

Arabic Integrative Assessment Tests

الامتحان المتكامل
للغة العربية

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Integrative Arabic Test (IAT)

C-Test (rule of 2), multiple-choice discrete-point method, and dictocomps

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This is an integrative Arabic test (IAT) that is designed to test the overall ability of learners and students using Arabic language – as foreign learners or Arabic natives - for their own purposes in politics, economy, health, social, culture and others. This IAT can also be used to measure the students' progress and achievement during Arabic courses as a foreign language in the

advanced levels.

The Purpose of the test:

The purpose of this study is also to check out the possibility of applying C-Test (rule 2) as an easy and simple test to construct for the students while taking classes in four skills of Arabic: reading, writing, listening and speaking. It may also assess the overall Arabic ability of the students as foreign learners (Braley, C. 1984). This module, I can say, is accurate and effective in assessing the Arabic natives' ability in all skills for proficiency purposes as reading, writing, listening and speaking all in one integrative test such as IAT.

The investigation might go deeper to see if this test discriminates between the groups of learners according to the time they have spent experiencing this language, and also see if it discriminates the good learners from the bad ones within the group itself. This investigation would include the construct validity of the test as a whole, the discriminative index (ID) of Multiple-Choice (MC) items, the item facility means (IF), the standard deviation of the students' scores (SD), and the correlation coefficient (rxy) between its three or four sections as subtests. All these statistics might help to find if this test has the validity and the reliability to be applied to assessing the Arabic language proficiency. Arabic schools-whether in the Arab States' Universities or in the Western Countries which are concerned about teaching this language -might one day adopt these kinds of tests for the final assessment of their students' proficiency level(s) in listening and reading or translation purposes. They

might also use this test for assessing their students' language progress and /or achievements during their intensive Arabic courses as diagnostic assessments of their progress.

In sum, the goals of the study are: (1) How reliable the C-Test would be to test the overall ability of the Arabic Foreign learners? (2) How would the two variables of C-Tests correlate with the other sections of the test? (3) Would it discriminate between the low and the advanced groups or individuals?

Operationalization of the definitions:

The notion that the test is integrative comes from the fact that IAT uses multifaceted methods to test the general knowledge of the examinees' language through authentic contextual language material of various lengths taken from the different Arabic magazines or newspapers from the Internet.

The C-test (rule of 2) has two variables since the deletions in each passage are different (Clearly, C. 1988). In question 1, the missing letters are at the beginning of the word known as (RH) whereas in question 2 the missing letters are at the end of the word as (LH), on the theory that (RH C-Test) tests micro (intra-sentential relations of the words of the text) and macro (the inter-sentential relations of the sentences throughout the whole text) elements and issues of the target language.

On the other hand, it is suggested that (LH C-Test) also tests the micro level elements of the language since the macro ones take the form of the free morphemes when it happens that they are at the end of the word. The pragmatic elements to be tested, according to my understanding, are the delicate issues related to the connotations and/or subliminal meanings related to the missing parts of the texts. These inferential and/or abstract cues are often detected through the general hidden voice between the lines of the text rather than the words in isolation. A few indications of conversational and dialogic or rhetoric cues scattered here and there all over the text might help the good learners to use them as clues for understanding the contents of the texts for overall messages that flow within the sentences and paragraphs of the tests. Bachman described this pragmatic part of the language as extra-textual information of sociolinguistic element and/or discourse of the target language (Bachman, 1995). Understanding these pragmatic issues requires a lot of background information to answer those kinds of questions.

To help the examinees, I left two sentences at the beginning and the end of the C-Test passages un-mutilated and intact to help the examinees discern the theme of the passages. These two intact

sentences stimulate the examinees to guess generally what the theme is about and accordingly try hard to fill the gaps (Clearly, C. 1988). With regard to the students' efforts when taking C-Tests as contextualized language material of all language elements, C-Tests demand a lot of work from the Examinees. Braley (1984) described it as in the following:

The test subject pieces the text together, using all he or she knows of the language, and about the language, and about the real world, and moves backwards and forwards inside the text, after revising earlier guesses as other parts of the text are restored.

This IAAT test is integrative because it demands different responses from the examinees according to the methods of the test sections. C-Test, for example, demands from the testees produce the missing parts of the text by reading it as a whole. Multiple-choice questions demand from them that they read the Arabic short-text as a referent material and then select the best answer from among the four options given in English for each item. Dictocomps demand from the examinees to decode and then encode information of the texts to which they listened by giving them adequate time to write the answers (Bailey, 1998). Bachman explains this interaction between the test and the examinees as modes, channels, stimulus of the tests, and the responses of the examinees (Bachman, L. 1995).

This test is also authentic in that all the material exposed to the students is articles or short-texts taken from the Arabic newspapers, magazines, and other mass media. No alterations, modifications, changes, or amendments are made to the originals.

Selection of the material of the test and the allocation of the time:

Being not sure of the results of applying C-Test principle to test students' ability in Arabic language as non-natives, I came to consult my colleagues to check for validity the lexical words, linguistic and discourse structures, and the lengths of the texts (Farhady, H. 1996). Finishing designing the C-Test passages, the multiple-choice questions, I let the test be subject to the scrutiny of my colleagues who piloted it as natives (Hughes, 1989). We the three (2 others and me) agreed that the level of the texts would match the students'. Meanwhile, one of the colleagues told me, and s/he was right, that the RH C-Tests would influence the results of the students since mutilations have had damaged the "roots" of the words, thinking that is tough for the non-natives -or natives who have little schooling about Arabic- to work it out (Cohen, A. 1984).

Restrictions on the time and length of the response are taken into consideration (Bachman, L. 1995). We, therefore, discussed together how long the test was going to be, and we agreed upon that 45 minutes would be enough for the students to answer the two C-Test passages and the 10 multiple-choice questions of short reading-texts in one teaching hour.

Dictocomps are taped passages read twice for the examinees. They are motivating in that the instructions are read in English, and the two passages are read twice in the normal speed of an Arab native speaker. Students are given 5 minutes for each passage to recall and write down the content in English since they are not trained in using the target language to answer their essay questions. 20 minutes for the dictocomps questions were decided to be enough if given at the lab hour.

Both groups of students in 2 different places followed the same instructions and procedures to carry out the test in two different times. Students were not informed about the test until the last minute before taking it. It is worthy here to say that both places were not familiar with the C-Test format and the dictocomp format of recalling the information of the passages to write them down in English. Another norm is the reliability of the test in connection to its validity (Bachman, L.1995).

Subjects, methods of teaching, students' response, and scoring:

The test is administered in one of the Universities to two groups from different sections A and C. Group A is of 15 students, and they are in their almost advanced level. On the other hand, Group C is of 20 students, and they are more advanced a bit than the other group.. Therefore, Group C are 6 weeks ahead of Group A in the course. The knowledge and the background of the students in Group C must be richer since their experience and 'maturational linguistic development' with the target language (Chappelle, C. & Abraham, R. 1990,) Arabic is longer, taking into consideration the total class hours of the input that they were exposed to during these five weeks of the course.

Approaches of teaching are a little bit different between the two Groups. In Group C, teachers are free to teach grammar or grammar related to lexical words with negotiation of meanings whenever the students and the instructors have the opportunity to do so. On the other hand, Group A instructors had already introduced grammar rules and explanations of grammar at an early stage and for eight months. They are not willing now to do so. They believe that their students need to be taught globally by exposing them to more authentic language passages. Wh-questions (EEs) are final language objectives (FLOs) to test their students' ability of comprehension in reading and listening every day,

saying that their students learn the way they have been taught during the classes. All the authentic material passages are presented in a way similar to the ways that they are going to be tested, which is all skimming and then scanning. Teachers in Group C isolate classes of listening for listening, reading for reading, and speaking for speaking. The gender factor is not taken into consideration for both groups in this study.

Students in C-Tests would fill in the blanks with the missing letters of the words using the same testing sheet. In Multiple-choice questions, students would write the letter of the correct answer in the blank of the stem using the same testing sheet. In regard to the dictocomps, a blank sheet of paper is attached to the testing booklet so that the students can use both sides of it for writing their answers and notes. By using the same testing booklets, students will save money, effort, and time for the teaching administration.

The validity of the test:

IA test has facial validity to test language in contextual material by C-Tests, Multiple-choice questions, and the dictocomp passages. Students were satisfied that this material and the various methods might really test their ability and knowledge of the Arabic language (Bachman,1995).

In Table 1, the mean, mode, and median of the two classes show that the results are normal. The difference in means is nearly 2 points, an indication that the validity has strong relation with the reliability of the test since the test was statistically able to evaluate Class C as being more advanced than A by 6 weeks (Hughes, 1995) without the knowledge of the researcher. The median and mode are accordingly higher too. The range of the scores in group C shows a huge disparity between the subjects of the group (27-79). The standard deviation is 13.50. It is high because the students' level is less homogenous and/or the discriminability of the items is high too. The other reason might be that the grades of a couple of students who got zero effected statistically the distribution of the scores (Brown, 1988). The means of the test sections in Table 2 show higher results in the multiple-choice questions. The reason possibly is that both groups of the students are familiar with the format (Bachman, 1995) or because the items are easy (Bailey, 1998). Group A did better in the LH C-test and got a mean of 20, but Group C got a mean of 19.25. The reason is that students can guess the endings of the words more easily since forthcoming grammar inflections are usually related to the

word and the sentence level. On the other hand, the right hand deletions at the beginning of the words cast more difficulty on the part of the low level students in Group A who got a mean of 14.30. On the contrary, group C kept very much the same 19.00, an indication that low level students do pretty well on the easy and familiar tasks but not on the difficult ones (Braley, 1984).

Table 1
statistics on the students' scores

class	mean	mode	median	range	SD.
A (15 students)	54.33	60	57	41-65	7.41
C (20 students)	55.9	62	62	27-79	13.5

SD table for Group A is in the appendix A
SD table for Group C is in the appendix B

Table 2
statistics on the inter-consistency of the test sections

class	LH deletions		RH deletions	MC	dictocomps
A (15 students)	means	20	14.27	6.27	13.8
C (20 students)	means	19.25 (items 34)	18.85 (items 34)	6.75 (items 10)	11.05 (12 information items)

It is interesting that group A's mean in dictocomps is higher than Group C. The reason is that even though there is a protocol for answers, there is still subjectivity of the rater involved in scoring and rating (Bailey, 1998) the information given by the students. If we carry out an interrator correlation then the reason might be clearer when rating is found to be the reason. It could also be the students' familiarity with the format. I used the dictocomps technique with my students in Group A more than three times after I read about it in the new book," Learning about Language Assessment: Dilemmas, Decisions, and Directions," published by Dr. K. M. Bailey (1998). The third possibility is that students wrote their information in English since they are not trained in the school tests to write the essay answers in the target language. By using C-Test passages with the students, teachers might in future ask their students to write in the target language rather than their L1 to measure the level of the students more accurately than now.

Content validity

The themes and topics to an extent determine the validity of the language to the objectives of the course, thinking of the content words related to the subject material taught in the course. Two or

three language instructors participated in the selection of the passages, a sound procedure when it was interpreted in the light of the test results and analyses of the students' scores. The means, modes, medians, ranges, and standard deviations of the test parts in Table 1 indicate that the test is valid pertaining its content and difficulty (Braley, 1984).

Item facility analysis on C-Tests

The item facility analyses of the C- Test passages come up with high IF means to determine the achievements of the students in items that vary in their difficulties, since the deletions touch every other word of the text. C-Tests are productive since they require a lot of language usage to fill the blanks that are many, the distance between one item and the other being very short and only one word. The reliability of the test is higher when the distance is shorter and the numbers of the items are many (Farhady, H. & Kemarati, M. 1996). Table 3 includes the summary information of the IF means of Group A and C in both LH & RH C-Tests.

Table 3
IF Means of the two C- Test passages

Group	IF LH Mean	IF RH Mean
A	0.59	0.41
C	0.57	0.53
LH items: 34 (each item 1 point)		
RH item: 34 (each item 1 point)		
Students: 35		

Group C again shows that IF RH is 0.53 and higher than Group A 0.41. This result again makes clear that right hand (RH) deletions are more difficult to deal with by the low level students than the left hand deletions (LH) and for the same linguistic reasons. Item Facility results of all the C-tests are shown in Appendices C, D, E.

Item Discriminability:

To work on the reliability of the test and its ability to discriminate between the good students and the bad ones, this study analyses the Multiple-choice question items by computing the ID for each one. Table 4 shows that items 1, 2, 7, 8, and 9 of the MCs do not discriminate between the good

students who got high scores and the bad ones who got low scores. These items should be revised or replaced if it is conducted in any other class.

Table 4
Item discriminability for multiple-choice questions

Students are 35

Items are 10

Item	high scores (top nine) with correct answer	Low scores (bottom nine) with correct answers	ID
1	6	6	0
2	2	2	0
3	7	2	0.6
4	9	8	0.11
5	9	5	0.44
6	1	1	0
7	6	6	0
8	2	3	-0.11
9	7	7	0
10	8	4	0.44

Items: 3, 5, 10 discriminate between the good examinee and the bad one

Pearson Correlation Coefficient of the variables:

For reliability of the test the study conducts Pearson Correlation between all the variables of the test. The Pearson correlation coefficient between LH C-Test & RH C-Test is very high and this indicates that C-Test (rule 2) tests almost the general language proficiency of the students since (rule 2) deletes every other word regardless to whether that item tests syntax or content or the pragmatic part of it. The correlation between the RH C-Test and the dictocomps is lower than LH C-Test & the dictocomps. This result again reinforces the assumption that RH C-Test is difficult compared to the LH C-Test. The same results show that the correlation between RH C-Test and multiple-choice questions is lower than the correlation between LH C-Test and the Multiple-Choice questions. The overlapping material r^2 of the sections of the test in Table 5 is very low, an indication that the sections of the test do test different things. Its objectives seem then to be more general and more comprehensive.

Table 5
Pearson correlation coefficient of the variables and r^2

Variables	r_{xy}	r^2 (material overlapping)
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RH C- Test & Dictocomps	0.04	0.001
LH C-Test & Dictocomps	0.26	0.07
RH C-Test & MC	0.17	0.03
LH C-Test & MC	0.2	0.03
LH C-Test & RH C-Test	0.77	0.06

Conclusion:

The means, modes, medians, and SD of the students' scores in the various sections of the test show that the test is valid. Pearson correlations also suggest that the test is reliable. RH C-Test correlates high with LH C-Test but correlates low with all other components. The results indicate that C-Test is a difficult but discriminable instrument between the advanced learners and the low ones. Its results apparently showed that Group C was 5 weeks ahead of group A. Multiple-Choice questions in the ID analysis also discriminate between the good examinees and the bad ones. Training the students on the format of the dictocomps influences the results of the students in that the low level students do better when they were already exposed to this kind of writing technique. Wash back of this test is not yet determined since it was done only one time and without any credit for the students. I feel that students were eager to get their results back to see their grades and to know precisely their ability in the language, since this test was difficult to perform. We advise that teachers conduct such tests every now and then in their classes so that they can enrich their students with such overall Arabic textual tests and to check their levels.

The IAA test can have added to it other activities of dictation and translation to use multi-methods for its overall assessments. The fact that C-Test is consistent with the current findings argues for further investigations to prove that it is an applicable and integrative instrument to test the general language proficiency of Arabic for the non-natives.

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Appendix

Question 1

C-Cloze Test

Left Hand (LH) Missing Characters: LH Test

Q1. Read over the entire passage and try to understand what it is about. Then try to fill in the blanks by writing down the missing letters of the word in the blank space. Each blank line represents one letter of the word. Remember that short vowels are not written as letters within the words.

Akadat diraasa amrekiya nushirat fi al adad al akheer min majalat al ma'ahad al waTanee lil saraTaan, anna khaTar al eSaaba bi saraTaan al riya yabqa murtafi 'aan jiddan ladaa al mudakhineen al shariheen Hataa ba'ada muDee sanawaat 'alaa al tawaquf min al tadhkeen.

W thak (1) al diraasa al (2) qaama bih (3) fareeq (4) al markaz alT (5) al tabi'a li jaa (6) daalas (7) al qism al a (8) min al mad (9), siwaa akaan (10) la yazaa (11) nashiTeen (12) la, yaSaa (13) bi aDraar khaTee (14) fi al sh (15) al ha waiya wal r (16).

W q (17) a'aDaa al fur (18) bifaHS al in --- (19) al ri?awiya lad - (20) 63 shakh - - (21) min almudakhineen waga - - (2) al mudakhineen wal muda - - - - (23) al sabiqeen, wa taba - - (24) lahum - - (25) 4 - - (26) alma? a faqa- (27) min al mudakh - - - (28) yamlikuun ri?at - - (29) biHaala jay - - (30) muqaaabil 25 - - (31) alma? a - - (32) almudakhineen al saa - - - - (33) wa 53 - - (34) gayar almudakhineena.

Wakataba mu?aloifu aldiraasa anna nataa?ijana tusheer ila anna taDakhum alkhalaaya al mutadharira yaHSul katheeran fi SaTiH naseej al Shu'aab al hawaa?iya lada al mudakhineen wa ?innahu yabqa li 'aidat sanawaat b'ada an yatawaqafu 'aan al tadhkeen.

Note: The direction in Arabic should be switched off.

أكدت دراسة أمريكية نشرت في العدد الأخير من مجلة المعهد الوطني للسرطان ، ان خطر الإصابة بسرطان الرئة يبقى مرتفعاً جداً لدى المدخنين الشبهين حتى بعد مضي سنوات على التوقف من التدخين.

- وذكر _ _ (1) الدراسة الـ _ _ (2) قام بهـ _ (3) فريق _ _ (4) المركز
الط _ _ (5) التابع لجاء _ _ (6) دالاس _ _ (7) القسم الـ _ _ (8)
من المد _ _ (9) ، سواء اكا _ _ (10) لا يزا _ _ (11) نشطين
_ _ (12) لا ، يصا _ _ (13) باضرار خطيـ _ _ (14) في الشـ _ _ (15)
الهوائية والر _ _ (16) .
وقـ _ _ (17) اعضاء الفر _ _ (18) بفحص الانـ _ _ (19) الرئوية
لد _ _ (20) ٦٣ شخـ _ _ (21) من المدخنين وغـ _ _ (22) المدخنين
والمد _ _ (23) السابقين ، وتبـ _ _ (24) لهم _ _ (25) ٤ _ _ (26)
المائة فقـ _ _ (27) من المدخـ _ _ (28) يملكون رئتـ _ _ (29) بحالة
جيد _ _ (30) مقابل ٢٥ _ _ (31) المائة _ _ (32) المدخنين السا _ _ (33)
و ٥٣ _ _ (34) غير المد _ _ (35) .
وكتب مؤلفو الدراسة ان ((نتائجنا تشير الى ان تضخم الخلايا المتضررة يحصل كثيراً
في سطح نسيج الشعب الهوائية لدى المدخنين وانه يبقى لعدة سنوات بعد ان يتوقفوا عن
التدخين)).

Question 2

C-Cloze Test

The Right Hand (RH) Missing Characters: RH Test

Q2. Read over the entire passage and try to understand what it is about. Then try to fill in the blanks by writing down the missing letters of the word in the blank space. Each blank line represents one letter of the word:

'alimat (al iti Haad) min masaadir muTa li'aa fi Ankara ams anna al minaa warat al 'aaska riya al turkiy ya al israeliya sa tuj ra fi albaHr al muta wa siT bayna awaakhir nuvember wa maT la'a desember al muqbil.

Wa ash'a rat (1) - - - saadir (2) - la anna (3) - - - ees al turkiy (4) - - - maan demerel (5) - - u akid khilal(6) - - - ratihi limiSr (7) - - sebtember (8) - - - Tanat Umman (9) - - - Kuwait fi (10) - - - uber 'aala (11) - - al muna warat (12) - - tastah dif (13) - - daw lat (14) - - al man Taqa . wa min (15) - - - qar ar anna (16) - - um wazeer (17) - - - fa'a al isra eeli (18) - - Haq Murdakhay (19) - - - aara ila Tur kiya (20) - - al ayaam (21) - - - qbila li ijraa? (22) - - - Hathaat ma 'aa (23) - - - ?uuleen Turak kiz (24) - - uu San 'aala (25) - - - - awaraat (26) - - - - kariya wal ta'aawun (27) - - - - raateeki ?idhaafatan (28) - la milaf (29) - - - yaa? Qubayla (30) - - - qaad al mu?tamar (31) - - - wli bisha?nihi (32) - - aakhir sebtember . wa kaana al safer (33) - - - - ra ?eeli fi (34) - - qara qad ?ak ka da bi anna al munaawaraat al askariya al Turkiya al ?isra ?eeliya tastamir hatha al a'aam wa qala anna mithil ?israa?eel dawla 'aalamaniya wa ?anna al mujtama'a al yahuudi juz? Min Turkiya.

Note : The direction in Arabic should be switched off.

علمت ((الاتحاد)) من مصادر مطلعة في انقرة امس ان المناورات العسكرية التركية - الاسرائيلية ستجري في البحر المتوسط بين اواخر نوفمبر ومطلع ديسمبر المقبل.

- واشارت (1) - - - صادر (2) - لى ان (3) - - - ئيس التركي
(4) سليمان ديميريل (5) - - - يؤكد خلال (6) - - - رته لمصر
(7) - - - سبتمبر (8) - - - طنة عمان (9) - - - كويت في (10) - - - وبر
على (11) - - - المناورات (12) - - - تستهدف (13) - - - دولة (14) - - -
المنطقة . ومن (15) - - - قرر ان (16) - - - وم وزير (17) - - - فاع
الاسرائيلي (18) في نسحق موردخاي (19) - - - ارة الى تركيا (20) - - - ال
الايام (21) - - - قبلة لاجراء (22) - - - حثات مع (23) - - - ؤولين تركز
(24) - - - وصا على (25) - - - اورات (26) - - - كرية والتعاون
(27) - - - راتيحي اضافة (28) - لى ملف (29) - - - ياه قبيل
(30) - - - ققاد المؤتمر (31) - - - ولي بشأنه (32) - - - اخر سبتمبر.
وكان السفير (33) - - - رائيلي في (34) - - - قرة قد (35) - كد بان
المناورات العسكرية التركية - الاسرائيلية تستمر هذا العام .

وقال ان تركيا مثل اسرائيل دولة علمانية وان المجتمع اليهودي جزء من تركيا !

Question 3

Reading Test

Multiple-choice Questions Mode

Q3. Read the following short contexts and then answer by writing the number of the sentence and the letter of the correct option in your sheet.

1. *sa tuHadid al maHkama fi waqtin laHiq al 'aiqaab al lathi sayulHaq bil jaani al lathi qaama bi al?I'atida? al jinsi 'aalayha thum ma qatliha wa dafniha fi Hadeeqat beetihi.*

The man in this story will **be** -----.

- A: released
- B: arrested
- C: punished
- D: executed

2. *Shurb al qahwa waHdaha la yusaa 'aid 'aala man'a al iSaaba bil saraTaan ma lam yatba'a al ashkhaaS al 'aadaat alSiHiya kal imtinaa'a 'an al tadmkeen.*

This statement indicates that -----.

- A: drinking coffee does not harm someone's health
- B: smoking is bad and people should not do it
- C: stop smoking and drinking coffee prevent cancer
- D: drinking coffee and smoking help in getting cancer

3. *Qala al Ductor james warner wa hu wa muHaa dhir fi 'ailm al nafs bi jaami'aat al mustashfa inahu itha lam tu'ajib al mardha taSarufatana wa madha rana finahum yaSbaHuuna ?aqal thi qata bina wa bi 'ailajina.*

Dr. James Warner said that the doctors should pay attention to their -----.

- A: patients
- B: patients and treatments
- C: behavior
- D: behavior and clothes

4. *a'alana ra?ees libya anna libya tata qad dam fi Talabin rasmi min khilal al mufawidheen al leebiyeen lil umam al mutaHida li muTalabat ieeTaliya bi dafi'a ta'a wee dhaat bi sabab iHtilaaliha.*

United Nations that Italy -----.

- A: cease the negotiations
- B: grant its sovereignty
- C: end occupation
- D: pay compensations

5. *qaama samir zaynil abideen bi tarweeji il mukhadaraaat amaam baabil madrasa al thanawiya lilbanaat fi manTaqat baabil luuq fil qaahira, fa alqat alshurTa alqabdh 'aalayhi.*

Samir Zayn Al Aabiden was arrested because he _____ drugs.

- A: bought publicly
- B: injected
- C: publicly sold
- D: had

6. *al Tawaquf almufaji? Lil qalb 'aindama yakifu 'an alnabidhi bin tiDaam huwa sabab niSf il wafayaat il naajima 'an al ?iSaaba.*

The Main point of the Passage is _____.

- A: the regular heart impulse
- B: the heart does not beat regularly
- C: half of the deaths are because of the sudden stop of the heart
- D: 50% of the deaths are because of the irregularity of the pulse

7. *qar ra ra markazu il diraasati il difaa' aiya al turkiya tarkeeb anDima dhid al Sawaareekh fiT Taa?ira el mirwaHiya wathaalika ba'ada ?isqaaT mirwaHiyatayni bi Sawaarikh ruusiya il Suin'a fi Shamaali 'airaaqi.*

The Turkish Defense Industrial Center decided to _____.

- A: supply their helicopters with missiles to attack the anti-air missiles
- B: use new rocket systems in their helicopters to destroy the missiles
- C: use the old helicopters with a new missile system
- D: add anti-missile systems to their helicopters

8. *aw dhaHa naatiq bismi wazaratil daakhiliya anna alqaatil allathi kaana yaH-milu rashaashan yuguslavi il Sun'a tasal lala 'aibra al naafithati biwaasiTati sul lam ila Gurfati il qateeli fiL Taabiqi il thaani litanfeethi jareematih.*

How did the man kill his victim? The criminal _____.

- A: broke into the room on the first floor and shot her with his gun
- B: went through the window to the second room and shot her to death
- C: used the ladder across the window to the second floor and shot her
- D: went up the stairs to the second floor and then shot her to death

9. *sa tuHaaT ziyarat ul malika Elizabeth li amre staar fi 14 october al Haali bi ijraa/aat ?amniya mushadada Haythu qar ra rat il Hukumat u l hindiya nashr khamsat aa laafjundi idhaafi fil madeena khilaal il ziyaara.*

The visit of the Queen Elizabeth _____.

- A: comes as a response to the decision from the Indian Government
- B: comes as a procedure to guarantee security in the area
- C: is to celebrate the deployment of 5000 additional soldiers in the city
- D: will be supported by the tightened security measures

10. *yusheeru d ductuur 'aimaad ila anna al tafseer al 'ailmi lifa'aaaliyat hatha il mustaHdhar al jadedyarji' au ila annahu ya'amalu bi musaaa'adat ?ifrzaat al gudda al daraqiya 'aala tansheeT al gudda al sha'ariya au al dihaniya al lati tal'abu dau ran asa siyan fi nimu al sha'ar.*

This type of new medical lotion is for _____.

- A: thyroid glands
- B: energy
- C: nourishment
- D: hair grow

القراءة من أجل المعاني والقواعد

أقرأ الجملة بعناية ، ثم اختر الحل الصحيح بالتأشير على أقرب معنى للجملة أ ، ب ، ج ، د :

1. ستحدد المحكمة في وقت لاحق العقاب الذي سيلحق بالجاني الذي قام بالإعتداء الجنسي عليها ثم قتلها ودفنها في حديقة بيته.

The man in this story will be -----.

A: released

B: arrested

C: punished

D: executed

2. شرب القهوة وحدها لا يساعد على منع الإصابة بالسرطان ما لم يتبع الأشخاص العادات الصحية كالامتناع عن التدخين.

This statement indicates that -----.

A: drinking coffee does not harm someone's health

B: smoking is bad and people should not do it

C: stop smoking and drinking coffee prevent cancer

D: drinking coffee and smoking help in getting cancer

3. قال الدكتور جيمس ورنر وهو محاضر في علم النفس بجامعة المستشفى انه إذا لم تعجب المرضى تصرفاتنا ومظهرنا فانهم يصبحون اقل ثقة بنا ويعالجنا.

Dr. James Warner said that the doctors should pay attention to their -----.

A: patients

B: patients and treatments

C: behavior

D: behavior and clothes

4. اعلن رئيس ليبيا ان ليبيا تتقدم في طلب رسمي من خلال المفاوضات الليبيين للامم المتحدة مطالبة ايطاليا بدفع تعويضات بسبب احتلالها.

United Nations that Italy -----.

A: cease the negotiations

B: grant its sovereignty

C: end occupation

D: pay compensations

5. قام سمير زينل عابدين بترويج المخدرات أمام باب المدرسة الثانوية للبنات في منطقة باب لوق في القاهرة فالقت الشرطة القبض عليه.

Samir Zayn Al Aabiden was arrested because he _____ drugs.
A: bought publicly
B: injected
C: publicly sold
D: had

6. التوقف المفاجئ للقلب عندما يقف عن النبض بانتظام هو سبب نصف الوفيات الناجمة عن الاصابة .

The Main point of the Passage is _____.
A: the regular heart impulse
B: the heart does not beat regularly
C: half of the deaths are because of the sudden stop of the heart
D: 50% of the deaths are because of the irregularity of the pulse

7. قرر مركز الدراسات الدفاعية التركية تركيب انظمة ضد الصواريخ في الطائرات المروحية وذلك بعد إسقاط مروحتين بصواريخ روسية الصنع في شمالي العراق.

The Turkish Defense Industrial Center decided to _____.
A: supply their helicopters with missiles to attack the anti-air missiles
B: use new rocket systems in their helicopters to destroy the missiles
C: use the old helicopters with a new missile system
D: add anti-missile systems to their helicopters

8. اوضح ناطق باسم وزارة الداخلية ان القاتل الذي كان يحمل رشاشة يوغسلافي الصنع تسلل عبر النافذة بواسطة سلم الى غرفة القتيلة في الطابق الثاني لتنفيذ جريمته.

How did the man kill his victim? The criminal _____.
A: broke into the room on the first floor and shot her with his gun
B: went through the window to the second room and shot her to death
C: used the ladder across the window to the second floor and shot her
D: went up the stairs to the second floor and then shot her to death

9. ستحاط زيارة الملكة اليزابيث لـ (أمري ستار) في 14 أكتوبر الحالي بإجراءات أمنية مشددة حيث قررت الحكومة الهندية نشر خمسة آلاف جندي اضافي في المدينة خلال الزيارة.

The visit of the Queen Elizabeth _____.
A: comes as a response to the decision from the Indian Government
B: comes as a procedure to guarantee security in the area
C: is to celebrate the deployment of 5000 additional soldiers in the city
D: will be supported by the tightened security measures

10. يشير الدكتور عماد الى أنّ التفسير العملي لفعاليات هذا المستحضر الجديد يرجع الى انه يعمل بمساعدة افرازات الغدد الدرقية على تنشيط الغدة الشعرية او الدهنية التي تلعب دوراً أساسياً في نمو الشعر .

This type of new medical lotion is for _____.

- A: thyroid glands
- B: energy
- C: nourishment
- D: hair grow

Question 4

Listening Test

Dictocomps

This passage will be read twice. Listen to it carefully. When you finish listening, start to recall the information that you received and write them in an answer sheet. Use your own English words and style to cover the content. It is not necessary to be put in sequence.

Wafaqa zu'amaa? El 'aalam min haythu el mabda? ?ams 'aala arbaa'eena taw siya li mukafaHat el jareema el munadhama , feema wasafat el wilaayat ul mut taHida bi annahu nasara fee el ma'araka el daa?ira Dhid el irhaab.

Wa saa'aada qaadat el du wal el sinaa 'aiya al sab'a el kubraa fe el 'aalam 'ala muqtaraHaat li mukaafaHat el jareema bayna el du wal a'an Tareeqi taktheefi l ta'aaawuini bayna ?aj hizati el shurTa wal mukhaaabarati wa mukaafa Hati ma saadiri el tam weeli wa alas liHaHate el mu wajahati ?ila l kharijeena 'ala el qaanuun wa Tala bat qaadat el du wal el sab'a min ruusiya dham ma juhuuda ha ilay him fee majaal el tan deedi bi l ?irhaabi wal ta'ahudi bi muHaarabatihi.

10 scores (2 scores for each)

1. The world leaders principally agreed upon (40) recommendations to fight the elaborate crime.
2. America described this agreement as a victory in the battle against terrorism.
3. The leaders of the seven large industrial countries in the world approved the suggestions to fight the crime at the international level.
4. By increasing the cooperation between the police and FBI and the sources of financing and armament given to face the outlaws.
5. They asked Russia to join them in denouncing and fighting terrorism.

قطعة استماع 1

أستمع الى القطعة مرتين . ثم استذكر المعلومات ودوّنها على شكل جمل قصيرة باللغة العربية او الانكليزية:

وافق زعماء الاعلام من حيث المبدأ امس على اربعين توصية لمكافحة الجريمة المنظمة فيما وصفت الولايات المتحدة بأنه نصر في المعركة الدائرة ضد الارهاب .
وصادق قادة الدول الصناعية الكبرى في العالم على مقترحات لمكافحة الجريمة بين الدول عن طريق تكثيف التعاون بين اجهزة الشرطة والمخابرات ومكافحة مصادر التمويل والاسلحة الموجهة الى الخارجين عن القانون وطلبت قادة الدول السبعة من روسيا ضم مجهوداتها اليهم في مجال التنديد بالإرهاب والتعهد بمحاربته.

EEIs (Essential Element information)

10 scores (2 scores for each)

1. The world leaders principally agreed upon (40) recommendations to fight the elaborate crime.
2. America described this agreement as a victory in the battle against terrorism.
3. The leaders of the seven large industrial countries in the world approved the suggestions to fight the crime at the international level.
4. By increasing the cooperation between the police and FBI and the sources of financing and armament given to face the outlaws.
5. They asked Russia to join them in denouncing and fighting terrorism.

Question 5

Listening Test

Dictocomps

This passage will be read twice. Listen to it carefully. When you finish listening, start to recall the information that you received and write them in an answer sheet. Use your own English words and style to cover the content. It is not necessary to be put in sequence.

Ba da?at quwaat Urduniya wa amreekiya al marHala l ?uula min munaawaraat asqariya mushtaraka fee man Taqat el saHraa? Ilaa el junuub min 'am maan tas tah dif raf'a ka faa ?at el qu waat el Urduniya al qitaa liya.

Wa yusharik fee haathihi el munaawaraaat al lati uTliqa 'aalay ha ?ism (Daw? Il qamaar)

El aba dee sita w tis 'auun alfjundee min kul jaanib. Wa qaala qaa?id el quwaa el amreekiya al mushaarika inna 30 Taa?ira amreekiya wa mi?aat al qiTa'a el 'askariya al muta Tawira sa tusharik el tamreenat al lati tutawaaj bi ma'a rakatin wah miya Dhakhma fil thakheera l Hayya fil thaalith wal raabi'a min yulu el muqbil. Wa tusharik fil munaawarat muqaatilaat amreekiya min Tiraaz Harrier wa Ta?iraat 'aaamudiya min Taraaz KOPRA wa muqaatilaat Urduniya min Tiraaz (F faif).

Wa ta?ti haathihi el tamreenaat el bar riya fee waqtin gaadarat el Urdun 43 muqaatila amreekiya ba'ada an ishtarakat li mud dat isbuu'a fee tamreenat ma 'a el silaaH el jawee al arthi.

12 scores (2 for each)

1. The Jordanian and American forces started the first phase of their joint maneuverings in the desert in the Southern part of Jordan.
2. The goal is to raise the battle-competence of the Jordanian forces.
3. Each side has 96 thousand soldiers participating in this maneuvering which is named " the moon shine".
4. 30 Americans planes and hundreds of modern military pieces will participate in drills that will execute a mock battle with live ammunition.
5. The Jordanian and the American fighters will participate in these maneuverings.
6. These ground drills come after 43 American fighters already left Jordan after they participated in a drill with the Jordanian Air Force Arms for one week.

قطعة استماع 2

استمع الى هذ القطعة مرتين . ثم اجلس مع نفسك واستذكر المعلومات التي سمعتها ودونها على شكل جمل قصيرة باللغة الانكليزية او العربية :

بدأت قوات اردنية و أمريكية المرحلة الاولى من المناورات العسكرية المشتركة في منطقة الصحراء الى الجنوب من عمان تستهدف رفع كفاءة القوات الاردنية القتالية .
ويشارك في هذه المناورات التي اطلق عليها اسم " ضوء القمر الابدي " ستعة وتسعون الف جندي من كل جانب وقال قائد القوات الامريكية إن 30 طائرة ومئات القطع العسكرية المتطورة ستشارك التمرينات التي تتوج بمعركة وهمية ضخمة في الذخيرة الحية في الثالث والرابع من يوليو المقبل . وتشارك في المناورات مقاتلات امريكية من طراز (هاريير) وطائرات عمودية من طراز (كوبرا) ومقاتلات اردنية من طراز ف. فيات. وتأتي هذه التمرينات البرية في وقت تركت الاردن 43 مقاتلة امريكية بعد ان اشتركت اسبوعاً في تمرينات مع السلاح الجوي الارضي .

EEIs (Essential Element information)

12 scores (2 for each)

1. The Jordanian and American forces started the first phase of their joint maneuverings in the desert in the Southern part of Jordan.
2. The goal is to raise the battle-competence of the Jordanian forces.
3. Each side has 96 thousand soldiers participating in this maneuvering which is named " the moon shine".
4. 30 Americans planes and hundreds of modern military pieces will participate in drills that will execute a mock battle with live ammunition.
5. The Jordanian and the American fighters will participate in these maneuverings.
6. These ground drills come after 43 American fighters already left Jordan after they participated in a drill with the Jordanian Air Force Arms for one week.