seen as a real hindrance to language test validity.

2.2.3 Test-taking Strategies

Watter & Siebert (1990) and Wenden (1991) suggest three major categories of test-taking strategies, outlined as follows:

   1)   Strategies used before answering the test, such as:

      a-   Read all questions first and identify the easy ones.

      b-   Write an outline for each question at first.

      c-   Read instructions carefully.

      d-   Budget time (i.e., allocate specific time to each question according to its difficulty or length).

      e-   Form a mental image of the answer.

      f-   Underline keywords in the questions.

   2)   Strategies used while answering the test, such as:

      a-   Answer questions in chronological order.

      b-   Revise each question immediately after answering it.

      c-   Use all available test time.

      d-   Answer all questions, and attempt those where the answer is not known.

   3)   Strategies used after answering the test, such as:

      a-   Revise answers to correct spelling and grammatical mistakes.

b- Re-read all questions to make sure they were understood correctly.

c- Revise both content and language.

d- Avoid last-minute impulsive changes.

2.2.4 EFL/ESL Test-Takers Strategies

Cohen (1998) defines test strategies based on second language learning strategies and divides them into two main types:

a- second language learning strategies

b- second language use strategies

The learners choose both strategy types to either improve the learning of the second language or improve its use, or use both simultaneously.

Mohammed (2021) suggests tips and "strategies" for taking tests involving multiple-choice questions (MCQ) such as:

a- Try to exclude some answers, especially those containing the words "no" and "never"; the longer answers are considered closer to the truth.

b- Choose the answers that match the content of the question and the paragraph, or that are mentioned in the question.

c- Choose logically correct answers based on the evidence and background information.

d- Choose the answers that result in integrated meanings if combined with the question.

According to Amer (2007), in the EFL/ESL literature, test-taking strategies can be categorized as follows:

a- Based on the question type: essay questions, multiple-choice questions, or closed questions;

b- Based on the language skills: reading, writing, and oral tests;

c- Based on the type of task; role-playing.

Al Fraidan and Al-Khalaf (2012) discussed the test-taking strategies of Arab EFL learners on multiple-choice tests. The study examined different aspects and concepts related to test-taking strategies, and it mentioned several advantages and disadvantages of investigating test-taking strategies (TTS):

2.3 Advantages/Disadvantages of TTS

There are two main advantages to the use of test-taking strategies by students. Improving test scores for students is the most critical advantage and benefit of using TTS. It also helps reduce test stress, enhances their confidence, and enables them to pass the test more readily (Al Fraidan & Al-Khalaf, 2012).

2.3.1 Investigating the Advantages and Disadvantages of TTS

According to Cohen (2012), test designers' insights into the test-takers' probable strategies allow them to be better equipped in designing a comprehensive test capable of addressing those strategies. Such insights enable test-designers to develop the most appropriate questions and options that will measure students' understanding of the knowledge-set being tested, rather than their artfulness in passing the test. This process also helps collect data and other information about the strategies used so as to measure how the test reflects the student's actual knowledge and abilities regarding a particular skill. Ultimately, the test designers will gain the necessary information to determine whether the test is sufficiently comprehensive and the instructions pertinent in context, or whether further reformulation is required. Thus, the ensuing test will more effectively determine students' actual knowledge and skills, and identify resultant gaps in their knowledge that will need to be remedied in the classroom. It should be noted that these test outcomes may be indicative of students' lack of knowledge related to their social and cultural background, which could require further reformulation of questions and instructions.

Al Fraidan and Al Khalaf (2012) suggested that the Arab test-takers exhibit common behaviours when performing the test; for example, solving the test without a coordinated order and moving from one question to another with no logical order. The test-takers appear to rely more on cognitive abilities when answering. Many students may also change a usually correct answer to an incorrect answer, and this behaviour is seen as widespread among learners.

2.4 Test-unwiseness Strategies

Al Fraidan (2014) discussed the concept of test-unwiseness in the context of a study that was conducted on a group of EFLs at King Faisal University AlAhsa, Saudi Arabia. The participants took three vocabulary tests. The study suggested that students used five "unwise" strategies:

1- Changing a correct answer into an incorrect answer:

One of the most prominent mistakes students and learners make is to write the correct answer then change it to an incorrect answer. This error demonstrates that some tests do not reflect the student's actual knowledge and understanding, and that in turn may affect the eventual outcome, especially with regard to admission and placement tests.

2- Selecting unknown answers without properly processing the question for meaning:

In this strategy, the student makes a random choice due to their ignorance of the correct answer or even fear of the test itself. It is worth noting that some students tend to choose an answer that seems unfamiliar to them because they believe it may be the closest answer to the correct answer.

3- Not reading the test instructions carefully:

This causes a decrease in test scores for students who don't know what is required to answer the question due to misunderstanding the instructions for answering the question. This sometimes causes the student to provide an answer that may be entirely unrelated to the question asked. Another reason for this type of error is the perceived urgency in responding, and therefore not reading or interpreting the instructions correctly, or being confronted by the lack of clear instructions, which latter falls within the province of test design.

4- Not reading the question as a whole or not reading after the blank:

Another mistake students make is trying to answer quickly rather than thoroughly reading the question and the text. An example of this is not using the textual context for guidance in understanding and solving the problem.

5- Poor time management:

One of the most common mistakes students make when taking exams is to poorly manage their time. Many students struggle with priorities in solving questions, and sometimes they rush to solve for fear of running out of time. This causes them to choose answers without due care and concern for accuracy. Some students tend to focus on the perceived difficult questions while neglecting the rest.

Overall, in designing questions for examination purposes, it is essential to assess literacy among teachers and thus raise the strategic competence of students.

Teachers must design the tests carefully and follow the standard test specifications. Teachers must also write the instructions clearly, so the student does not encounter ambiguity when reading the questions. They must also increase the students' awareness of poor strategies to adopt when taking the tests and the consequences of following them. The difference between test-wise and test-unwise students is related to differences in cognitive ability. This is shown in how they pass the test and use metacognitive strategies.

3. Methodology

A group of six high school students have participated in an experiment to support the study. The test has measured participants' performance on a vocabulary test. The test includes two types of questions (open and closed questions). The participants have been asked to fill in the blank spaces from the given vocabulary in the first question. They have then been required to fill in the blanks in the second question using words of their own choice. The data has been recorded by direct observation and a think-aloud strategy. We have tried to ascertain the strategies that participants followed during the tests. The experience has helped to understand test-wise and test-unwiseness strategies and differentiate between conscious and unconscious strategies.

Before starting the experiment, participants have been given general and non-detailed instructions on how to perform the test. This is to ensure regular and undirected performance. The test questions are from the McGraw-Hill textbook (Mega Goal) used in Saudi Arabia High schools. Some questions have been used directly from the book, and the researchers have designed others. This step is intended to ensure that a variety of questions comprised the survey instrument.

After performing the test, the participants have been given a summary of the experiment and its purpose. An interview has then been conducted with the participants (face-to-face interview or an electronic survey form). The participants' mother tongue (Arabic) has been used to clarify some concepts and questions. The interview has included the following questions:

- Participants' knowledge of test-wiseness and test-unwiseness strategies.
- Difficulties and obstacles encountered by participants when performing tests.
- Tips and strategies that participants used when performing tests.
- Tips and strategies followed in answering the experiment's questions.
- Their comments about the experiment.

4. Results and Discussion

Six high school students have participated in the experiment, and the researchers have recorded the observations directly. Face-to-face interviews have been conducted to collect data from the participants in the experiment. We could not use the "think aloud" strategy with some participants because they have been unable to describe what they were doing. Also, during the interview, some participants have tended to answer ideally. That is why the participants have been asked to fill out the online form for the interview to validate their answers.

The participants have mentioned some of the general tips and strategies they follow during the test in general. Some participants have read all the questions, sometimes even before writing their names on the test paper, to find out and discover what confronts them. Some have answered the most straightforward questions and have left the more difficult questions to the end. Other students have answered the questions in order because they prefer to answer each question in the order given. Some participants have also mentioned that excluding what seemed to them wrong choices is essential and helps them obtain higher scores on the test. If they don't know the answer in the MCQ, some try to guess randomly. Among the factors mentioned by participants that significantly impact the tests is the need for clarity in the

questions and instructions written by the examiner, as ambiguity potentially causes many marks to be lost.

There are a number of observations and comments made by the participants involved in the experiment. Some participants have indicated that the way the questions were written may have been the reason for their inability to link and relate information, especially in questions that included long articles. One of the observations made about open questions is that sometimes, as in the third question used in the experiment, the instructions are unclear. Some participants have wondered whether it was required to use only adjectives, adverbs, and auxiliary verbs or whether all these options are available to the participant. Others have wondered whether the answers required just one tense, or more.

The questions given to the participants have included four vocabulary questions, three of which were closed, where the participants have been provided with choices from which to select words to fill in the blanks, plus one open question in which the answers have been based on the participants' knowledge and using their own word selection.

Most participants have only recognised the concepts of the test-wise and test-unwise strategies once the researchers have explained them. Through experience, the importance of writing instructions and questions clearly and accurately, is made clear. The third question was open-ended, and the students has been asked to use words from their own vocabulary to answer it. The instructions have been not explicit thus confounding the students, so that their answers to this question did not reveal their actual language skill (see Figure 1):

3. Complete the text. Write just one word in each blank, use your own word:

Last year, Asma (1) _____ studying for her medical degree (2) _____ she and her sister (3) _____ staying with their aunt and uncle in Edinburgh. Her aunt, (4) _____ worked in a hospital there, (5) _____ helping her with her studies. Asma applied for a job in a hospital (6) _____ is in her town. Now she's a trainee nurse there. She really enjoys helping people (7) _____ are sick.

Figure 1. An example of a question with unclear instructions

Most of the participants could not answer this question correctly in the experiment. Most of them have not asked for clarification, and they either have intuitively guessed the answers or have left the blanks unfilled. Just two participants have asked for clarification from the examiner, and these were their enquiries:

1- Does the question require us to write verbs, auxiliary verbs, adjectives, or nouns?
2- Is it possible for the examiner to disclose the category of the word to be used in answering the question?
3- Is there more than one possible answer?

The question was meant to be answered using the verb "to be" and "relative pronouns". Many of the participants have been unable to answer this question. One of the participants has responded with other words, and although they have been correct answers, they have been not among the answer categories intended by the examiner. It becomes clear how important it is to write clear instructions as the ambiguity confuses test-takers and causes an unintended loss of marks as in Figure 1.
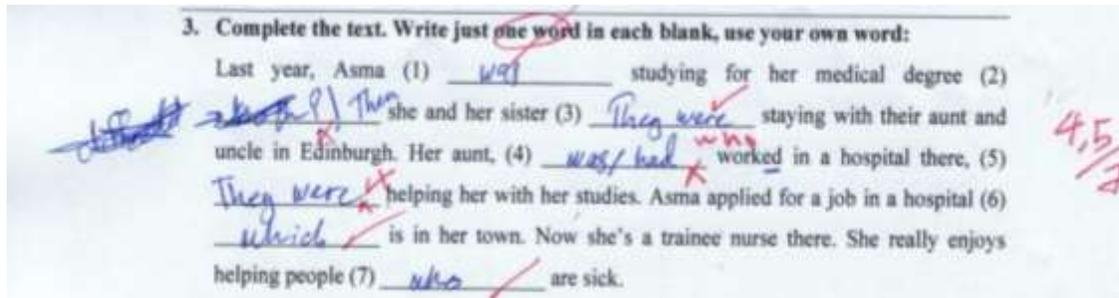

Figure 2. An example of a participant's answer affected by unclear instructions

Some students have guessed or randomly have chosen their answers even if they did not know the correct answer or have been unable to infer the correct answer from the choices provided in the question. They might have benefited from the context and assumed a word of close meaning that helped them answer correctly. Some participants have used guesswork in answering the fourth question. They have seen a relation between the words "car", "list", and "options" in the third blank. But they could not answer the rest of the blanks correctly using this strategy and therefore fail to gain marks. The highest score obtained among the participants was 3 out of 5 (see Figures 2 and 3).

4. Complete the story. Use the words in the box.

smooth	compact	customize	options	classic

Imad wanted to buy a car. He went for a walk last week, and he saw a small, (1) _____ car that he liked. It was parked on the street. He went to a car dealership to look at new cars. With a new car, you can (2) _____ it to have exactly what you want. But a new car would be too expensive for Imad. A friend told him to call his neighbor Abdullah. He was trying to sell his old car because he had just bought a new one. Imad went to his neighbor's house and looked at the car. Abdullah showed him the ad that he had written. It listed all the (3) _____ that came with the car. It was not as small as a compact car, but it was not too big. His neighbor said that the car was called a (4) _____ and that it would never go out of style. The interior was clean and simple. And it would provide a very (5) _____ ride. Imad thought it was a great deal. He paid for the car and Abdullah gave him the keys. It was a great day for Imad!

Figure 3. An example of a which enabled a participant to match between the choices and vocabulary used in the text
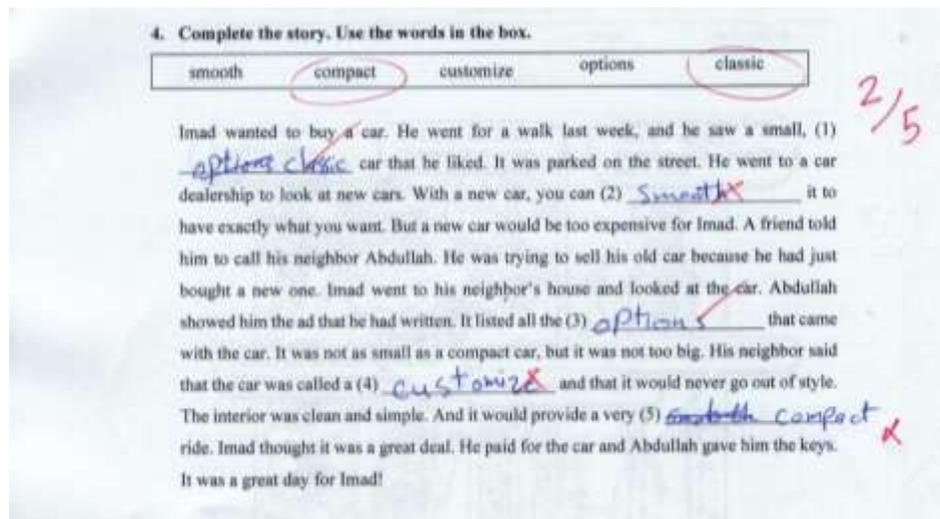

Figure 4. An example of a participant using the blind guessing strategy

A commonly used strategy by test-takers is to exclude unknown words and choices. They fill in the blanks they know and leave the other blanks to be completed later, often by blind guessing (Figure 4). When answering the second question of the experiment (, the participants said that they used this strategy, as it has improved their chances of correctly answering the question in its entirety. Most of the students have managed to successfully complete this question in full as shown in Figure. 5
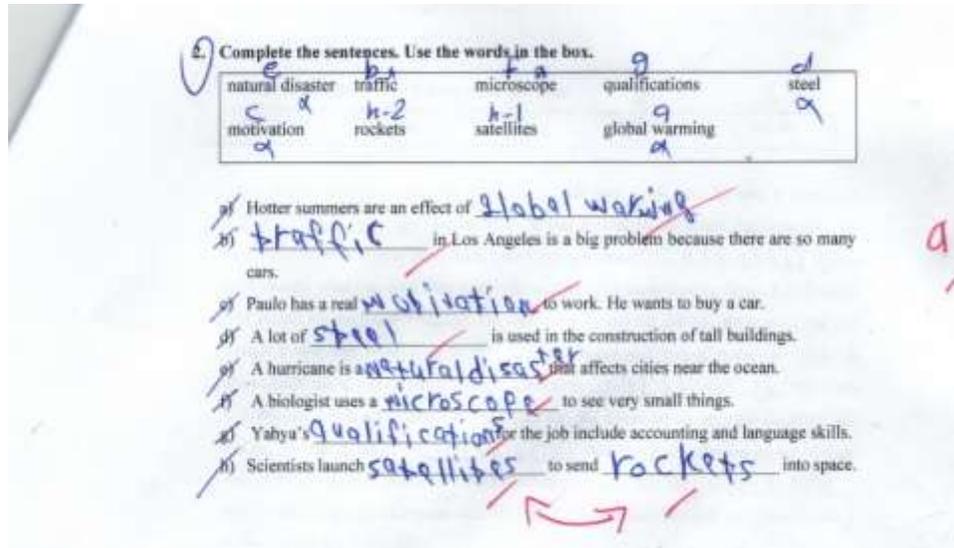
Figure 5. An example of a participant's answer using the excluding choices strategy

It should be noted that using the excluding choices strategy alone would not be enough to answer the questions; test-takers should understand the whole question in its entirety. Al Fraidan (2014), states that many students fail at this point, causing a loss of marks. One of the participants said that after the end of the test and during the interview and that he noticed his wrong answer, which had been an erroneous choice, because he chose to answer quickly and finish the test (Figure 6).
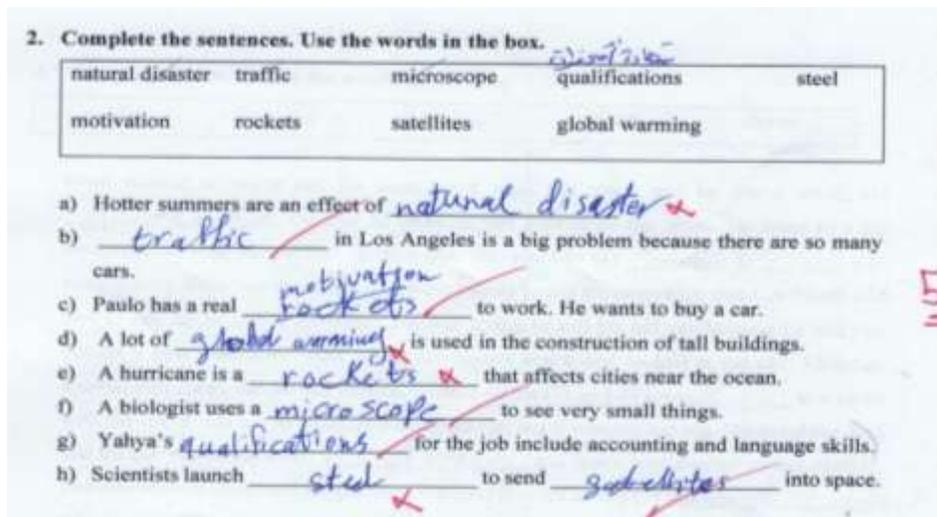

Figure 6. An example of a participant's answer affected by poor time management

The participants have used several tips and strategies in the test, which were useful in arranging ideas and gathering information completely and accurately. Other strategies have caused them to lose focus and thus answer incorrectly. Among these strategies were:

- Asking about instructions:

Many students ask about instructions and seek clarification of ambiguous points. The need for this strategy arises because of poor articulation of questions or unclear instructions by the test designer. It was noticeable that participants who did not ask about, or seek clarification of, instructions, lost the opportunity to score some marks.

- Exclude choices:

One of the strategies used by participants and students, in general, is to exclude inappropriate and irrelevant choices that do not match the context of the sentences. Although this is usually an effective strategy, it may not be suitable for long texts, but may be more effective with individual sentences and small texts. This strategy may also not work with vocabulary and multiple choice selections that are of a similar category or have close meaning.

- Read all questions before starting to answer:

Reading all the questions gives the test-takers a clear idea of what is expected of them during the test. It helps them to prioritize and distribute their effort during the test. But, for some of the students who use this strategy it causes them to become confused and misplace their effort, prioritizing which questions to first answer and those questions they should probably delay.

- Failure to read the instructions entirely or correctly:

Some learners have read the instructions quickly, causing them to misunderstand the question and as a consequence, to answer incorrectly and lose marks on the tests. It is worth noting that the way the question is framed and the instructions written are clearly the responsibility of the test designer. Regrettably, some test designers write obscure questions and/or ambiguous instructions that cause the test-takers to perform sub-optimally.

- Random choice of answers without processing the full question

Some students have guessed choices without processing the full question, especially when subject to time constraints in examination conditions. They have read part of the question or relied on their familiarity of the test format to provide an answer they were not sure of. As well, some students have indicated that because they did not know the correct answer, they made a random selection to avoid leaving unanswered blanks. This strategy may be used in conjunction with the strategy of excluding choices, where the examinee excludes the unknown or improbable options and then follows a random selection process to answer the question.

- Poor time management:

One of the most prominent observations made by the participants in the experiment and the remainder of the tests is poor time organisation and sub-optimal prioritisation of effort in solving the questions. Some questions that are estimated to take less time to answer are attempted at the beginning of the test so that the test-taker can benefit from better utilisation of the remaining time in answering more complex or difficult questions.

- Changing correct answers to wrong ones:

Through observation and interviews, it is clear that some of the participants scored less than they deserved by recording an answer in the first instance, then subsequently changing their answer during the test. This sometimes has caused them to lose the scores they deserved as they did not have confidence in their initial answer, which sometimes turned out to be correct. Some of the learners have indicated that this outcome was due to unclear instructions causing them to falter and compromise otherwise correct answers. Some participants have also admitted that towards the end of the test when reviewing their answers, they have had second thoughts which may not have been rational under the pressure of time.

5. Conclusion

This study shows that educating learners about test-wiseness and test-unwiseness steps and strategies helps improve learners' performance in exams and assists them in obtaining deserved grades. It is observed that many students do not know of, or understand, the terms test-wiseness and test-unwiseness as test-taking strategies that may affect their performance in tests. Being familiar with these strategies helps test-takers determine the optimal method of answering test questions, minimizing the loss of marks. Educators in this field must ensure that learners comply with the curricular requirements and course outlines so that they may gain an idea of how to succeed in performing satisfactorily in a test. This can be seen in some textbooks where helpful tips explain the lessons, e.g., teaching and introducing the learner to the English standardized tests such as TOEFL IBT, and IELTS tests.

It should also be noted that teachers must be educated in developing effective test designs and questions, introducing them to approved test specifications so as to effectively test learners with comprehensive and specific questions. This would help reduce the incidence of poorly framed questions and ambiguous instructions for learners so as to provide valid and reliable tests that assess and reflect the actual level of knowledge and skill set of the learner. Moreover, teachers' knowledge of these concepts allows them to include these strategies and tips in designing lessons to optimize the learners' educational experience in line with the course objectives. Teachers can provide a comprehensive overview of the curriculum that includes many elements of strategic learning that broaden the scope of the course's primary focus.

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Appendices:

- The experiment test:

Please answer the questions according to the instructions, speak out loud, and share your thoughts while answering the questions. Your voice will be recorded.

1. Write the word that describes each person:

initiative	teamwork skills	honesty	integrity	work ethic

a) Faisal works in a clothing store. He helps customers choose clothes, and he answers their questions. Faisal thinks that the store needs to sell hip and cool clothes. He has asked some customers about this, and they are interested in buying that style of clothes. He talked to his manager, and his manager was very happy with Faisal and his idea. In fact, the manager gave Faisal a promotion! Faisal has _____.

b) Joe is a doctor and works at a hospital. He has worked there for three years. He has never been late for work. Joe has always done his job well, and he has never missed a day of work. He loves his job and always helps others. He often stays late to see his patients. Joe has a strong _____.

c)   Adel works in a bank. Yesterday morning he had a new customer. He lost his wallet at the bank. After lunch, Adel saw the wallet on the floor by his desk. He immediately called him. He returned to the bank, and Adel gave him the wallet. All his money was still in the wallet, and he was very happy. He gave Adel $20 as a reward. Adel received the reward because of his _____ and _____.

d)   Saeed has always liked to work with people. He's a manager in an advertising agency. Saeed is always interested in working with new clients. He is good at getting people to work together. That is an important part of his job. And he has always been successful because of this. Saeed has a lot of success at work because of his _____.

2. Complete the sentences. Use the words in the box.

natural disaster	traffic	microscope	qualifications	steel
motivation	rockets	satellites	global warming	

a)   Hotter summers are an effect of _____.

b)   _____ in Los Angeles is a big problem because there are so many cars.

c)   Paulo has a real _____ to work. He wants to buy a car.

d)   A lot of _____ is used in the construction of tall buildings.

e)   A hurricane is a _____ that affects cities near the ocean.

f)   A biologist uses a _____ to see very small things.

g)   Yahya's _____ for the job include accounting and language skills.

h)   Scientists launch _____ to send _____ into space.

3. Complete the text. Write just one word in each blank, use your own word:

Last year, Asma (1) _____ studying for her medical degree (2) _____ she and her sister (3) _____ staying with their aunt and uncle in Edinburgh. Her aunt, (4) _____ worked in a hospital there, (5) _____ helping her with her studies. Asma applied for a job in a hospital (6) _____ is in her town. Now she's a trainee nurse there. She really enjoys helping people (7) _____ are sick.

4. Complete the story. Use the words in the box.

smooth	compact	customize	options	classic

Imad wanted to buy a car. He went for a walk last week, and he saw a small, (1) _____ car that he liked. It was parked on the street. He went to a car dealership to look at new cars. With a new car, you can (2) _____ it to have exactly what you want. But a new car would be too expensive for Imad. A friend told him to call his neighbour Abdullah. He was trying to sell his old car because he had just bought a new one. Imad went to his neighbour's house and looked at the car. Abdullah showed him the ad that he had written. It listed all the (3) _____ that came with the car. It was not as small as a compact car, but it was not too big. His neighbour said that the car was called a (4) _____ and that it would never go out of style. The interior was clean and simple. And it would provide a very (5) _____ ride. Imad thought it was a great deal. He paid for the car and Abdullah gave him the keys. It was a great day for Imad!