



|   |  |                |                                   |
|---|--|----------------|-----------------------------------|
| Kingdom of Saudi Arabia<br>Ministry of Education<br>General Administration<br>of Education,<br>Jeddah Region<br>Al Bayan Model School | <b>First Question Bank:</b><br><br>  | <b>Subject</b> | <b>English</b>                    |
|   |  | <b>Stage</b>   | <b>Intermediate</b>               |
|   |  | <b>Grade</b>   | <b>7<sup>th</sup></b>             |
|   |  | <b>Term</b>    | <b>1<sup>st</sup></b>             |
| <b>QUESTION BANK FOR ENGLISH: Chapter 1, 2, 18 (S.B + W.B)</b>  |  | <b>Teacher</b> | T. Badriya<br>T. Heba<br>T. Roa'a |

**Question 1: (Multiple Choices):**

**For the questions from (1) to (48), in the answer sheet, shade the circle which represents the correct choice for every question.**

| <b>GRAMMAR</b> |   |                    |                        |                            |
|----------------|---|--------------------|------------------------|----------------------------|
| <b>1.</b>      | <b>Standing by the mailbox.</b>                                       |                    |                        |                            |
|                | (A) sentence  | (B) verb           | (C) adjective          | (D) sentence fragment      |
| <b>2.</b>      | <b>After the football game.</b>                                       |                    |                        |                            |
|                | (A) sentence  | (B) verb           | (C) adjective          | (D) sentence fragment      |
| <b>3.</b>      | <b>Please arrive on time for the meeting.</b>                         |                    |                        |                            |
|                | (A) sentence  | (B) verb           | (C) adjective          | (D) sentence fragment      |
| <b>4.</b>      | <b>My neighbor Sara is a doctor.</b>                                  |                    |                        |                            |
|                | (A) sentence  | (B) verb           | (C) adjective          | (D) sentence fragment      |
| <b>5.</b>      | <b>In the jungles of South America.</b>                               |                    |                        |                            |
|                | (A) sentence  | (B) verb           | (C) adjective          | (D) sentence fragment      |
| <b>6.</b>      | <b>My brother talks on the telephone.</b>                             |                    |                        |                            |
|                | (A) sentence  | (B) verb           | (C) adjective          | (D) sentence fragment      |
| <b>7.</b>      | <b><u>Those amazing acrobats</u> are members of the same family.</b>  |                    |                        |                            |
|                | (A) complete subject  | (B) simple subject | (C) complete predicate | (D) simple predicate(verb) |
| <b>8.</b>      | <b>Those amazing <u>acrobats</u> are members of the same family.</b>  |                    |                        |                            |
|                | (A) complete subject  | (B) simple subject | (C) complete predicate | (D) simple predicate(verb) |
| <b>9.</b>      | <b>On my seat, lay <u>a circus program and a map of the area.</u></b> |                    |                        |                            |
|                | (A) complete subject  | (B) simple subject | (C) complete predicate | (D) simple predicate(verb) |
| <b>10.</b>     | <b>Did <u>your family</u> go downtown to see the circus parade?</b>   |                    |                        |                            |
|                | (A) complete subject  | (B) simple subject | (C) complete predicate | (D) simple predicate(verb) |

|            |   |                    |                        |                            |
|------------|---|--------------------|------------------------|----------------------------|
| <b>11.</b> | <b>Turtle preserver <u>have been established</u> in certain areas.</b>          |                    |                        |                            |
|            | (A) complete subject  | (B) simple subject | (C) complete predicate | (D) simple predicate(verb) |
| <b>12.</b> | <b>Sea turtles <u>face many dangers</u>.</b>                                    |                    |                        |                            |
|            | (A) complete subject  | (B) simple subject | (C) complete predicate | (D) simple predicate(verb) |
| <b>13.</b> | <b>Volunteers <u>are protecting the eggs of the sea turtle</u>.</b>             |                    |                        |                            |
|            | (A) complete subject  | (B) simple subject | (C) complete predicate | (D) simple predicate(verb) |
| <b>14.</b> | <b><u>Sometimes</u> other animals <u>dig up the turtles' eggs for food</u>.</b> |                    |                        |                            |
|            | (A) complete subject  | (B) simple subject | (C) complete predicate | (D) simple predicate(verb) |
| <b>15.</b> | <b><u>Do some countries</u> <u>protect rare turtle species</u>?</b>             |                    |                        |                            |
|            | (A) complete subject  | (B) simple subject | (C) complete predicate | (D) simple predicate(verb) |
| <b>16.</b> | <b>People <u>have also used turtle meat and eggs for food</u>.</b>              |                    |                        |                            |
|            | (A) complete subject  | (B) simple subject | (C) complete predicate | (D) simple predicate(verb) |
| <b>17.</b> | <b><u>Please be careful when you read it</u></b>                                |                    |                        |                            |
|            | (A) .   | (B) ?              | (C) !                  | (D) ,                      |
| <b>18.</b> | <b><u>Did she say anything to him</u></b>                                       |                    |                        |                            |
|            | (A) .   | (B) ?              | (C) !                  | (D) ,                      |
| <b>19.</b> | <b>How exciting it must have been</b>   |                    |                        |                            |
|            | (A) .   | (B) ?              | (C) !                  | (D) ,                      |
| <b>20.</b> | <b>In 1789, the people of France revolted against Louis XVI</b>                 |                    |                        |                            |
|            | (A) .   | (B) ?              | (C) !                  | (D) ,                      |

|     |   |                 |                   |                |
|-----|---|-----------------|-------------------|----------------|
| 21. | <b>She bought this book as a present. What is the type of this sentence?</b>                            |                 |                   |                |
|     | (A) exclamatory   | (B) declarative | (C) interrogative | (D) imperative |
| 22. | <b>Did she say anything to him (this sentence is</b>  |                 |                   |                |
|     | (A) exclamatory   | (B) declarative | (C) interrogative | (D) imperative |
| 23. | <b>France was almost bankrupt from paying for wars.</b>   |                 |                   |                |
|     | (A) exclamatory   | (B) declarative | (C) interrogative | (D) imperative |
| 24. | <b><u>People</u> in <u>North America</u> are usually eager for news.</b>                                |                 |                   |                |
|     | (A) noun  | (B) pronoun     | (C) verb          | (D) adjective  |
| 25. | <b>Some of the first <u>newspapers</u> were published in <u>Germany</u>.</b>                            |                 |                   |                |
|     | (A) noun  | (B) pronoun     | (C) verb          | (D) adjective  |
| 26. | <b><u>Newspapers</u> often cover the <u>news</u> in more detail than <u>television</u> does.</b>        |                 |                   |                |
|     | (A) noun  | (B) pronoun     | (C) verb          | (D) adjective  |
| 27. | <b>Today, large daily newspapers cover <u>politics, sports, business, and many other topics</u>.</b>    |                 |                   |                |
|     | (A) noun  | (B) pronoun     | (C) verb          | (D) adjective  |
| 28. | <b>Peaches are tasty <u>fruits</u>.</b>   |                 |                   |                |
|     | (A) proper noun   | (B) pronoun     | (C) common noun   | (D) adjective  |
| 29. | <b>The United States produces more peaches than any other <u>country</u>.</b>                           |                 |                   |                |
|     | (A) proper noun   | (B) pronoun     | (C) common noun   | (D) adjective  |
| 30. | <b>Actually, <u>China</u> was their original home.</b>  |                 |                   |                |
|     | (A) proper noun   | (B) pronoun     | (C) common noun   | (D) adjective  |
| 31. | <b>It is still one of the leading producers of peaches, along with <u>Italy, France, and Spain</u>.</b> |                 |                   |                |
|     | (A) proper noun   | (B) pronoun     | (C) common noun   | (D) adjective  |
| 32. | <b><u>Insects, diseases, and severe cold</u> can damage the <u>trees</u>.</b>                           |                 |                   |                |
|     | (A) proper noun   | (B) pronoun     | (C) common noun   | (D) adjective  |

## SPELLING

33. scramble the words: m/e/w/o/n

(A) women (B) mewon (C) wemon (D) wmeon

34. s/a/e/t

(A) aset (B) seat (C) saet (D) stea

35. i/v/d/r/i/g/n

(A) driving (B) driivng (C) drvingi (D) divring

36. e/D/c/b/e/m/e/r

(A) December (B) Decebmer (C) Dceember (D) Decmereb

37. Choose the words with the correct spellings.

(A) theatr (B) teatre (C) tsaethre (D) theatre

38. Choose the words with the correct spellings.

(A) arrested (B) aerrestid (C) arssertd (D) arested

39. Choose the words with the correct spellings.

(A) imege (B) image (C) inmage (D) imaage

40. Choose the words with the correct spellings.

(A) wagen (B) wigin (C) wagon (D) wgon

41. Fill in the missing letters: \_\_e cog\_\_ ized

(A) r, n (B) h, j (C) g, y (D) t, w

42. manh\_\_ndled

(A) a (B) k (C) l (D) c

|     |                  |        |        |        |
|-----|------------------|--------|--------|--------|
| 43. | <b>c__mplied</b> |        |        |        |
|     | (A) a            | (B) o  | (C) l  | (D) c  |
| 44. | <b>__acant</b>   |        |        |        |
|     | (A) a            | (B) k  | (C) v  | (D) c  |
| 45. | <b>r__ugh</b>    |        |        |        |
|     | (A) o            | (B) k  | (C) v  | (D) c  |
| 46. | <b>win__ow</b>   |        |        |        |
|     | (A) a            | (B) k  | (C) v  | (D) d  |
| 47. | <b>driv__ng</b>  |        |        |        |
|     | (A) a            | (B) i  | (C) v  | (D) c  |
| 48. | <b>th__tre</b>   |        |        |        |
|     | (A) ae           | (B) ka | (C) ea | (D) ca |

**Question 2: (Pairing Questions) VOCABULARY**

**From questions (1) to (16), in the answer sheet, for every question in column (1) shade the appropriate circle from column (2).**

| Column (1)    | Column (2)                    |
|---------------|-------------------------------|
| 1. occurred   | (A) treated roughly           |
| 2. vacant     | (B) to take place             |
| 3. manhandled | (C) recognized                |
| 4. complied   | (D) not filled                |
| 5. recognized | (E) adapted to another's wish |
| 6. vacant     | (F) careful                   |
| 7. manhandled | (G) hasten                    |

|                            |   |
|----------------------------|---|
| 8. front #                 | (H) filled                                |
| 9. right #                 | (I) sit                                   |
| 10. stand #                | (J) to be able to identify again          |
| 11. vacant #               | (K) back                                  |
| 12. Smoking is recognized  | (L) left                                  |
| 13. The book shop          | (M) happiness                             |
| 14. She complied           | (N) treated softly                        |
| 15. The thief was          | (O) to place                              |
| 16. The explosion occurred | (P) as the major cause of heart diseases. |
|                            | (Q) is vacant.                            |
|                            | (R) just before the midnight.             |
|                            | (S) with the rules of the institution.    |
|                            | (T) manhandled by the police.             |

### **Question 3: (True or False) Comprehension:**

**Use the information in the passage to answer the questions below.**

From Questions (1) to (5), shade in the answer sheet the letter **Ⓙ** if the statement is True or **Ⓛ** if the statement is False, for every question.

Rosa Park saw a vacant seat in the middle of the bus and took it. The next stop was the Empire Theatre, and some whites got on. They filled up the white seats and one man was left standing. The driver looked back and noticed the man standing. Then he looked back at us. He said, ‘Let me have some front seats,’ because they were the front seats of the black section. Nobody moved. We sat just right where we were, the four of us.

The man in the window seat next to me stood up, and I moved to let him pass by me, and then I looked across the aisle and saw that the two women were standing. I moved over to the window seat. I could not see how standing up was going to ‘make it light for me’. The bus driver saw me still sitting there, and he asked was I going to stand up. I said, "No". He said, "I am going to have you arrested". Then I said, "You may do that". He got out of the bus and stayed outside for a few minutes, waiting for the police.

|   |   |   |
|---|---|---|
| 1) Rosa Park took a vacant seat.                                  | T | F |
| 2) The next stop was Compose Theatre.                             | T | F |
| 3) The driver stayed outside the bus waiting for the white people | T | F |
| 4) The pronoun "I" refers to Rosa Park in the passage             | T | F |
| 5) The antonym of " <u>stand</u> " is sit.                        | T | F |

**Comprehension:** from **Rosa Parks: My Story**

When I got off from work that evening of December 1, I went to Court Square as usual to catch the Cleveland Avenue bus home. I didn't look to see who was driving when I got on, and by the time I recognized him, I had already paid my fare. It was the same driver who had put me off the bus back in 1943, twelve years earlier. He was still tall and heavy, with red, rough-looking skin. And he was still mean-looking.

From Questions below shade in the letter **Ⓓ** if the statement is True or **Ⓕ** if the statement is False, for every question.

|   |   |   |
|---|---|---|
| 1. The word <b>recognized</b> means 'to be able to identify again'. | T | F |
| 2. The <u>underlined</u> pronoun ' <u>I</u> ' refers to Rosa Park.  | T | F |
| 3. This event occurred on the evening of December 7.                | T | F |
| 4. The driver was a short and good looking man.                     | T | F |

**Comprehension:** from Rosa Parks: My Story

I thought back to the time when I used to sit up all night and didn't sleep, and my grandfather would have his gun right by the fireplace, or if he had his one-horse wagon going anywhere, he always had his gun in the back of the wagon. People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

From Questions below shade in the letter **T** if the statement is True or **F** if the statement is False, for every question.

Referring to Paragraph 1:

|   |   |   |
|---|---|---|
| 1) Rosa Park was twenty four at the time of this incident.    | T | F |
| 2) The underlined pronoun ' <u>I</u> ' refers to the driver?  | T | F |
| 3) She gave up her seat because she was tired.                | T | F |
| 4) Her grandfather would have his gun right by the fireplace. | T | F |

"Let me have those front seats," because they were the front seats of the black section. Didn't anybody move. We just sat right where we were, the four of us. Then he spoke a second time: "Y'all better make it light on yourselves and let me have those seats."

The man in the window seat next to me stood up, and I moved to let him pass by me, and then I looked across the aisle and saw that the two women were also standing. I moved over to the window seat. I could not see how standing up was going to "make it light" for me. The more we gave in and complied, the worse they treated us.



From Questions below shade in the letter **T** if the statement is True or **F** if the statement is False, for every question.

Referring to Paragraph 1:

|  |   |   |
|--|---|---|
| 1) They were the front seats of the black section.                             | T | F |
| 2) He refers to the driver.  | T | F |
| 3) The man in the window seat next to me sat down.                             | T | F |
| 4) The meaning of ' <u>complied</u> ' is <u>to adapt to another's wishes</u> . | T | F |

### Question 4: (Composition)

#### 1. Writing: Recalling details:

Arrange the following paragraph about incidents in chronological order to understand the writer's view.

My mom was not happy. Tony and Najla stared at me with open mouths. I hit the ball. It went crashing into the living room window. Tony, Najla, and I were playing baseball in the street. Najla pitched the ball. 'I'm in trouble now', I said.

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- Read the following list of events. Then, put them in chronological order by giving numbers.

|  |  |
|--|--|
| 1. Look at the clock, it is 6:50 A.M             |  |
| 2. Get dressed, it is 6:55 A.M.                  |  |
| 3. Alarm goes off at 6 A.M                       |  |
| 4. Grab my books; it is 6:59A.M.                 |  |
| 5. Get on the bus at 7 A.M.                      |  |
| 6. Take a shower                                 |  |
| 7. Jump out of bed                               |  |
| 8. Breathe a sigh of relief, "I barely made it!" |  |

Write S for a complete sentence and F for a fragment:

1. We visited the pet shop in the mall. \_\_\_\_\_
2. Named him Mustard. \_\_\_\_\_
3. Has pouches inside each fat cheek. \_\_\_\_\_
4. The pouches are for carrying food. \_\_\_\_\_
5. Making his cage quite comfortable. \_\_\_\_\_

Revise each fragment by adding a subject, a verb or by attaching the fragment to a complete sentence:

1. Was watching TV alone.

\_\_\_\_\_

2. Suddenly, the lights went out on the whole block.

\_\_\_\_\_

3. A strange noise in the backyard.

\_\_\_\_\_

4. Two small, glowing eyes in the dark.

\_\_\_\_\_

5. May be I should stop watching scary movies.

\_\_\_\_\_

**Identify and revise Run- on sentences by separating into two sentences or using a comma and a coordinating conjunction. Change the punctuation and Capitalization wherever necessary. If the group of words is correct, write C.**

- People constantly search for faster ways to communicate, the internet is one tool that helps people share information quickly.

\_\_\_\_\_

- The earliest form of the Internet was designed over thirty years ago, and it was created to be used by the military.

\_\_\_\_\_

- Internet has changed a great deal since then now it can be used by almost anyone who uses computer.

\_\_\_\_\_

- The first e-mail program was invented in 1972, e-mail is a way to send messages from one computer to another.

\_\_\_\_\_

- The World Wide Web began with four newsgroups in 1991, but it soon included millions of sites.

\_\_\_\_\_

### Identify and Revise Stringy Sentences:

- My best friend's name is Sarah and she lives next door and so we do many things together. \_\_\_\_\_
- I try to teach my friend things and she keeps forgetting and I feel bad because she's always helping me. \_\_\_\_\_
- Many students attend classes all morning, and then they work all afternoon, and they also have to study at night, so they are usually exhausted by the weekend. \_\_\_\_\_
- Mary James dreamed of being a teacher. She attended a college in Chicago. \_\_\_\_\_
- My uncle Raymond loves bird-watching, and once a month, I go on a nature walk with him, and he tells me about the birds in our area. \_\_\_\_\_

### Use and, but or or to combine and rewrite each of the following pairs of sentences:

1. Getting enough exercise will help you stay healthy. Eating vitamin-rich foods will help you stay healthy. (Join with and.)
  
2. To get vitamin D, you can eat eggs, fish, and dairy products. To get vitamin D, you can expose yourself to some sunlight. (Join with or.)
  
3. Most fruits and vegetables contain vitamin C. Most fruits and vegetables lack vitamin B12. (Join with but.)

**Make each pair into one sentence by using connecting word given.**

**Rewrite and change the capitalization:**

1. I would like to learn more about stars. They are interesting and beautiful. (because)
  
2. Planets do not give off lights of their own, stars do. (but)
  
3. Some stars are fainter than our sun. Some are many times brighter. (and)
  
4. Our Sun will change. The change will be slow. (but)
  
5. We must continue to study the stars and planets. We will understand how we fit into our vast universe. (so that)

**Identify the topic sentence or the main idea of the given paragraphs:**

Comets, asteroids, and meteors are the speed demons of the solar system. The average comet moves at 129,603 miles per hour; an asteroid's average speed is 39,603 miles per hour. Using radar, astronomers have clocked one meteor whizzing along at 164,250 miles per hour.

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- Write a clincher sentence for each of the paragraphs below:

Guide dogs for the blind are more than just pets. They go almost everywhere with their owners. Unlike most pets, guide dogs wear special harnesses that help them direct their owners safely through unfamiliar places.

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Every year, lightning kills many people. This happens because many people do not know what to do when a thunderstorm strikes. Some try to take shelter under tall trees that attract lightning strikes. Others think that if they only hear thunder and see no lightning there is no danger of being struck.

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**DIRECTIONS** Read the following paragraph. Then, use what you have learned about the parts of a paragraph to write answers to the items that follow. The paragraph may need revision.

Paragraph 1

The new school was finally finished. Tonight was the "Open House," everyone's first chance to get a close-up view of the new structure. As Dad and I drove into the freshly paved parking lot, we first saw a large, square sign made of white stone that proudly displayed the school's name. The sign was surrounded at the base with thick, neatly trimmed bushes. Our gaze traveled from the sign to the building behind it. The school, too, was made of white stone and was laid out in the shape of an upside-down U. In the center of this U, the front doors were propped wide open, as if in welcome.

1. Underline the **topic sentence**.
  2. Write a **supporting detail** that is a fact.
- 
- 

3. Write a supporting detail that is a **sensory detail**.
- 
-

1. Write the letter of the better **clincher/concluding sentence**. \_\_\_\_\_

**Clincher sentence a:** I wondered how many times I would enter those doors.

**Clincher sentence b:** I began looking forward to school.

2. Mark the kind of **order** used with an X.

\_\_\_ **spatial order**

\_\_\_ **chronological order**

## Paragraph 2

After breakfast, I changed into my cycling clothes, pulled on my safety gear, and took a short, fast ride on my bike around the neighborhood to warm up. The weather was gray and overcast. It was the middle of June, but the heat made it feel like August. A good rain might help cool the air, but it would also make for a slippery race. I felt ready. I had trained every day for eight weeks for the ten-mile bicycle race, and I knew I had a pretty good chance of winning.

1. Write the main idea of the paragraph.

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2. What kind of paragraph is Paragraph 2?

\_\_\_ narrative

\_\_\_ descriptive

\_\_\_ expository

\_\_\_ persuasive

3. What types of elaborating details are used?

\_\_\_ facts

\_\_\_ details

\_\_\_ examples

## Paragraph 3

### Preparing to Build a Stage Set

Let's set the stage. You are in your school's drama club, but you are not an actor or an actress. Your job is to build the stage set for the school's fall play. You have no experience? That's fine. Your drama teacher will guide you and the other members of the club through each part of the process. Your teacher has already designed the set and built a small model. Picture this model as a room with only three walls. If you were seated in the audience, you would see that the left wall has a window, the back wall has a door, and the right wall is solid. From this model, you will be able to begin planning. A good plan should take into account the time, supplies, tools, and people needed to complete the work.

Time is a critical element of any plan. Let's say that it is the third week of September and that the play will be performed in the second week of November. That means you have seven weeks to plan and build the stage set. Their need reduces the amount of time you have to five weeks. Now, let's say that the performers will need two weeks to rehearse on the actual set.

The next part of your plan involves figuring out what supplies you will need. You must make a list of the materials and tools necessary to build and decorate the set. For example, if the walls will be made out of large pieces of cardboard, you would add cardboard to your list, making sure to note the size of each wall. Similarly, if the door on the back wall opens, you would add a saw to your list. Then, you would add items to complete construction of the left and right walls. Finally, to complete your list, you would make note of any additional supplies and tools needed to decorate the set when it is built—paint, markers, stencils, paintbrushes, and drop cloths.

9. What type of order is used to organize the information in this passage?  
a) \_\_\_ spatial order                      b) \_\_\_ chronological order
10. What is the main idea of the first paragraph in the passage above?

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11. Circle the sentence in the third paragraph that is out of order. Draw an arrow pointing to where it belongs.

12. Circle two transitional words in the last paragraph.

13. What kind of paragraph is the last paragraph?  
a) \_\_\_ narrative                              b) \_\_\_ descriptive  
c) \_\_\_ expository                              d) \_\_\_ persuasive





Graphical Organizer, Pg: 481, 482

You have probably had many incidents in your life that you can write about.  
Choose any one real incident which plays an important role in your life and from which you have learnt meaningful experience.

Gather details about the incident by asking yourself these five questions:

|                 |   |
|-----------------|---|
| <b>1. What</b>  | (Question about What is the incident? What happened in the incident with during this period of time?) |
| <b>2. When</b>  | (Question that get action details such as when did incident occurred? )                               |
| <b>3. Who</b>   | (Question about people such as Who was involved beside you in the incident.)                          |
| <b>4. Where</b> | (Question about places such as Where did this incident happen? What was this place like?)             |
| <b>5. How</b>   | (Questions about feelings such as How did I feel during the time?)                                    |



|   |   |                |                                   |
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| Kingdom of Saudi Arabia<br>Ministry of Education<br>General Administration<br>of Education,<br>Jeddah Region<br>Al Bayan Model School | <b>Second Question Bank:</b><br><br>  | <b>Subject</b> | <b>English</b>                    |
|   |   | <b>Stage</b>   | <b>Intermediate</b>               |
|   |   | <b>Grade</b>   | <b>7<sup>th</sup></b>             |
|   |   | <b>Term</b>    | <b>1<sup>st</sup></b>             |
| <b>QUESTION BANK FOR ENGLISH: Chapter 3, 4, 19 (S.B + W.B)</b>  |   | <b>Teacher</b> | T. Badriya<br>T. Roa'a<br>T. Heba |

**Question 1: (Multiple Choices):**

**For the questions from (1) to (40), in the answer sheet, shade the circle which represents the correct choice for every question.**

| <b>GRAMMAR</b> |   |                  |                 |                 |
|----------------|---|------------------|-----------------|-----------------|
| <b>1.</b>      | <b>We all <u>jumped</u> about three feet into the air.</b>              |                  |                 |                 |
|                | (A) object  | (B) noun         | (C) verb        | (D) subject     |
| <b>2.</b>      | <b><u>Is</u> that alligator hungry?</b>                                 |                  |                 |                 |
|                | (A) subject   | (B) verb         | (C) object      | (D) noun        |
| <b>3.</b>      | <b><u>Look</u> at that beautiful heron!</b>                             |                  |                 |                 |
|                | (A) verb  | (B) subject      | (C) object      | (D) noun        |
| <b>4.</b>      | <b>How <u>are</u> they different?</b>                                   |                  |                 |                 |
|                | (A) object  | (B) noun         | (C) verb        | (D) subject     |
| <b>5.</b>      | <b>My brother <u>took</u> pictures during the boat ride.</b>            |                  |                 |                 |
|                | (A) subject   | (B) verb         | (C) object      | (D) noun        |
| <b>6.</b>      | <b>Those children <u>are</u> wearing their seat belts.</b>              |                  |                 |                 |
|                | (A) noun  | (B) helping verb | (C) object      | (D) main verb   |
| <b>7.</b>      | <b>Which way did he <u>run</u>?</b>                                     |                  |                 |                 |
|                | (A) noun  | (B) helping verb | (C) object      | (D) main verb   |
| <b>8.</b>      | <b>Their main offices <u>have been moved</u> downtown.</b>              |                  |                 |                 |
|                | (A) object  | (B) verb phrase  | (C) noun        | (D) preposition |
| <b>9.</b>      | <b>The baby <u>is sleeping</u> in his mother's arms.</b>                |                  |                 |                 |
|                | (A) noun  | (B) preposition  | (C) object      | (D) verb phrase |
| <b>10.</b>     | <b>Sara <u>would have never found</u> her wallet without your help.</b> |                  |                 |                 |
|                | (A) noun  | (B) verb phrase  | (C) conjunction | (D) preposition |

|            |   |                 |                 |                 |
|------------|---|-----------------|-----------------|-----------------|
| <b>11.</b> | <b>Stuart Little has <u>always</u> been my favorite book.</b>     |                 |                 |                 |
|            | (A) conjunction   | (B) preposition | (C) verb        | (D) adverb      |
| <b>12.</b> | <b>I <u>finally</u> finished the report.</b>                      |                 |                 |                 |
|            | (A) verb  | (B) adverb      | (C) conjunction | (D) preposition |
| <b>13.</b> | <b>On the table lies a <u>very</u> old bookmark.</b>              |                 |                 |                 |
|            | (A) adverb  | (B) verb        | (C) conjunction | (D) preposition |
| <b>14.</b> | <b>Trisha's library books are <u>usually</u> returned on time</b> |                 |                 |                 |
|            | (A) conjunction   | (B) preposition | (C) verb        | (D) adverb      |
| <b>15.</b> | <b>During the week Mom is <u>entirely</u> too busy to read.</b>   |                 |                 |                 |
|            | (A) adverb  | (B) verb        | (C) conjunction | (D) preposition |
| <b>16.</b> | <b>She finishes a book <u>easily</u> in one or two days.</b>      |                 |                 |                 |
|            | (A) conjunction   | (B) preposition | (C) verb        | (D) adverb      |

|            |  |                 |                 |                  |
|------------|--|-----------------|-----------------|------------------|
| <b>17.</b> | <b>The puppy crawled <u>behind</u> the bed.</b>  |                 |                 |                  |
|            | (A) conjunction  | (B) preposition | (C) verb        | (D) adverb       |
| <b>18.</b> | <b>Lay the magazines <u>on</u> the sofa.</b>   |                 |                 |                  |
|            | (A) preposition  | (B) verb        | (C) conjunction | (D) interjection |
| <b>19.</b> | <b>We walked <u>down</u> the garden path.</b>  |                 |                 |                  |
|            | (A) conjunction  | (B) preposition | (C) verb        | (D) adverb       |
| <b>20.</b> | <b>The ball landed <u>between</u> Jennifer and Tamika.</b>   |                 |                 |                  |
|            | (A) conjunction  | (B) verb        | (C) preposition | (D) interjection |
| <b>21.</b> | <b>Both Africa <u>and</u> Asia have many kinds of butterflies.</b>   |                 |                 |                  |
|            | (A) conjunction  | (B) adverb      | (C) preposition | (D) interjection |
| <b>22.</b> | <b>Butterflies live almost everywhere, <u>but</u> tropical rain forests have the most different kinds.</b> |                 |                 |                  |
|            | (A) adverb   | (B) preposition | (C) conjunction | (D) interjection |
| <b>23.</b> | <b>To make themselves taste bad, some butterflies eat plants that are either poisonous or bitter.</b>      |                 |                 |                  |
|            | (A) conjunction  | (B) adverb      | (C) preposition | (D) interjection |

|     |  |                  |                  |                 |
|-----|--|------------------|------------------|-----------------|
| 24. | <b>Butterflies cannot live actively in cold weather, <u>so</u> many of them migrate to warmer climates for the winter.</b> |                  |                  |                 |
|     | (A) preposition  | (B) conjunction  | (C) interjection | (D) adverb      |
| 25. | <b>There are <u>between 15,000 and 20,000</u> species of butterflies.</b>  |                  |                  |                 |
|     | (A) preposition  | (B) interjection | (C) conjunction  | (D) adverb      |
| 26. | <b><u>Aha!</u> There you are!</b>  |                  |                  |                 |
|     | (A) conjunction  | (B) interjection | (C) adverb       | (D) pronoun     |
| 27. | <b><u>Oh, no!</u> I stubbed that same toe again!</b>   |                  |                  |                 |
|     | (A) preposition  | (B) conjunction  | (C) interjection | (D) adverb      |
| 28. | <b>Our team made it to the playoffs! <u>Hooray!</u></b>  |                  |                  |                 |
|     | (A) preposition  | (B) interjection | (C) conjunction  | (D) adverb      |
| 29. | <b><u>Hey!</u> That is a stop sign, not a yield sign!</b>  |                  |                  |                 |
|     | (A) interjection   | (B) preposition  | (C) conjunction  | (D) adverb      |
| 30. | <b><u>with long white curtains</u></b>   |                  |                  |                 |
|     | (A) clause   | (B) phrase       | (C) conjunction  | (D) verb        |
| 31. | <b><u>in the middle</u></b>  |                  |                  |                 |
|     | (A) noun   | (B) verb         | (C) clause       | (D) phrase      |
| 32. | <b><u>down the snowy hills</u></b>   |                  |                  |                 |
|     | (A) phrase   | (B) clause       | (C) verb         | (D) conjunction |
| 33. | <b><u>where her books are</u></b>  |                  |                  |                 |
|     | (A) clause   | (B) phrase       | (C) conjunction  | (D) verb        |
| 34. | <b><u>over the fence</u></b>   |                  |                  |                 |
|     | (A) conjunction  | (B) verb         | (C) clause       | (D) phrase      |
| 35. | <b><u>Some people enjoy searching for rocks</u> that contain fossils.</b>  |                  |                  |                 |
|     | (A) clause   | (B) phrase       | (C) conjunction  | (D) verb        |

|            |   |                        |                        |                        |
|------------|---|------------------------|------------------------|------------------------|
| <b>36.</b> | <b><u>Diamonds and other gems come from rocks.</u></b>  |                        |                        |                        |
|            | (A) conjunction   | (B) verb               | (C) clause             | (D) phrase             |
| <b>37.</b> | <b><u>The hikers walked until they were exhausted.</u></b>                                      |                        |                        |                        |
|            | (A) Independent clause  | (B) phrase             | (C) Subordinate clause | (D) verb               |
| <b>38.</b> | <b><u>Has John met the family who moved in next door?</u></b>                                   |                        |                        |                        |
|            | (A) Independent clause  | (B) phrase             | (C) Subordinate clause | (D) verb               |
| <b>39.</b> | <b>Aaron had to walk with crutches, <u>while his sprained ankle healed.</u></b>                 |                        |                        |                        |
|            | (A) phrase  | (B) Subordinate clause | (C) Independent clause | (D) verb               |
| <b>40.</b> | <b>Janet said she would study for the math test <u>after she finishes eating lunch.</u></b>     |                        |                        |                        |
|            | (A) Independent clause  | (B) phrase             | (C) Subordinate clause | (D) verb               |
| <b>41.</b> | <b><u>After she talked with the foreign-exchange student, Marisa wanted to visit Italy.</u></b> |                        |                        |                        |
|            | (A) Independent clause  | (B) sentence           | (C) phrase             | (D) Subordinate clause |
| <b>42.</b> | <b><u>My arm is better, but it is still quite stiff.</u></b>                                    |                        |                        |                        |
|            | (A) simple sentence   | (B) phrase             | (C) compound sentence  | (D) verb               |
| <b>43.</b> | <b><u>In the future, I will be more cautious on the soccer field</u></b>                        |                        |                        |                        |
|            | (A) simple sentence   | (B) phrase             | (C) compound sentence  | (D) verb               |
| <b>44.</b> | <b><u>The movie was about to start, so we found our seats quickly.</u></b>                      |                        |                        |                        |
|            | (A) simple sentence   | (B) phrase             | (C) compound sentence  | (D) verb               |
| <b>45.</b> | <b><u>Lori cleaned out the garage, and Jane rearranged the sports equipment.</u></b>            |                        |                        |                        |
|            | (A) simple sentence   | (B) compound sentence  | (C) phrase             | (D) verb               |

## SPELLING

46. Unscramble the words: b/a / i/ h/ t/ s

(A) biatsh

(B) habits

(C) thaibs

(D) htaibs

47. p/a/ o/ r/ n/ h

(A) orphan

(B) ophran

(C) phonar

(D) hnoarp

48. o/ n/ d/ s/ u

(A) sdoun

(B) onsud

(C) sound

(D) dsuon

49. e/e/f/r/d/m/o

(A) freemod

(B) freodem

(C) fredome

(D) freedom

50. Choose the words with the correct spellings.

(A) compwter

(B) computer

(C) kamputar

(D) compiter

51. Choose the words with the correct spellings.

(A) kniwlodge

(B) knewlodge

(C) knowledge

(D) nowlejek

52. Choose the words with the correct spellings.

(A) mammals

(B) mammils

(C) mammals

(D) mamulls

53. Choose the words with the correct spellings.

(A) cheldrin

(B) children

(C) shildren

(D) chilfran

54. Fill in the missing letters: sco\_\_ts

(A) l

(B) i

(C) u

(D) n

55. Fill in the missing letters: p\_\_d

(A) e




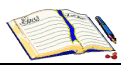

(B) o

(C) f

(D) q

**Question 2: (Pairing Questions) VOCABULARY**

From questions (1) to (20), in the answer sheet, for every question in column (1) shade the appropriate circle from column (2).

| Column (1)   | Column (2)                                    |
|--|---|
| 1. scout      | (A) talk freely                               |
| 2. marine     | (B) to take place                             |
| 3. spout      | (C) things related to the sea                 |
| 4. concluded  | (D) not filled                                |
| 5. occurred  | (E) to come to an end.                        |
| 6. vacant  | (F) group                                     |
| 7. The thief was   | (G) hasten                                    |
|  | (H) a person sent to get information          |
| 8. pod        | (I) a class of animal                         |
| 9. orphan  | (J) something done usually                    |
| 10. knowledge  | (K) an animal or human being                  |
| 11. mammals  | (L) a place for teaching children             |
| 12. freedom  | (M) group (of whales)                         |
| 13. habits   | (N) a part of a country                       |
| 14. school   | (O) a child who has lost his parents          |
| 15. creature   | (P) the fact of knowing                       |
| 16. region   | (Q) not in control of anyone                  |
| 17. The judge concluded  | (R) pod of whales.                            |
| 18. There are many different   | (S) fabric                                    |
| 19. My friend is working as a scout  | (T) types of marine animals.                  |
|  | (U) easy to learn                             |
|  | (V) history class.                            |
|  | (W) under the Scout Association Organization. |
|  | (X) was vacant.                               |
|  | (Y) that she was guilty.                      |
|  | (Z) manhandled by the police.                 |



### Question 3: (True or False) Comprehension:

Use the information in the passage to answer the questions below.

From Questions (1) to (20), shade in the answer sheet the letter **T** if the statement is True or **F** if the statement is False, for every question.

The group, students of history teacher Kaye Denison, spent most of Thursday morning on the Internet, checking reports on the whale's progress. Having followed J.J. for so long, the eleven and twelve-year-olds have put some thought into why—beyond scientific reasons—saving her life and studying her is important.

They have concluded that even if animals and mammals don't love human beings, it's natural for humans to love them. At their school, the kids care for frogs, snakes, a chameleon, a skunk, an iguana, fish, and water turtles. They are sure the animals are indifferent toward them, but it doesn't stop them from liking the creatures. "I heard on the news that you're not lonely and your life is not so stressful with animals in it, and I think it's true," said Sean Kingsmill, twelve.

|   |          |          |
|---|----------|----------|
| 1. Kaye Denison is the students' history teacher.                         | <b>T</b> | <b>F</b> |
| 2. They spend Thursday morning checking reports on the whale's progress.  | <b>T</b> | <b>F</b> |
| 3. The kids care for tigers, lions and snakes.                            | <b>T</b> | <b>F</b> |
| 4. Animals and mammals don't love human beings.                           | <b>T</b> | <b>F</b> |
| 5. You're not lonely and your life is not so stressful with animals in it | <b>T</b> | <b>F</b> |
| 6. " <u>I</u> heard on the news..." . The pronoun I refers to J.J.        | <b>T</b> | <b>F</b> |

Learning about the whale has been fun for the students. They know that J.J weighs more than 17,000 pounds, is 29 feet long and gains two pounds every hour. Killer whales are natural enemies of gray whales. While adults eat plankton, J.J existed mostly on a mixture of milk, powdered fish and warm cream passed through a tube into her stomach.

From Questions below shade in the letter **Ⓙ** if the statement is True or **Ⓧ** if the statement is False, for every question.

|   |   |   |
|---|---|---|
| 1. The students enjoyed learning about the whale.                                   | T | F |
| 2. J.J weighs more than 10,000 pounds.  | T | F |
| 3. J.J is 29 feet long.   | T | F |
| 4. Killer whales are natural enemies of gray whales.                                | T | F |
| 5. J.J eats plankton.   | T | F |
| 6. <u>"They</u> know that J.J weighs...". The pronoun 'they' refer to the students. | T | F |

It is largely affection for the baby whale that keeps them interested in her plight. They sympathized with J. J.'s orphan hood and her efforts to learn survival skills. When she was released, the group felt bad for the whale's disappointed handlers, who said J. J. did not make her typical sound of gratitude before swimming away. But they believe J. J. will miss her handlers after a while.

From Questions below shade in the letter **T** if the statement is True or **F** if the statement is False, for every question.

**Referring to Paragraph 1:**

|  |          |          |
|--|----------|----------|
| 1. The students have affection for the whale.  | <b>T</b> | <b>F</b> |
| 2. They sympathized with J. J.'s orphan hood and her efforts to learn survival skills. | <b>T</b> | <b>F</b> |
| 3. J.J did not make her typical sound of gratitude before swimming away.               | <b>T</b> | <b>F</b> |
| 4. J.J did not learn survival skill.   | <b>T</b> | <b>F</b> |
| 5. When she was released, the group felt happy for the whale's disappointed handlers.  | <b>T</b> | <b>F</b> |
| 6. J.J will not miss them at all.  | <b>T</b> | <b>F</b> |

Learning about the whale has been fun for the students. They know that J.J weighs more than 17,000 pounds, is 29 feet long and gains two pounds every hour. Killer whales are natural enemies of gray whales. While adults eat plankton, J.J existed mostly on a mixture of milk, powdered fish and warm cream passed through a tube into her stomach.

It is a largely affection of students for the whale that keeps them interested in her plight. They sympathized with J.J's orphan hood and her efforts to learn survival skill. When she was released, the group felt bad for the whale's disappointed handlers, who said J.J did not make her typical sound of gratitude before swimming away. But they believe J.J will miss them after a while.

From Questions below shade in the letter **T** if the statement is True or **F** if the statement is False, for every question.

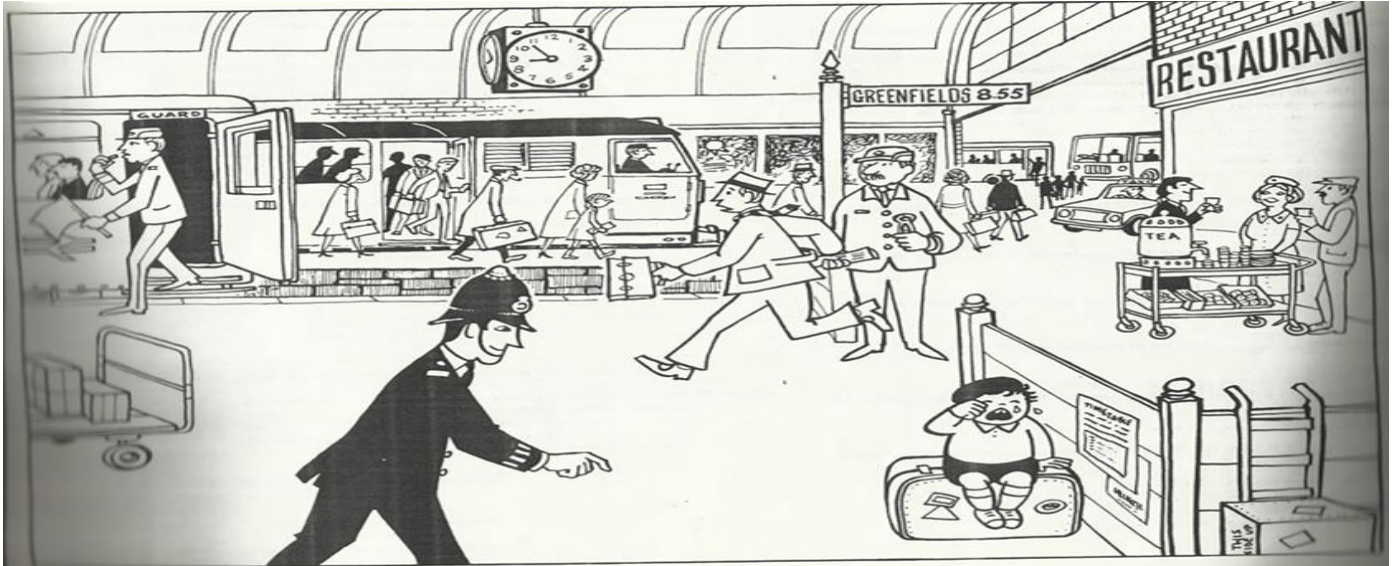
**Referring to Paragraph 1:**

|   |          |          |
|---|----------|----------|
| 1. Killer whales are the natural enemies of gray whales.  | <b>T</b> | <b>F</b> |
| 2. J.J did made her typical sound of gratitude before swimming away.                              | <b>T</b> | <b>F</b> |
| 3. When she was released, the group felt happy for the whale's disappointed handlers.             | <b>T</b> | <b>F</b> |
| 4. It is 29 feet long and gains two pounds every hour.  | <b>T</b> | <b>F</b> |
| 5. A mixture of milk and powdered fish is passed through pipe into the stomach of an adult whale. | <b>T</b> | <b>F</b> |

## Question 4: (Composition)

### Writing 1: Descriptive Paragraph:

Write a paragraph based on the picture below.



### Help Box:

station- platform-car- men- boy- trains- ticket collector

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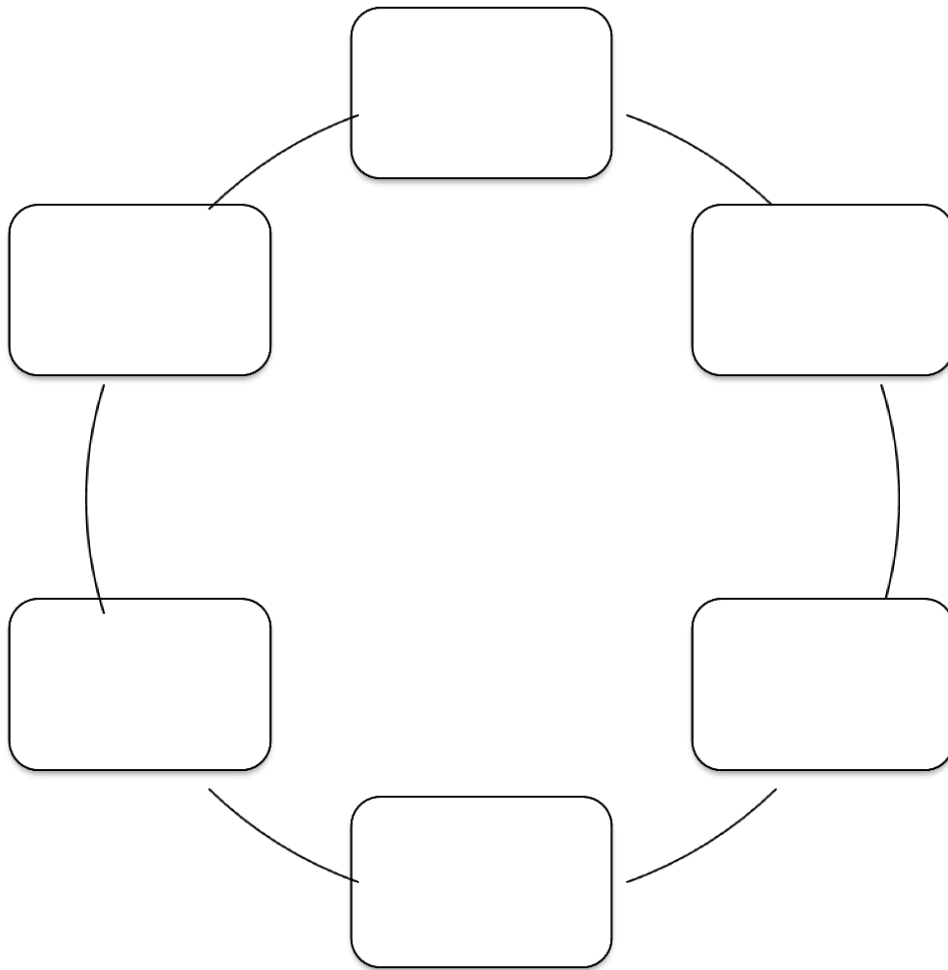
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# DESCRIPTIVE WRITING

## GRAPHICAL ORGANIZER FOR DESCRIPTIVE PARAGRAPH:

Write a descriptive paragraph on the person whom you love the most or a thing, which you like the most.



*Write a descriptive paragraph on the person whom you love the most or a thing, which you like the most.*

FIRST DRAFT

**Help Box:** like –good looking-- bright – voice – hair – eyes - behaved –studies- activities- friend – years –express-point of view- laugh – gift

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Writing 3: Analyzing cause and effect:

**A river overflows due to heavy rain.**



**Writing a “How- to” Paper. PROCESS WRITING**

**Your purpose of writing instructions is to teach someone how to make something.**

**To write instructions**

- Choose a topic.(Consider your audience)
- Plan your Instructions ( Use chronological orders)
- Elaborate by using specific language.( Use numbers, descriptive words, exact verbs and transitions)

Read the following steps. Then rewrite the instructions, adding specific language.

Directions for Preparing a Can of Soup

Step 1: Gather supplies.

Step 2: Heat soup.

Step 3: Serve.

TOPIC: \_\_\_\_\_

Steps to make a can of soup:



**Help Box:** step –gather- supplies – electronic- can openers – stirring – pot – long handled- burner – ladle – simmer – piping hot.

Now, rewrite the instructions, adding specific language

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\*\*\*\*THE END\*\*\*\*

|  |  |                 |  |
|--|--|-----------------|--|
| Kingdom of Saudi Arabia<br>Ministry of Education<br>General Administration of<br>Training and Education,<br>Jeddah Region<br>Al Bayan Model School | <b>Final Question Bank:</b><br><br>  | <b>Subject</b>  | <b>English</b>   |
|  |  | <b>Stage</b>    | <b>Intermediate</b>                                    |
|  |  | <b>Grade</b>    | <b>7<sup>TH</sup></b>                                  |
|  |  | <b>Term</b>     | <b>First</b>   |
| <b>QUESTION BANK FOR ENGLISH: CH: 4, 5, 6, 7, 20, 21</b>   |  | <b>Teachers</b> | <b>T. Badriya</b><br><b>T. Roa'a</b><br><b>T. Heba</b> |

**Question 1: (Multiple Choices):**

For the questions from **(1) to (40)**, in the answer sheet, shade the circle which represents the correct choice for every question.

| <b>GRAMMAR</b> |  |                     |                     |                   |
|----------------|--|---------------------|---------------------|-------------------|
| <b>1.</b>      | <b>We bought <u>Dad</u> a book.</b>                |                     |                     |                   |
|                | (A) direct object                                  | (B) verb            | (C) indirect object | (D) subject       |
| <b>2.</b>      | <b>Please don't feed the birds <u>popcorn</u>.</b> |                     |                     |                   |
|                | (A) verb   | (B) indirect object | (C) subject         | (D) direct object |
| <b>3.</b>      | <b>He painted many <u>portraits</u>.</b>           |                     |                     |                   |
|                | (A) verb   | (B) indirect object | (C) subject         | (D) direct object |
| <b>4.</b>      | <b>Many artists prefer certain <u>colors</u>.</b>  |                     |                     |                   |
|                | (A) direct object                                  | (B) verb            | (C) indirect object | (D) subject       |
| <b>5.</b>      | <b>The dentist cleaned my <u>teeth</u>.</b>        |                     |                     |                   |
|                | (A) direct object                                  | (B) verb            | (C) indirect object | (D) subject       |
| <b>6.</b>      | <b>Did Tamisha offer <u>you</u> some rice?</b>     |                     |                     |                   |
|                | (A) verb   | (B) indirect object | (C) subject         | (D) direct object |
| <b>7.</b>      | <b>Mrs. Williams left the <u>waiter</u> a tip.</b> |                     |                     |                   |
|                | (A) verb   | (B) indirect object | (C) direct object   | (D) adverb        |
| <b>8.</b>      | <b>The singular word is:</b>                       |                     |                     |                   |
|                | (A) flowers  | (B) storm           | (C) clocks          | (D) we            |
| <b>9.</b>      | <b>The plural word is</b>                          |                     |                     |                   |
|                | (A) valley   | (B) taxes           | (C) planet          | (D) country       |
| <b>10.</b>     | <b>The singular word is</b>                        |                     |                     |                   |
|                | (A) it   | (B) we              | (C) they            | (D) them          |



|            |   |                    |                 |                    |
|------------|---|--------------------|-----------------|--------------------|
| <b>11.</b> | <b>The word ' doctor' is</b>                                |                    |                 |                    |
|            | (A) verb  | (B) adjective      | (C) singular    | (D) plural         |
| <b>12.</b> | <b>The word ' people ' is</b>                               |                    |                 |                    |
|            | (A) verb  | (B) singular       | (C) adjective   | (D) plural         |
| <b>13.</b> | <b>The word 'England' is</b>                                |                    |                 |                    |
|            | (A) verb  | (B) singular       | (C) adjective   | (D) plural         |
| <b>14.</b> | <b>It _____ them from insects.</b>                          |                    |                 |                    |
|            | (A) protects  | (B) are protecting | (C) protect     | (D) have protected |
| <b>15.</b> | <b>Tents _____ often made of nylon.</b>                     |                    |                 |                    |
|            | (A) is  | (B) are            | (C) has         | (D) am             |
| <b>16.</b> | <b>Campers _____ to stay dry and comfortable.</b>           |                    |                 |                    |
|            | (A) want  | (B) is wanting     | (C) wants       | (D) has wanted     |
| <b>17.</b> | <b>Nylon _____ a light material. The correct verb is:</b>   |                    |                 |                    |
|            | (A) is  | (B) are            | (C) has         | (D) am             |
| <b>18.</b> | <b>Either my brother or my sister _____ waiting for me.</b> |                    |                 |                    |
|            | (A) is  | (B) are            | (C) am          | (D) have           |
| <b>19.</b> | <b>Spinach and kale _____ green, leafy vegetables.</b>      |                    |                 |                    |
|            | (A) is  | (B) are            | (C) am          | (D) has            |
| <b>20.</b> | <b>Either Mr. Brooks or his son _____ the car.</b>          |                    |                 |                    |
|            | (A) washes  | (B) is washes      | (C) are washing | (D) wash           |

|            |   |               |             |                 |
|------------|---|---------------|-------------|-----------------|
| <b>21.</b> | <b>One maple and three elms _____ in the yard.</b>            |               |             |                 |
|            | (A) stands  | (B) was stand | (C) stand   | (D) is standing |
| <b>22.</b> | <b>A car and three buses _____ involved in the accident.</b>  |               |             |                 |
|            | (A) was   | (B) has       | (C) are     | (D) is          |
| <b>23.</b> | <b>Tanya _____ like spaghetti.</b>                            |               |             |                 |
|            | (A) doesn't   | (B) don't     | (C) do      | (D) aren't      |
| <b>24.</b> | <b>You _____ have my new address.</b>                         |               |             |                 |
|            | (A) does  | (B) don't     | (C) doesn't | (D) isn't       |
| <b>25.</b> | <b>Earl and Janice _____ want any more cereal.</b>            |               |             |                 |
|            | (A) does  | (B) don't     | (C) doesn't | (D) isn't       |
| <b>26.</b> | <b>We _____ get to see him often.</b>                         |               |             |                 |
|            | (A) does  | (B) isn't     | (C) doesn't | (D) don't       |
| <b>27.</b> | <b>He _____ visit us often.</b>                               |               |             |                 |
|            | (A) don't   | (B) doesn't   | (C) do      | (D) aren't      |
| <b>28.</b> | <b>The past tense of the word "<u>come</u>" is.</b>           |               |             |                 |
|            | (A) come  | (B) came      | (C) comed   | (D) camed       |
| <b>29.</b> | <b>Our teacher is _____ to show us more of Tanner's work.</b> |               |             |                 |
|            | (A) plan  | (B) planning  | (C) plans   | (D) planned     |
| <b>30.</b> | <b>The past tense of the word "<u>drink</u>" is</b>           |               |             |                 |
|            | (A) drink   | (B) drinked   | (C) drank   | (D) drinking    |

|            |  |                  |              |                   |
|------------|--|------------------|--------------|-------------------|
| <b>31.</b> | <b>The past tense of the verb <u>cook</u> is _____.</b>                        |                  |              |                   |
|            | (A) cooked   | (B) cook         | (C) cake     | (D) cooking       |
| <b>32.</b> | <b>The present participle tense of the word "<u>talk</u>" is</b>               |                  |              |                   |
|            | (A) (is) talking   | (B) (had) talked | (C) talk     | (D) talked        |
| <b>32.</b> | <b>One of the elephants has _____ its trunk around a tree.</b>                 |                  |              |                   |
|            | (A) wrapped  | (B) have wrapped | (C) wrap     | (D) wrapping      |
| <b>33.</b> | <b>The scientists from the museum are _____ to track rhinos in the jungle.</b> |                  |              |                   |
|            | (A) land   | (B) landed       | (C) has land | (D) landing       |
| <b>34.</b> | <b>The present participle tense of the word "<u>move</u>" is</b>               |                  |              |                   |
|            | (A) moved  | (B) is moving    | (C) move     | (D) has           |
| <b>35.</b> | <b>I _____ two glasses of orange juice at breakfast today.</b>                 |                  |              |                   |
|            | (A) drank  | (B) drinked      | (C) drinking | (D) drink         |
| <b>36.</b> | <b>I have often _____ of becoming a great writer.</b>                          |                  |              |                   |
|            | (A) dreams   | (B) dreaming     | (C) dreamed  | (D) dream         |
| <b>37.</b> | <b>Abdul is _____ today on the afternoon train.</b>                            |                  |              |                   |
|            | (A) arrive   | (B) arriving     | (C) arrives  | (D) arrived       |
| <b>38.</b> | <b>The past tense of the verb <u>go</u> is:</b>                                |                  |              |                   |
|            | (A) go   | (B) going        | (C) went     | (D) goed          |
| <b>39.</b> | <b>The present participle tense of the verb <u>become</u> is:</b>              |                  |              |                   |
|            | (A) become   | (B) became       | (C) becomed  | (D) (is) becoming |
| <b>40.</b> | <b>The past participle tense of the verb <u>ask</u> is:</b>                    |                  |              |                   |
|            | (A) ask  | (B) (is) asking  | (C) asked    | (D) (have) asked  |

# SPELLING

51. Choose the correct spelling

(A) papper

(B) papar

(C) paper

(D) baber

52. Choose the correct spelling

(A) piace

(B) piece

(C) biece

(D) peice

53. Choose the correct spelling

(A) nervos

(B) norvos

(C) nervous

(D) nervis

54. Choose the correct spelling

(A) success

(B) suces

(C) sukcess

(D) secsess

55. Choose the correct spelling

(A) vordect

(B) verdict

(C) vardact

(D) vurdact

56. Choose the correct spelling

(A) compwter

(B) compiter

(C) computer

(D) kamputar

57. Choose the correct spelling

(A) childrun

(B) childron

(C) cildren

(D) children

58. Choose the correct spelling

(A) inspare

(B) inspire

(C) enspir

(D) insbire

59. m/y/f/l/i/a

(A) fymila

(B) famyli

(C) family

(D) fimaly

60. c/l/i/s/a/e/p

(A) special

(B) cilpeas

(C) saeplic

(D) speliac

## SPELLING

61. slee\_\_e

(A) v

(B) o

(C) k

(D) l

62. cl\_\_th

(A) v

(B) t

(C) c

(D) o

63. pa\_\_er

(A) w

(B) p

(C) c

(D) d

64. u\_\_stream

(A) w

(B) p

(C) b

(D) d

65. p\_\_le

(A) g

(B) o

(C) c

(D) j

66. \_\_indsock

(A) g

(B) v

(C) w

(D) j

67. s\_\_eeve

(A) l

(B) p

(C) c

(D) j

## VOCABULARY

68. We wear \_\_\_\_\_ in our hair to keep hair falling out on our eyes.



(A) earrings

(B) clothes

(C) headbands

(D) resting

69. A \_\_\_\_\_ indicates the direction and speed of wind.



(A) windsock

(B) wind

(C) sock

(D) waterfall

70. These carp battle their way \_\_\_\_\_ against strong currents.

(A) upstream

(B) downstream

(C) hiding

(D) no stream


71. A \_\_\_\_\_ person does things with great energy and enthusiasm.

(A) upstream

(B) vigorous




(C) pitiless








(D) thoughtful

|     |  |              |                   |   |
|-----|--|--------------|-------------------|---|
| 72. | He saw the _____ eyes of his enemy.      |              |                   |   |
|     | (A) upstream                             | (B) vigorous | (C) pitiless      | (D) thoughtful  |
| 73. | The sport requires very fast _____.      |              |                   |   |
|     | (A) hiding                               | (B) vigorous | (C) reactions     | (D) thoughtful  |
| 74. | Salmon swim _____ to lay their eggs.     |              |                   |   |
|     | (A) upstream                             | (B) vigorous | (C) hiding        | (D) downstream  |
| 75. | _____ pens are used in craft activities. |              |                   |  |
|     | (A) Upstream                             | (B) Felt-tip | (C) Board markers | (D) Vigorous  |

**Question 2: (Pairing Questions) VOCABULARY**

**From questions (1) to (20), in the answer sheet, for every question in column (1) shade the appropriate circle from column (2).**

| Column (1)   | Column (2)                                |
|--|---|
| 1) reaction  | (A) baby whale                            |
| 2) windsock  | (B) full of life                          |
| 3) pitiless  | (C) treated roughly                       |
| 4) waterfall  | (D) original, untested                    |
| 5) headband   | (E) recognized                            |
| 6) vigorous  | (F) going up or against the flow of water |
| 7) reactions   | (G) adapted to another's wish             |
| 8)            | (H) upstream                              |

|  |  |
|--|--|
| <p>9)</p>     | <p>(I) windsock</p>                                    |
| <p>10)</p>    | <p>(J) treated softly</p>                              |
| <p>11)</p>    | <p>(K) harsh</p>                                       |
| <p>12)</p>    | <p>(L) marker</p>                                      |
| <p>13)</p>  | <p>(M ) a natural fall of water from a height.</p>     |
| <p>14) felt- Tip</p>   | <p>(N) Indicates the direction and speed of wind.</p>  |
| <p>15) unproved</p>  | <p>(O) result.</p>                                     |
| <p>16)</p>  | <p>(P) forceful</p>                                    |
| <p>17)</p>  | <p>(Q) felt- tip</p>                                   |
| <p>18) upstream</p>  | <p>(R) speechless</p>                                  |
| <p>19) careless, pitiless</p>  | <p>(S) a ring of material that encircles the head.</p> |
| <p>20) uneven, unproved</p>  | <p>(T) pod</p>   |
| <p>21) imagination, inspection</p>   | <p>(U) pitiless</p>                                    |

|                                   |  |
|-----------------------------------|--|
| 22) reactions, rerun              | (V) podium                                 |
| 23) angelic, dynamic              | (W) koinobori                              |
| 24) semi finals                   | (X) example of suffix '-less'              |
| 25) vigorous                      | (Y) example of suffix '-ous'               |
| 26) preview                       | (Z) example of prefix 'pre-'               |
| 27) We wear headbands in our hair | (AA) example of prefix 'un-'               |
| 28) A windsock indicates          | (AB) example of prefix 'semi-'             |
| 29) dynamic                       | (AC) example of prefix 're-'               |
| 30) Kennedy was an                | (AD) example of suffix '-tion'             |
| 31) Both face the pitiless        | (AE) example of suffix '-ic'               |
| 32) Felt-tip pens are             | (AF) powerful, full of life                |
|                                   | (AG) to keep hair falling out on our eyes. |
|                                   | (AH) used in drawing.                      |
|                                   | (AI) pod of whales.                        |
|                                   | (AJ) just before midnight.                 |
|                                   | (AK) the direction and speed of wind.      |
|                                   | (AL) eyes of T,V camera.                   |
|                                   | (AM) ill at ease                           |
|                                   | (AN) unproved senator.                     |
|                                   | (AO) carp                                  |



### **Question 3: (True or False) Comprehension:**

**Use the information in the passage to answer the questions below.**

A special thing of Children's Day in Japan is the koinobori that families display in their yards - one for each child in the family. A tall pole is placed in the garden. Fish made of fabric are attached to the pole. Each fish has a hoop in its mouth to catch the wind. The largest fish is for the oldest child, and the smallest is for the youngest. These fish represent a kind of carp known as a strong fighter.

These carp battle their way against strong currents. When the koinobori dance in the wind, they remind the children of carp leaping up a waterfall. You can make your own koinobori and fly it from a pole or hang it from your window on that day, so that, you can share Children's Day with the boys and girls of Japan.

You can make your own koinobori and fly it from a pole or hang it from your window on May 5. In that way, you can share Children's Day with the boys and girls of Japan.

You need an 18- by 30-inch piece of lightweight cloth (cotton, rayon, or nylon), felt-tip markers, a needle and thread, scissors, a narrow plastic headband, and string. First, choose a piece of cloth with a bright, colorful pattern or decorate it yourself with felt-tip markers. Next fold it. Then, tie a 12-inch-long piece of string to the headband at each of the three openings.

Finally, hang your windsock from the strings on a tree limb, a clothes pole, or the eaves of your house. On windy days, it will dance like a carp swimming upstream against a waterfall!

From Questions below shade in the letter **T** if the statement is True or **F** if the statement is False, for every question.

|   |          |          |
|---|----------|----------|
| <b>1) The largest fish is for the oldest child, and the smallest is for the youngest.</b> | <b>T</b> | <b>F</b> |
| <b>2) This is supposed to inspire adults to be equally brave and strong.</b>              | <b>T</b> | <b>F</b> |
| <b>3) The koinobori is made from plastic.</b>   | <b>T</b> | <b>F</b> |
| <b>4) We may predict that the "fabric sleeve" will be used for the face of the fish.</b>  | <b>T</b> | <b>F</b> |
| <b>5) Holidays are special for families to gather and celebrate.</b>                      | <b>T</b> | <b>F</b> |

|  |   |   |
|--|---|---|
| 6) Making cards and planning a picnic are two holiday activities.                    | T | F |
| 7) A special feature of Children's Day in Japan is the koinobori.                    | T | F |
| 8) Carp made of cloth or strong paper is attached to the pole.                       | T | F |
| 9) Each fish has a cloth in its mouth to catch the wind.                             | T | F |
| 10) These fish represent a kind of carp known as a strong fighter.                   | T | F |
| 11) The largest fish is for the youngest child.                                      | T | F |
| 12) The largest fish is for the oldest child, and the smallest is for the youngest . | T | F |
| 13) This is supposed to inspire adults to be equally brave and strong.               | T | F |

The candidate on the left side was Democrat John F. Kennedy. He faced the highly experienced Republican candidate, Richard M. Nixon. Kennedy needed national exposure. Nixon was seasoned and already nationally known.

The rules of the match called for an eight-minute opening statement by Kennedy followed by eight minutes from Nixon. Then a panel of four reporters would ask questions. Kennedy won. He won on style and image – two key ingredients for success on TV. Nixon challenged and rebutted what Kennedy said as if he were out to win debating points. He addressed Kennedy rather than the TV viewers. On the other hand, as the celebrated chronicler of presidential campaigns Theodore H. White noted, Kennedy “was addressing himself to the audience that was the nation”. Kennedy came across as assured, energetic, dynamic. The camera was his friend. Nixon came across as uncomfortable and ill at ease. Nixon lost not on what he said, but on how he appeared.

Kennedy came across as assured, energetic, dynamic. The camera was his friend. Nixon came across as uncomfortable and ill at ease. Nixon lost not on what he said, but on how he appeared. TV viewers saw Nixon as a gray man against the studio’s gray backdrop. They saw Nixon forcing nervous smiles and perspiring under the studio lights. He “looked terrible,” historian David Culbert stated. At one point, the camera showed Nixon wiping perspiration from his brow and upper lip as he listened to Kennedy. When the camera was on Kennedy listening, he looked attentive, alert, and self-assured.

Neither candidate said anything that was memorable or headline making. The importance of style and image became obvious when audience reactions to the televised and radio versions were compared. Those who heard the debate on radio thought Nixon had won!

From Questions below shade in the letter **T** if the statement is True or **F** if the statement is False, for every question.

|   |   |   |
|---|---|---|
| 1) A podium is a stand on which a speaker stands.   | T | F |
| 2) A debate is a discussion in front of the audience.   | T | F |
| 3) Comparing and contrasting are useful in making decisions.  | T | F |
| 4) There was an eight-minute opening statement by Kennedy.  | T | F |
| 5) Nixon came across as assured, energetic dynamic.   | T | F |
| 6) Nixon addressed Kennedy rather than the T.V viewers.   | T | F |
| 7) At one point, the camera showed Nixon wiping perspiration from his brow and upper lip as he listened to Kennedy. | T | F |
| 8) The importance of style and image were not obvious.  | T | F |

|   |   |   |
|---|---|---|
| 9) Kennedy was already known to the people.                                     | T | F |
| 10) The rules of the match called for a five-minute opening statement by Nixon. | T | F |
| 11) Nixon won the debate.   | T | F |
| 12) Style and image are two key ingredients for success on TV.                  | T | F |
| 13) A panel of six reporters would ask questions.                               | T | F |

**COMPREHENSION PASSAGE:**

A special thing of Children’s Day in Japan is the koinobori that families display in their yards - one for each child in the family. A tall pole is placed in the garden. Fish made of fabric are attached to the pole. Each fish has a hoop in its mouth to catch the wind. The largest fish is for the oldest child, and the smallest is for the youngest. These fish represent a kind of carp known as a strong fighter.

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## COMPREHENSION PASSAGE:

| <b>COMPREHENSION</b> |   |                                |                |
|----------------------|---|--------------------------------|----------------|
| <b>1.</b>            | <b>A special feature of Children's Day in Japan is the _____.</b>                       |                                |                |
|                      | (A) Koinobori   | (B) youngest baby              | (C) carp       |
|                      |   |                                | (D) upstream   |
| <b>2.</b>            | <b>What do these fish represent?</b>  |                                |                |
|                      | (A) family  | (B) carp                       | (C) koinobori  |
|                      |   |                                | (D) garden     |
| <b>3.</b>            | <b>How can you share the Children's Day with the boys and girls of Japan?</b>           |                                |                |
|                      | (A) by making koinobori   | (B) by playing                 | (C) by eating  |
|                      |   |                                | (D) none       |
| <b>4.</b>            | <b>Who is the largest fish for?</b>   |                                |                |
|                      | (A) youngest child  | (B) oldest child               | (C) both       |
|                      |   |                                | (D) none       |
| <b>5.</b>            | <b>The meaning of—"to show" is</b>  |                                |                |
|                      | (A) display   | (B) won                        | (C) friend     |
|                      |   |                                | (D) help       |
| <b>6.</b>            | <b>The opposite of—"largest" is</b>   |                                |                |
|                      | (A) fattest   | (B) hardest                    | (C) smallest   |
|                      |   |                                | (D) more large |
| <b>7.</b>            | <b>Give the synonym of 'display'.</b>   |                                |                |
|                      | (A) to show   | (B) to play                    | (C) to grow    |
|                      |   |                                | (D) to run     |
| <b>8.</b>            | <b>Give the antonym of 'oldest'.</b>  |                                |                |
|                      | (A) elder   | (B) small                      | (C) youngest   |
|                      |   |                                | (D) biggest    |
| <b>9.</b>            | <b>Fish made of fabric are attached to the _____.</b>                                   |                                |                |
|                      | (A) pole  | (B) garden                     | (C) hoop       |
|                      |   |                                | (D) carp       |
| <b>10.</b>           | <b>Choose a piece of _____ with a bright, colorful pattern or decorate it.</b>          |                                |                |
|                      | (A) cloth   | (B) thread                     | (C) marker     |
|                      |   |                                | (D) headband   |
| <b>11.</b>           | <b>Each fish has a _____ in its mouth to catch the wind.</b>                            |                                |                |
|                      | (A) paper   | (B) hoop                       | (C) child      |
|                      |   |                                | (D) koinobori  |
| <b>12.</b>           | <b>On windy days, it will dance like a _____ swimming upstream against a waterfall!</b> |                                |                |
|                      | (A) whale   | (B) apple                      | (C) carp       |
|                      |   |                                | (D) star fish  |
| <b>13.</b>           | <b>Children's Day in Japan is celebrated on</b>   |                                |                |
|                      | (A) May 15  | (B) June 5                     | (C) May 5      |
|                      |   |                                | (D) March 5    |
| <b>14.</b>           | <b>You can make your own _____ and fly it from a pole.</b>                              |                                |                |
|                      | (A) headband  | (B) carp                       | (C) T.V        |
|                      |   |                                | (D) Koinobori  |
| <b>15.</b>           | <b>We need needle and thread _____.</b>   |                                |                |
|                      | (A) to swim   | (B) to make your own koinobori | (C) to play    |
|                      |   |                                | (D) to jump    |

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Neither candidate said anything that was memorable or headline making. The importance of style and image became obvious when audience reactions to the televised and radio versions were compared. Those who heard the debate on radio thought Nixon had won!

## COMPREHENSION

1. What are the two key ingredients for success on T.V?

- (A) family (B) image and confidence (C) style and fashion (D) style and image

2. Who won the debate?

- (A) Kennedy (B) Nixon (C) Nation (D) president

3. Give the synonym of dynamic.

- (A) fond (B) uncomfortable (C) energetic (D) playful

4. Give the antonym of won# \_\_\_\_\_

- (A) laugh (B) lose (C) small (D) gain

5. Kennedy can be described as:

- (A) nervous (B) energetic (C) leader (D) biggest

6. A panel of \_\_\_\_\_ reporters would ask questions.

- (A) four (B) small (C) five (D) seven

7. \_\_\_\_\_ lost not on what he said, but on how he appeared.

- (A) David Culbert (B) Kennedy (C) Nixon (D) T.V viewers

8. "He won on style and image"--- who does 'He' in this line refer to?

- (A) Nixon (B) reporters (C) Kennedy (D) match

9. Who came across as assured, energetic, and dynamic?

- (A) Kennedy (B) Nixon (C) Nation (D) president

10. Who was his friend?

- (A) Kennedy (B) Nixon (C) Nation (D) camera

11. Give the synonym of 'full of energy, active' = \_\_\_\_\_

- (A) fond (B) uncomfortable (C) dynamic (D) playful

12. Give the antonym of 'comfortable' # \_\_\_\_\_

- (A) fond (B) uncomfortable (C) dynamic (D) playful

13. Those who heard the debate on \_\_\_\_\_ thought Nixon had won!

- (A) studio (B) radio (C) T.V (D) camera

14. Nixon came across as \_\_\_\_\_ and ill at ease.

- (A) alert (B) self-assured (C) uncomfortable (D) comfortable







### 3- Writing a "How- to" Paper.

Your purpose of writing instructions is to teach someone how to make something..

#### To write instructions

- Choose a topic.(Consider your audience)
- Plan your Instructions ( Use chronological orders)
- Elaborate by using specific language.( Use numbers, descriptive words, exact verbs and transitions)

Read the following steps. Then rewrite the instructions, adding specific language.

HELP BOX: Directions for Preparing a Can of Soup

Step 1: Gather supplies.

Step 2: Heat soup.

Step 3: Serve.

TOPIC: \_\_\_\_\_

|                          |  |
|--------------------------|--|
| <b>Specific Language</b> |  |
| Numbers                  |  |
| Descriptive words        |  |
| Exact verbs              |  |
| Comparisons              |  |
| Transitions              |  |

Steps to make a can of soup:

Now, rewrite the instructions, adding specific language

STEP 1: \_\_\_\_\_  
\_\_\_\_\_

STEP 2: \_\_\_\_\_  
\_\_\_\_\_

STEP 3: \_\_\_\_\_  
\_\_\_\_\_

STEP 4: \_\_\_\_\_



