

1. CHOOSE THE CORRECT ANSWER.

23 pts

1. My father took ___ car to the mechanic ____ .
A. his / yesterday B. his / tomorrow C. him / now D. me / today
2. Sara ___ absent last week. She ___ an emergency.
A. is / have B. were / has C. was / had D. are / had
3. - Sam: ___ you watch the game last night ? - Jack : No, I ____ .
A. do / don't B. did / didn't C. does / did D. did / did
4. My teacher ___ a passing grade. I'm so ___ right now.
A. gived / happier B. give / happiness C. gave / happy
5. In 2006, we ___ Ramadan ___ Eid El Fitr in France.
A. celebrated / but B. celebrated / and C. celebrate / and
6. This knife is ___ than all of these ____ .
A. cheaper / knife B. more cheap / knife C. cheaper / knives
7. - Mother: How ___ sugar is left in the jar? - Son : Just a ____ .
A. much / little B. much / few C. many / lot D. some / any
8. Sandra ___ already ___ her breakfast. She's not ____ .
A. have / eaten / hungry B. has / eaten / hungry C. has / eat / hunger
9. - Friend : ___ is that woman ? - You: ___ is my ____, Latifa.
A. who / he / uncle B. what / she / aunt C. who / she / aunt
10. - Kate: What ___ she ___ right now ? - Dani : An Indian movie.
A. does / watch B. is / watching C. is / watch D. are / watching
11. Uncle Tom ___ his car every Saturday. He never goes ____ .
A. wash / fishing B. washes / fish C. washes / fishing
12. We ___ visit ___ and two other countries next summer.
A. will / Spain B. go / Spain C. will / Spanish

2. WRITE THE LETTER OF THE CHOICE THAT DESCRIBES THE UNDERLINED WORD IN EACH SENTENCE.

13 pts

- A. Subject pronoun E. Demonstrative pronoun i. Adjective M. Indefinite article
B. Object pronoun F. Reflexive pronoun J. Preposition N. Definite article
C. Possessive pronoun G. Frequency adverb K. Verb
D. Possessive adjective H. Adverb of manner L. Direct object

1. Jane finished her homework. 8. I woke up at 7: 00 a.m. today.
2. He eats cookies for breakfast. 9. They finished the task quickly.
3. Sarah wears fashionable clothes. 10. He chose the blue jacket.
4. I think this T-shirt is better. 11. We'll give him another chance.
5. He always forgets the lights on. 12. Your laptop is on the desk.
6. Is this your notebook ? 13. There's a man waiting outside.
7. Let me seeYes, It's mine. 14. She did all the housework herself.

3. READ THE PARAGRAPH AND ANSWER THE QUESTIONS.

8 pts

Um Kalthum was one of the most popular Arab singers of the 20th century. Her career lasted for almost 50 years, and her songs are still popular even today all over the Arab world. She was born in 1898 , into a poor family. Her father was the village imam. To support her and his poor family, he earned extra money by singing at marriage ceremonies and special occasions. At an early age, he encouraged her to sing religious songs, and she participated in the performances, but they dressed her up as a boy. In 1923, her family moved to Cairo in search of a better career. Some years later, she established herself as one of the top singers in Egypt. She worked with famous Egyptian composers, recited classical poetry, and sang in a few musical films. Her style was based on classical Arabic music, and she always used large orchestras. She recorded over 300 hundred songs. Um Kalthum died in 1975. Her funeral was attended by thousands of fans.

COMPREHENSION QUESTIONS :

1. Who is Um Kalthum ?
.....
2. How did her father earn more money to help her ?
.....
3. What did she sing when she was much younger ?
.....
4. Why did she move to Cairo with her family ?
.....
5. Where is she from ?
.....
6. When did she die ?
.....
7. Find in the text: an antonym for *never* #.....
a synonym for *famous* =

4. WRITE ONE WORD FOR EACH CATEGORY .

19 pts

Personality	<i>serious</i>	Language	
Appearance		Nationality	
Food		Country	
Drink		City	
Kitchenware		Occupation	
Furniture		Sport	
School subject		School supply	
Artistic activity		Movie genre	
Environment problem		Environment solution	
Health problem		Health solution	

5. MATCH THE SENTENCES BELOW WITH THE FUNCTIONS THEY EXPRESS. UNDERLINE KEY EXPRESSIONS .

27 pts

- a. self-introducing b. asking for permission
c. expressing probability d. talking about future plans
e. asking for directions f. talking about habitual action
g. asking about the price h. expressing prohibition
i. expressing preference j. taking an order (restaurant)
k. expressing dislike l. expressing obligation
m. asking for advice n. making an order (restaurant)

...	1	<i>Hi , my name is Sue. I'm a student.</i>
k	2	<i>I <u>can't stand</u> this movie. It's boring.</i>
...	3	<i>Take your umbrella. It may rain again.</i>
...	4	<i>I prefer action movies to romances.</i>
...	5	<i>Sir, do you know where the bank is ?</i>
...	6	<i>I go fishing every Saturday.</i>
...	7	<i>I'm visiting my parents this weekend.</i>
...	8	<i>How much is this computer, please ?</i>
...	9	<i>Teacher, may I go out ?</i>
...	10	<i>I'll have tajine and some coke, please.</i>
...	11	<i>You <u>mustn't</u> smoke here !</i>
...	12	<i>What should I do about this problem ?</i>
...	13	<i>What would you like to drink, Sir ?</i>
...	14	<i>You have to finish this now.</i>

6. WRITE A SHORT PARAGRAPH OF 10 SENTENCES TO INTRODUCE YOURSELF.

10 pts






full name - age - nationality - occupation
languages - your school ? - favorite subject
- favorite hobby , activity , food , celebrity
Ex : Hi ! My name is Leo . I'm 16. ...










PURPOSE OF THE TEST	<p>This diagnostic test is developed to serve these purposes:</p> <p><input type="checkbox"/> Examine and assess students' current knowledge and usage of English grammar, vocabulary, language functions, composition, and mechanics</p> <p><input type="checkbox"/> Use diagnostic data (information about examinees' weaknesses and strengths) to highlight the language areas that need remedial intervention</p>
CONTENT / AREAS COVERED	<p><input type="radio"/> parts of speech <input type="radio"/> subject-verb agreement <input type="radio"/> comparatives <input type="radio"/> capitalization</p> <p><input type="radio"/> tense (past /present) <input type="radio"/> plurals <input type="radio"/> adverbs of time <input type="radio"/> punctuation</p> <p><input type="radio"/> verb to do / to be <input type="radio"/> wh-words <input type="radio"/> word form <input type="radio"/> sentence structure</p> <p><input type="radio"/> regular/ irregular verbs <input type="radio"/> quantifiers <input type="radio"/> functions <input type="radio"/> other thematic vocabulary</p>
CHECK-LIST FOR MY PROCEDURAL STEPS	<p>Before/when administering the test:</p> <p><input checked="" type="checkbox"/> I'll clearly state the purpose of this test to examinees and explain to them how their performance data will be used to make informed decisions about instructional strategies and methodology.</p> <p><input checked="" type="checkbox"/> I'll try as much as possible to ease examinees' anxiety and panic by making sure I make it clear for them not to deal with this test as a challenge, but rather as an opportunity for everyone to check their readiness and potential to advance to the next level and through this course.</p> <p><input checked="" type="checkbox"/> I'll make sure I'll have prepared and deliver instructions in direct and simple language to maximize clarity and minimize the potential of confusion.</p>

DIAGNOSTIC OUTCOME : DESCRIPTION , EVALUATION , AND FEEDBACK	CLASS : / Total # of Examinees :
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Points / Indicated Performance Level		Number of examinees who achieved the ...	Highest Score	Lowest Score
A+	91 – 100 → <i>Advanced</i>	<i>Advanced level</i>
A-	81 – 90 → <i>High</i>	<i>High level</i>		
B+	71 – 80 → <i>Intermediate</i>	<i>Intermediate level</i>	I'd evaluate whole-class performance on the test as generally ... High <input type="checkbox"/> Intermediate <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Low <input type="checkbox"/>	
B-	61 – 70 → <i>Above average</i>	<i>Above average level</i>		
C+	51 – 60 → <i>Average</i>	<i>Average level</i>		
C-	40 – 50 → <i>Below average</i>	<i>Below average level</i>		
D	1 – 30 → <i>Low</i>	<i>Low level</i>		

Major areas of concern that need remedial intervention :		Other / More Specific Areas :
Grammar	<input type="checkbox"/> don't agree <input type="checkbox"/> partially agree <input type="checkbox"/> agree <input type="checkbox"/> strongly agree	■ ■ ■ ■ ■
Vocabulary	<input type="checkbox"/> don't agree <input type="checkbox"/> partially agree <input type="checkbox"/> agree <input type="checkbox"/> strongly agree	
Functions	<input type="checkbox"/> don't agree <input type="checkbox"/> partially agree <input type="checkbox"/> agree <input type="checkbox"/> strongly agree	
Composition	<input type="checkbox"/> don't agree <input type="checkbox"/> partially agree <input type="checkbox"/> agree <input type="checkbox"/> strongly agree	
Mechanics	<input type="checkbox"/> don't agree <input type="checkbox"/> partially agree <input type="checkbox"/> agree <input type="checkbox"/> strongly agree	

Evaluation of Outcome :	Remedial Strategies / Plans :
1. Examinees exceeded my expectations. <input type="checkbox"/>  2. Examinees met my expectations. <input type="checkbox"/>  3. Examinees partially met my expectations . <input type="checkbox"/>  4. Examinees approached my expectations. <input type="checkbox"/>  5. Examinees partially approached my expectations. <input type="checkbox"/>  6. Examinees didn't meet my expectations. <input type="checkbox"/>

REFLECTIONS & FINAL THOUGHTS :	INSPECTOR'S COMMENTS :
    <p style="text-align: center;">Signature :</p>	     <p style="text-align: center;">Signature :</p>