



Kingdom of Saudi Arabia Ministry of Education General Administration of Education, Jeddah Region Al Bayan Model School	First Question Bank:  	Subject	English
		Stage	Intermediate
		Grade	8th
		Term	1st
QUESTION BANK FOR ENGLISH: Chapter 1, 2, 20 (S.B + W.B)		Teachers	T. Badria T. Heba T. Rana

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.

GRAMMAR				
1.	<u>This particular course</u> concentrates on endangered species.			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate
2.	The <u>U.S. Fish and Wildlife Service</u> provides information on endangered animals.			
	(A) complete subject	(B) simple subject	(C) simple predicate	(D) complete predicate
3.	<u>Some animals</u> are threatened by a change in their surroundings.			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
4.	Considered the greatest threat to animals are the <u>activities</u> of human beings.			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
5.	<u>Motion-picture cameras and projectors</u> were invented in the mid-1890s.			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
6.	Thomas Edison <u>helped develop</u> the movie projector.			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
7.	At first, movies <u>must have amazed</u> people.			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
8.	The first projected movie <u>was shown</u> in Paris in 1895.			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
9.	For many years, movie goers <u>watched</u> news reels at movie theaters.			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
10.	<u>I have recently learned some interesting facts from American history.</u> What kind of sentence is it?			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory

11.	<i>Consider the similarities between President Lincoln and President Kennedy. What kind of sentence is it?</i>			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
12.	<i>President Abraham Lincoln was elected in 1860. What kind of sentence is it?</i>			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
13.	<i>Did you know that John F. Kennedy was elected president in 1960? What kind of sentence is it?</i>			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
14.	<i>It is tragic that both Lincoln and Kennedy were assassinated. What kind of sentence is it?</i>			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
15.	<i>The vice presidents under both Lincoln and Kennedy were named Johnson. What kind of sentence is it?</i>			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
16.	<i>What a strange coincidence that is! What kind of sentence is it?</i>			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
17.	<i>Read about the investigations into the deaths of both men. What kind of sentence is it?</i>			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
18.	<i>How many people believe that there was a conspiracy in Kennedy's assassination? What kind of sentence is it?</i>			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
19.	<i>There are still unanswered questions about these deaths. What kind of sentence is it?</i>			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
20.	<i>Please put these new books in the <u>bookcase</u> over there. What kind of noun is this word?</i>			
	(A) compound	(B) common	(C) abstract	(D) collective

21.	<i>Takako Mioshi, an <u>exchange student</u>, is here from Japan for the year. What kind of noun is this word?</i>			
	(A) compound	(B) common	(C) abstract	(D) collective
22.	Mr. Morales was fascinated by the koalas at the <u>San Diego Zoo</u>. What kind of noun is this word?			
	(A) compound	(B) common	(C) abstract	(D) collective
23.	I sing tenor in a <u>quartet</u>. What kind of noun is this word?			
	(A) compound	(B) common	(C) abstract	(D) collective
24.	Everyone in the <u>group</u> received a door prize. What kind of noun is this word?			
	(A) compound	(B) common	(C) abstract	(D) collective
25.	<u>The team</u> arrived early and went to the locker room. What kind of noun is this word?			
	(A) compound	(B) common	(C) abstract	(D) collective
26.	As I watched, a <u>flock</u> of geese flew overhead. What kind of noun is this word?			
	(A) compound	(B) common	(C) abstract	(D) collective
27.	The <u>jury</u> filed into their seats and listened to the judge's instructions. What kind of noun is this word?			
	(A) compound	(B) common	(C) abstract	(D) collective
28.	Maps change over <u>time</u>. What kind of noun is this word?			
	(A) compound	(B) proper	(C) abstract	(D) collective
29.	Some changes are caused by <u>human beings</u>. What kind of noun is this word?			
	(A) collective	(B) abstract	(C) concrete	(D) proper
30.	Old maps do not show the <u>Suez Canal</u>. What is the kind of noun in this sentence?			
	(A) common	(B) proper	(C) abstract	(D) collective
31.	Nature changes the outlines of <u>continents</u> and oceans. What is the kind of noun in this sentence?			
	(A) common	(B) proper	(C) abstract	(D) collective
32.	You have probably read or heard Aesop's fables. What is the pronoun in the sentence?			
	(A) You	(B) heard	(C) Aesop's	(D) have
33.	Aesop was once a Greek slave; he may have lived on the island of Samos. What is the pronoun in the sentence?			
	(A) he	(B) Greek slave	(C) island	(D) was
34.	<u>These</u> are the Atlantic and the Indian Oceans. The underlined word is:			
	(A) pronoun	(B) predicate	(C) noun	(D) adjective
35.	<u>"That</u> is the small African republic, Togo," Mr. Lawson told us. The underlined word is:			
	(A) pronoun	(B) predicate	(C) noun	(D) adjective

36.	Hoping for good news, she shut her eyes tightly. This is a/an...			
	(A) sentence	(B) verb	(C) adjective	(D) sentence fragment
37.	Finished with job. This is a/an...			
	(A) sentence	(B) verb	(C) adjective	(D) sentence fragment
38.	Fireworks lit the sky. This is a/an...			
	(A) sentence	(B) verb	(C) adjective	(D) sentence fragment
39.	Called the electrician after storm. This is a/an...			
	(A) sentence	(B) verb	(C) adjective	(D) sentence fragment
40.	Here comes the train! This is a/an...			
	(A) sentence	(B) verb	(C) adjective	(D) sentence fragment

	SPELLING			
41.	Unscramble the words: y/ m/ s/ e/r/t/y			
	(A) sertyme	(B) myserty	(C) symtery	(D) mystery
42.	m/ v/ n/o / e			
	(A) novem	(B) mvnoe	(C) venom	(D) vemno
43.	Choose the words with the correct spellings.			
	(A) horror	(B) harror	(C) horor	(D) hrroor
44.	Choose the words with the correct spellings.			
	(A) bluod	(B) loobd	(C) blodo	(D) blood
45.	Choose the words with the correct spellings.			
	(A) out	(B) aout	(C) ouet	(D) owt
46.	Choose the words with the correct spellings.			
	(A) toen	(B) tone	(C) toone	(D) tuon
47.	Choose the words with the correct spellings.			
	(A) snake	(B) sneake	(C) snaake	(D) snuake
48.	Choose the words with the correct spellings.			
	(A) mescenjer	(B) meccenger	(C) messenger	(D) mensenger
49.	Fill in the missing letters: v__n__m			
	(A) r, n	(B) e, o	(C) g, y	(D) t, w

50.	se__re__			
	(A) l, p	(B) k, c	(C) c, t	(D) i, c
51.	im__gina__ion			
	(A) r, n	(B) e, o	(C) g, y	(D) a, t
52.	ba__em__nt			
	(A) s, e	(B) e, o	(C) g, y	(D) t, w
53.	ca__oled			
	(A) l	(B) j	(C) cj	(D) i
54.	ce__emonies			
	(A) k	(B) k	(C) c	(D) r
55.	__bscured			
	(A) p	(B) c	(C) o	(D) i
56.	p__ea			
	(A) l	(B) m	(C) c	(D) i

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) tie	(A) a non- poisonous snake
2) sleek	(B) mysterious secrets.
3) plea	(C) to fasten with a string
4) coach whip	(D) smooth, soft and glossy
5) eyewitness	(E) is obscure
6) obscured	(F) a serious request
7) cajole	(G) sad
8) The hospital sent out a	(H) a playful request
9) We perform many	(I) climbs
10) Hopi keeps	(J) unclear vision/ unknown
11) The teacher cajoled me	(K) a social or cultural event
12) Broad, solid and short is	(L) was a stocky man
13) rituals	(M) to convince/ to persuade
14) ceremonies	(N) a story that tells something interesting which a writer has seen by himself
15) The origin of the custom	(O) religious ceremonies
16) The school coach	(P) to enroll for the reading competition.
17)	(Q) plea for blood donors
18)	(R) stocky
19)	(S) rituals during Hajj.

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.

HOPI SNAKE CEREMONIES

Story By: JENNIFER OWINGS

The dancers, all men, filed into the dance plaza of the town. They had shoulder-length hair as sleek and black as raven wings. Bunches of eagle feathers were tied into the thick strands. The men were painted black and white, with zigzag lines to represent lightning. They wore knee-length kilts and woven belts. Each of the dancers had a tortoise shell rattle tied to his right leg below the thigh. The men moved in a shuffling circle, their movements were accompanied by a chant, a low, humming sound that rose and fell like the wind. With this came the rattling of the tortoise shells, not unlike the noise a rattle snake makes when it shakes the hinged buttons at the end of its tail. After several turns in the dancing area, a few of the dancers reached into a hole in the ground, and came up with serpents in their hands. Many of the snakes were coach whips, bull snakes, and other harmless reptiles. Some were full grown rattlesnakes, their rattles buzzing furiously.....

1) The men moved in a shuffling circle.	T	F
2) Each of the dancers had a serpent tied to his right leg below the thigh.	T	F
3) Many of the snakes were coach whips, bull snakes, and other harmless reptiles.	T	F
4) They wore knee-length kilts and woven belts.	T	F

HOPI SNAKE CEREMONIES

Story By: JENNIFER OWINGS

The men moved in a shuffling circle, their buckskin moccasins kicking up puffs of white dust. Their movements were accompanied by a chant, a low, humming sound that rose and fell like the wind. With this came the rattling of the tortoise shells, not unlike the noise a rattlesnake makes when it shakes the hinged buttons at the end of its tail. After several turns around the dance area, few of the dancers reached into the hole in the ground, a pit that had a shelter of cottonwood boughs over it. It came up with serpents in their hands they gave these to other dancers who put them in their mouths and carried them that way, moving in the rhythm with the chant.

1) The men moved in a shuffling circle.	T	F
2) A few of the dancers did not reach into the hole in the ground.	T	F
3) They came up with turtles in their hands.	T	F
4) The other dancers took the serpents into their mouths.	T	F

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

HOPI SNAKE CEREMONIES:

After several turns around the dance area, a few of the dancers reached into a hole in the ground, a pit that had a shelter of cottonwood boughs over it. They came up with serpents in their hands. They gave it to the dancers, who put them in their mouths and carried them that way, moving in rhythm with the chant...

Many of the snakes were coach whips, bull snakes and other harmless reptiles. Some were full grown rattlesnakes, their rattle buzzing furiously...for a long time i kept my eyes on one dancer , a short stocky man with the hair that flew up when he moved. As long as he made his circle he faced me for as long as a minute. He came close and i could plainly see the sun shining on the scales of the snakes he carried. On one turn he had a rattlesnake in his mouth.

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 3:

1) A few of the dancers reached into a hole in the ground.	T	F
2) They gave it to the dancers, who put them in their pockets.	T	F
3) The types of snakes were coach whips, rats and other harmless reptiles.	T	F
4) The snakes' rattles were buzzing furiously.	T	F
5) He came close and I could plainly see the sun shining on the scales of the snakes he carried.	T	F

Paragraph 4:

Eye Witness Account

Have you ever seen huge explosions of fireworks at a festival? Have you watched a famous Hollywood director shutting down the streets of your hometown to make a new film? Even if you haven't seen an event like these, someone somewhere has and has probably written about them in an eyewitness account. An eyewitness account is a narrative, or story, that tells about something interesting unusual or exciting that the writer has seen. It gives facts and details about an event so that the reader can picture it clearly. Reading an eyewitness account can put you at the scene of the action. You can also write your own eyewitness account that will pull a reader in your world. Writing an eyewitness account is one of the best ways you and the other writers can share what you have seen in the rest of the world.

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 4:

1) Huge fireworks can be considered as an event.	T	F
2) Eye witness account is not a personal story.	T	F
3) An eyewitness account can pull a reader into your world.	T	F
4) Eye witness account can be very interesting and unusual to the reader.	T	F
5) You cannot share your personal experience with the rest of the world by writing an eyewitness account.	T	F

Question 4: (Composition)

IV- WRITING:

Identifying Sentence Fragments

DIRECTIONS Decide whether the following groups of words are sentence fragments or complete sentences.

- If the word group is a fragment, write *F* on the line provided.
- If it is a sentence, write *S*.

_____ 1. People and bears on the mountain trails in Glacier National Park.

_____ 2. A large number of grizzly bears in the park.

_____ 3. Park rangers teach people how to behave in bear country.

_____ 4. Want you to stay on the trails.

_____ 5. Should hike in groups of three or more.

Finding and Revising Fragments

DIRECTIONS Decide which of the following groups of words are sentence fragments.

- If the word group is a fragment, write *F*.
- Revise each fragment by (1) adding a subject, (2) adding a verb, or (3) attaching the fragment to a complete sentence. You may need to change the punctuation and capitalization, too.
- If the word group is already a complete sentence, write *S*.

1. We all arrived early this year. _____

2. It was going to be a busy day. _____

3. Chose the events. _____

4. When my little brother won the watermelon-seed-spitting contest. _____

5. My dad entered the watermelon-eating contest. _____

Identifying and Revising Run-on Sentences

DIRECTIONS Some of the following groups of words are run-on sentences.

- Revise each run-on by (1) making it into two separate sentences or (2) using a comma and *and*, *but*, or *or*.
- If the word group is already correct, write *C*.

1. Riding a motorcycle can be a lot of fun it can also be very dangerous.
2. Motorcycles must share the road with cars and trucks these vehicles outweigh a motorcycle by several tons.
3. Motorcycle riders must watch out for other hazards as well.

Paragraph

1. What is a paragraph?
-

2. What is a main idea?
-

3. How many parts does a paragraph have?
-

4. What is a clincher sentence?
-

A- Fill up the graphic organizer by choosing an event of your eyewitness account.

Gather details from the event by asking yourself these four questions:



Who?	
What?	
Where?	
How?	

Gather all the points you have added in the graphic organizer and write them together in the form of a final draft of a descriptive essay :

HELP BOX: awaited, students, participated, attended, prepared, informative, speeches, enjoyed, exciting

(Introduction, body, conclusion)

*****THE END*****

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		Stage	Intermediate
		Grade	8th
		Term	1st
QUESTION BANK FOR ENGLISH: Chapter 21		Teacher	T. Heba T. Badriya T. Rana

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.

GRAMMAR				
1.	Jon <u>collected</u> gold, red, and yellow leaves. The underlined word is:			
	(A) adverb	(B) action verb	(C) pronoun	(D) complete subject
2.	I <u>wondered</u> why. The underlined word is:			
	(A) action verb	(B) adverb	(C) linking verb	(D) noun
3.	Later, he <u>told</u> me about his plan. The underlined word is:			
	(A) action verb	(B) adverb	(C) linking verb	(D) noun
4.	A local craft shop <u>buys</u> the leaves for craft classes. The underlined word is:			
	(A) action verb	(B) adverb	(C) linking verb	(D) noun
5.	The art classes always <u>want</u> leaves, too. The underlined word is:			
	(A) action verb	(B) adverb	(C) linking verb	(D) noun

6.	The huge diamond mine <u>is</u> now a museum. The underlined word is:			
	(A) action verb	(B) adverb	(C) linking verb	(D) noun
7.	The city almost always <u>smells</u> musty after a heavy summer thunderstorm. The underlined word is:			
	(A) action verb	(B) adverb	(C) linking verb	(D) noun
8.	They <u>looked</u> handsome in their party clothes. The underlined word is:			
	(A) action verb	(B) adverb	(C) linking verb	(D) noun
9.	Mary Malloy rides her horse <u>daily</u>. The underlined word is:			
	(A) noun	(B) pronoun	(C) verb	(D) adverb

10.	Mary <u>usually</u> cleans the horse's stall after school. The underlined word is:			
	(A) noun	(B) pronoun	(C) verb	(D) adverb
11.	Mary mounts Penny Red <u>cheerfully</u> . The underlined word is:			
	(A) noun	(B) pronoun	(C) verb	(D) adverb
12.	Penny Red trots <u>briskly</u> around the ring. The underlined word is:			
	(A) noun	(B) pronoun	(C) verb	(D) adverb
13.	Mary's parents <u>always</u> attend her shows. The underlined word is:			
	(A) noun	(B) pronoun	(C) verb	(D) adverb
14.	One such place is <u>near</u> the Galapagos Islands. The underlined word is:			
	(A) conjunction	(B) <u>preposition</u>	(C) adverb	(D) pronoun
15.	Many plants and animals lived <u>around</u> this spot. The underlined word is:			
	(A) conjunction	(B) <u>preposition</u>	(C) adverb	(D) pronoun
16.	These life forms lived eight thousand feet <u>below</u> the water's surface. The underlined word is:			
	(A) conjunction	(B) preposition	(C) adverb	(D) pronoun
17.	I don't know whether it's too cool _____ not cool enough in here.			
	(A) or	(B) but	(C) nor	(D) and
18.	_____ a parrot _____ a snake is the pet for me!			
	(A) Either, or	(B) but	(C) nor	(D) and
19.	Parrots can speak, _____ they can be very noisy.			
	(A) or	(B) but	(C) nor	(D) and
20.	_____ the actor _____ the director were exhausted by the end of the play.			
	(A) or	(B) but	(C) nor	(D) Both, and
21.	I like to sew, _____ getting the details right takes patience.			
	(A) or	(B) but	(C) nor	(D) and
22.	Ouch! I stubbed my toe. The interjection in the sentence:			
	(A) stubbed	(B) my	(C) toe	(D) Ouch

23.	Oh, maybe we should wait. The interjection in the sentence:			
	(A) maybe	(B) we	(C) wait	(D) Oh
24.	Help! My experiment blew up! The interjection in the sentence:			
	(A) blew	(B) My	(C) up	(D) Help
25.	Well, it isn't raining as hard now. The interjection in the sentence:			
	(A) it	(B) hard	(C) now	(D) Well
26.	An usher showed Pierre and <u>me</u> our seats. What kind of object is the underlined word?			
	(A) Indirect object	(B) Direct object	(C) Predicate nominative	(D) Predicate adjective
27.	The performers tell <u>us</u> the entire story through their beautiful songs. What kind of object is the underlined word?			
	(A) Indirect object	(B) Direct object	(C) Predicate nominative	(D) Predicate adjective
28.	We took a <u>bus</u> to the opera house. What kind of object is the underlined word?			
	(A) Indirect object	(B) Direct object	(C) Predicate nominative	(D) Predicate Adjective
29.	Will you send <u>Grandma</u> and <u>Grandpa</u> these tickets, please? What kind of object is the underlined word?			
	(A) Indirect object	(B) Direct object	(C) Predicate nominative	(D) Predicate adjective
30.	Soon after their marriage, the man sails his <u>ship</u> to faraway places. What kind of object is the underlined word?			
	(A) Indirect object	(B) Direct object	(C) Predicate nominative	(D) Predicate adjective
31.	Sadly, she watches the <u>sea</u>, hoping for his return. What kind of object is the underlined word?			
	(A) Indirect object	(B) Direct object	(C) Predicate nominative	(D) Predicate adjective
32.	Pierre gave <u>me</u> a ticket to the opera Madame Butterfly. What kind of object is the underlined word?			
	(A) Predicate nominative	(B) Predicate adjective	(A) Indirect object	(B) Direct object
33.	The old house <u>looked</u> deserted. The underlined word:			
	(A) pronoun	(B) action verb	(C) linking verb	(D) preposition
34.	<u>Oh</u>, that's not so impressive. The underline word is:			
	(A) Indirect object	(B) Direct object	(C) interjection	(D) adverb

35.	<u>In</u> most places, it is also cold. The underlined word:		
	(A) Indirect object	(B) Direct object	(C) preposition (D) verb

SPELLING			
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36.	Choose the words with the correct spellings.		
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	(A) exhale	(B) ekshale	(C) egshale	(D) exsale
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37.	Choose the words with the correct spellings.		
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	(A) carry	(B) carrie	(C) cary	(D) kary
--	-----------	------------	----------	----------

38.	Choose the words with the correct spellings.		
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	(A) out	(B) aout	(C) ouet	(D) owt
--	---------	----------	----------	---------

39.	Choose the words with the correct spellings.		
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	(A) tone	(B) enot	(C) teon	(D) onet
--	----------	----------	----------	----------

40.	Fill in the missing letters: __tt__c		
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	(A) e, e	(B) a, i	(C) e, a	(D) e, i
--	----------	----------	----------	----------

41.	Choose the words with the correct spellings.		
------------	---	--	--

	(A) inousli	(B) slinouli	(C) illusion	(D) ilslinou
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42.	Fill in the missing letters: ba__em__nt		
------------	--	--	--

	(A) c, r	(B) s, e	(C) r, v	(D) r, l
--	----------	----------	----------	----------

43.	Choose the words with the correct spellings.		
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	(A) direct	(B) dairct	(C) diricet	(D) derict
--	------------	------------	-------------	------------

44.	Fill in the missing letters: ge__t__re		
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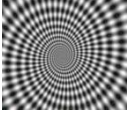

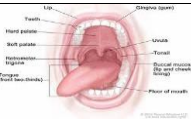
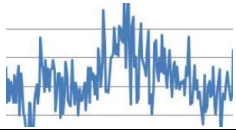

	(A) r, n	(B) s, u	(C) g, y	(D) t, w
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45.	im__gina__ion		
------------	----------------------	--	--

	(A) a, t	(B) k, c	(C) l, j	(D) i, c
--	----------	----------	----------	----------

Question 2: (Pairing Questions) VOCABULARY

From questions (1) to (15), in the answer sheet, for every question in Column (1) shade the appropriate circle from column (2).

WORD	MEANING
1. audience	(A) a group of people who hear something.
2. restricted	(B) to limit something.
3. illusion	(C) a trick.
4. tone	(D) a particular pitch or sound.
5. cavity	(E) a hollow <i>space</i> .
6. 	(F) audience
7. 	(G) ventriloquism
8. 	(H) tone
9. 	(I) difficult
10. exhale	(J) restricted
11. the art of projecting your voice so that it seems to come from another source	(K) cavity
12. gesture	(L) illusion
13. attic	(M) Close
14. basement	(N) optical illusions.
15. hard	(O) a restricted zone.
16. 	(P) 
17. nearer	(Q) mind's eye, thought
18. I love seeing	(R) signal
19. The battlefield is	(S) top story of house
20. Due to improper brushing habits,	(T) underground store
	(U) you get cavities in your teeth.

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 Voice in the Attic

Read the passage and answer the following questions.

You look up at the ceiling and call out to an imaginary person in the attic. The person answers you! To the amazement of the audience, you carry on a conversation with this mysterious person.

You can choose to direct your conversation toward someone up in the attic or toward someone down in the basement, if you like. The key to this performance is that you stand with your back to the audience. Your mouth movements can then be less restricted when you speak in the voice of the distant person.

Now, in exactly the same tone and pitch of voice, make the distant voice answer. But, this time, form the words at the back part of the roof of your mouth. Draw your lower jaw back and hold it there. Keep your mouth open. Inhale deeply before you speak.

Then, as you speak, exhale in little jerks, using a bit of air for each word. This action will produce a sound that is subdued and muffled, just a little louder than a whisper.

1) You look up at the ceiling and call out to a real person in the attic.	T	F
2) Then you stay quiet in front of this mysterious person.	T	F
3) The key to this performance is that you stand with your back to the audience.	T	F
4) Your mouth movements can then be very much restricted when you speak in the voice of the distant person.	T	F
5) Exhale in little jerks this action will produce a sound that is subdued and muffled.	T	F

2- Comprehension:

The Voice in the Attic

You can continue your ventriloquially conversation with the voice as the person seemingly comes down the chimney. At every supposed step closer, alter the place from which the person's voice comes. Gradually open the cavity of your mouth and produce the sound closer to your lips. You will create a larger space inside your mouth so that the voice will appear to come nearer and nearer by degrees. By the time the person reaches the bottom of the chimney your lips should be drawn into a circle as though you were whistling. Here is another example of the conversation:

You: Are you up there on the roof, Frank?

Voice: Hello down there! What did you say?

You: I said, are you up there on the roof, Frank?

Voice: I sure am, I'm putting on some shingles.

You: Good. Are you almost finished?

Voice: Oh yes! I'm just putting on the last one now.

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

1) At every supposed step closer, alter the place from which the person's voice comes.	T	F
2) Do not open the cavity of your mouth to produce the sound closer to your lips.	T	F
3) You can continue your ventriloquial conversation with the voice as the person seemingly comes down the chimney.	T	F
4) By the time the person reaches the bottom of the chimney your lips should be drawn into a circle as though you were whistling.	T	F

3. Comprehension:

The Voice in the Attic

You can make this distant voice appear to come gradually nearer too, to do this call out loudly in your natural voice and say “come down here” at the same time gesture downward with your hand to increase the illusion . Have the voice answer “I’m coming” or “I’m getting closer now” being sure to speak a little louder as the imaginary person approaches. Here is an example of a conversation you might have with the person who is up inside the chimney.

You: Are you up there?

Voice: Yes! I’m sweeping up the chimney.

You: What for? The chimney has already been cleaned.

Voice: I’m looking for bird’s nests.

You: That’s ridiculous! There aren’t any bird’s nests up there, now come down.

Voice: All right...I’m coming.... I’m coming.

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

1) Here is an example of a conversation you might have with the person who is not in the chimney.	T	F
2) The imaginary person is sweeping the chimney.	T	F
3) The voice answers that, “I’m having coffee in the chimney”.	T	F
4) You can't make this distant voice appear to come nearer.	T	F
5) You can make this distant voice appear to come gradually nearer too.	T	F
6) You can gesture downward with your hand to increase the illusion.	T	F

Question 4: (Composition): WRITING:1 (50 words)

A- (Showing instead of telling) turn the following telling statements into descriptive showing passages.

1. I look forward to lunch every day.

Maha was angry that her parents took her to the concert.

2. Anna Marie was fascinated as she watched the play.

3. Paco looks happy today.

B- Write a descriptive essay on the person whom you love the most or a thing which you like the most.

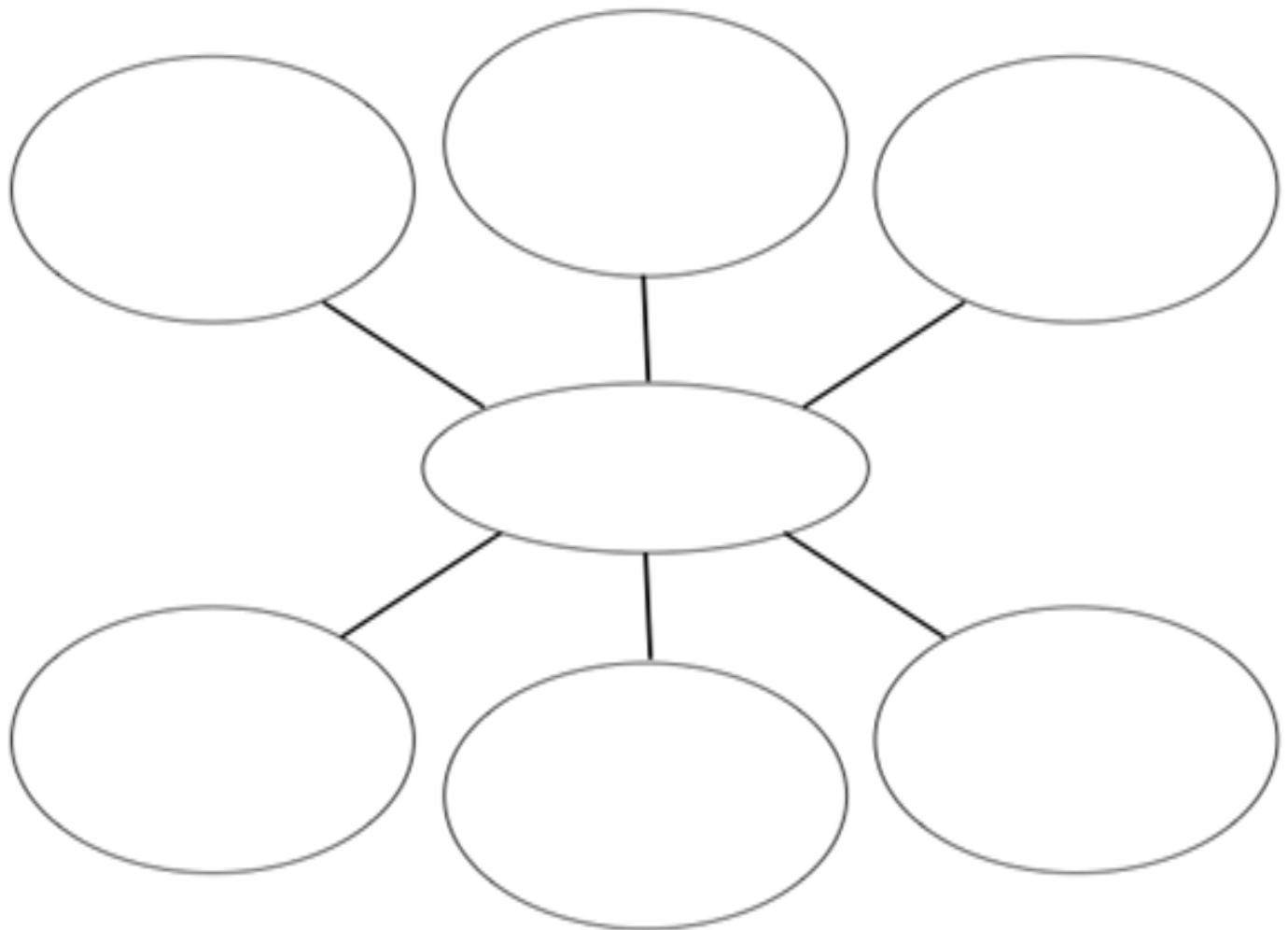
A Descriptive essay contains

- **A title**

- An **introduction** with the main idea
- **Body** containing two or three paragraphs (use descriptive language: sensory details (see, hear, feel), figures of speech and exact words)
- **Conclusion**(emphasize the main

To write a descriptive essay

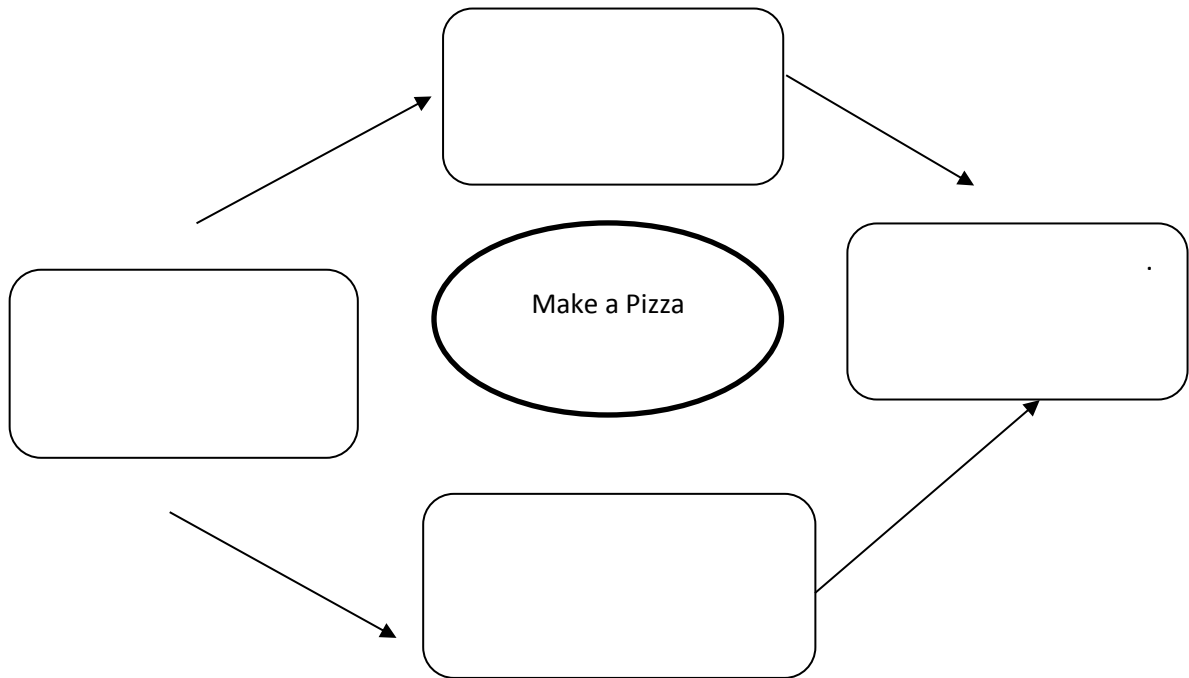
- Add details about the subject's shape, size, color
- Include information about its overall appearance or atmosphere
- Include words showing spatial organization(next to, down, close, across from, up, far, near, around, between)
- Arrange in a proper order.



Use words from the help box and the graphical organizer to write your essay.

[Appearance- looks- voice- hair- behavior- nature-why you like him/her/it- why is he/ she/ it special]

2- Fill in the flowchart that shows steps in the process and write a paragraph about how to make a pizza, following the same steps.



Arrange the following steps in order :

Materials: a kite and string.

Steps:

	Hold the kite so the wind can pick it up.
	When the wind catches the kite, let out string so the kite won't crash.
	Find out what direction the wind is blowing.
	Walk backwards to keep the string tight.
	When you are done, roll up string slowly and the kite will come down.
	As the kite gets higher, gradually let out more string.

Relevant and Irrelevant Details

A **relevant** detail is one that gives information about the main idea. They explain the process and provide logical support for ideas and explanations.

An **irrelevant** detail is just fluff. They do not give necessary information, and may distract and annoy your reader.

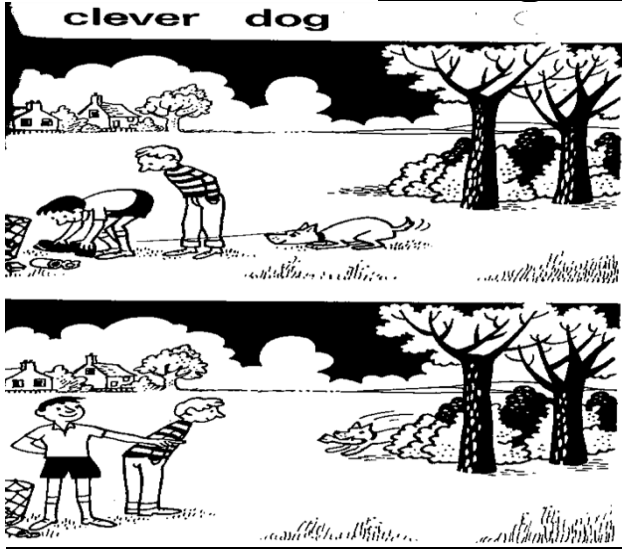
The following sentences are instructions for shooting a basketball free throw. On a piece of paper, number from 1 to 5. Write *R* if the sentence following the number in brackets contains irrelevant details. Write *I* if the sentence contains irrelevant details.

You can shoot free throws much better if you learn the technique. [1] Before you shoot, help yourself relax by following a routine, such as bouncing the ball or taking a deep breath. [2] My brother likes to play basketball, but he's a lousy free-throw shooter. [3] Hold the ball out in front of you with your hands on the sides. [4] Basketball is one of the most popular sports in America today. [5] As you release the ball, push the ball off your hands with a flip of your wrist.

1. _____
2. _____
3. _____
4. _____
5. _____



Writing 3: Picture Composition



dog, shoe, basket, tin can, bush; clever, proud, angry, surprised; throw, appear

Bill Watch Toby. He's very clever.
Harry He's a silly dog.
Bill No, he isn't. Watch him.
Harry What are you doing with that old shoe?
Bill Look, Toby's bringing back the shoe.
Harry He *is* clever.
Bill Oh dear! This is a new shoe.
Harry And look at that man. Why is he angry with us?
Bill It's *his* shoe!

Read the following six sentences. Write them out in their correct order.

He is throwing it into some bushes.
 But it is not the same shoe: it is a new shoe.
 Bill is picking up an old shoe.
 It belongs to a man and he is very angry with Bill and Harry.
 His dog is running after it.
 The dog is bringing back a shoe and Bill is very proud.

6 Now write this story in a few sentences of your own.

3 Use the sentence table to write two correct sentences about the pictures:

Bill is throwing away His dog is bringing back	an old		tin can shoe
	a	small new different	



Now write two correct sentences from the following table:

Bill The man	is	surprised at angry with kind to proud of	the dog Toby
Bill and Harry are			

- 4
 a What's Bill picking up in Picture 1?
 b Where's Bill throwing the shoe?
 c What's his friend doing?
 d Is the dog running towards Bill or is it running after the shoe in Picture 2?
 e Are the two boys following the dog or are they standing still?
 f What's the dog doing in Picture 3?
 g Is the shoe a new one or an old one?
 h Is the man in Picture 4 angry with the dog or proud of it?

Now based on the picture compose a short story of around 6-8 lines. (50 words)

The End!

Kingdom of Saudi Arabia Ministry of Education General Administration of Training and Education, Jeddah Region Al Bayan Model School	Final Question Bank:  	Subject	English
		Stage	Intermediate
		Grade	8th
		Term	First
QUESTION BANK FOR ENGLISH: CH: 6, 7, 8, 21,22		Teacher	T. Badriya T. Heba Shraidah T. Rana Adi

Question 1: (Multiple Choices):

For the questions from (1) to (86), in the answer sheet, shade the circle which represents the correct choice for every question.

GRAMMAR				
1.	<u>When the game makes sense</u>, it is suspenseful and enjoyable.			
	(A) independent clause	(B) subordinate clause	(C) adjective phrase	(D) verb phrase
2.	<u>Since I have never played baseball</u>, you can teach me!			
	(A) independent clause	(B) subordinate clause	(C) adjective phrase	(D) verb phrase
3.	<u>Now I understand the baseball game much better</u>.			
	(A) independent clause	(B) subordinate clause	(C) adjective phrase	(D) verb phrase
4.	<u>If you have a fear of needles</u>, do not try acupuncture.			
	(A) independent clause	(B) subordinate clause	(C) adjective phrase	(D) verb phrase
5.	<u>Acupuncture involves the insertion of tiny needles</u>, which are made of metal, into the skin.			
	(A) independent clause	(B) subordinate clause	(C) adjective phrase	(D) verb phrase
6.	<u>Geronimo was born in No-doyen Canyon</u>, Mexico.			
	(A) simple sentence	(B) compound sentence	(C) complex sentence	(D) compound–complex sentence
7.	<u>The Apaches used his name as their battle cry</u>. (What is the kind of this sentence?)			
	(A) simple sentence	(B) compound sentence	(C) complex sentence	(D) compound–complex sentence
8.	<u>Geronimo led these Apaches in attacks on U.S. settlements and soldiers</u>. (What is the kind of this sentence?)			
	(A) simple sentence	(B) compound sentence	(C) complex sentence	(D) compound–complex sentence

9.	The Mexicans called him Geronimo; that name in English is Jerome. (What is the kind of this sentence?)			
	(A) simple sentence	(B) compound sentence	(C) complex sentence	(D) compound–complex sentence
10.	My new wool sweater shrank when I washed it in hot water. (What is the kind of this sentence?)			
	(A) simple sentence	(B) compound sentence	(C) complex sentence	(D) compound–complex sentence
11.	If I wash the dishes, will you cook the meal? (What is the kind of this sentence?)			
	(A) simple sentence	(B) compound sentence	(C) complex sentence	(D) compound–complex sentence
12.	Since you asked me nicely, I will lend you some paper for the test. (What is the kind of this sentence?)			
	(A) simple sentence	(B) compound sentence	(C) complex sentence	(D) compound–complex sentence
13.	I'll ask my mother after she gets home from work. (What is the kind of this sentence?)			
	(A) simple sentence	(B) compound sentence	(C) complex sentence	(D) compound–complex sentence
14.	She dreamed about skating in competitions, yet she still needed ice skates before she could start lessons. (What is the kind of this sentence?)			
	(A) simple sentence	(B) compound sentence	(C) complex sentence	(D) compound–complex sentence
15.	Although I can't and don't want to skate, I have learned a lot from Kiesha's story, and I will pursue my own dream. (What is the kind of this sentence?)			
	(A) simple sentence	(B) compound sentence	(C) complex sentence	(D) compound–complex sentence
16.	We..... the Mexican victory at the Battle of Puebla on May 5, 1862.			
	(A) celebrate	(B) celebrates	(C) celebrating	(D) celebrated
17.	Some people..... these celebrations in Los Angeles, California.			
	(A) watch	(B) watches	(C) has watched	(D) watching
18.	Others..... them in San Antonio, Texas.			
	(A) see	(B) sees	(C) sew	(D) be

19.	The children _____ for the camera.			
	(A) smiles	(B) is smile	(C) smile	(D) are smile
20.	Each morning I _____ out of my window at the sunrise.			
	(A) looks	(B) has looked	(C) look	(D) looking
21.	Spectators..... the streets of the parade route.			
	(A) line	(B) lines	(C) lining	(D) lined
22.	People throughout history..... been fascinated by the moon.			
	(A) have	(B) has	(C) are	(D) will have
23.	The distance to the moon384,403 kilometers (238,857 miles).			
	(A) is	(B) are	(C) were	(D) was
24.	The features of the moon..... seen through powerful telescopes.			
	(A) are	(B) is	(C) went	(D) go
25.	Acids and bases..... one of our topics in science class.			
	(A) is	(B) are	(C) so	(D) has
26.	Red litmus paper and blue litmus paper..... used to show the presence of acids or bases.			
	(A) is	(B) are	(C) we	(D) may
27.	Some food and common household items.....acids.			
	(A) contains	(B) contain	(C) contained	(D) containing
28.macaroni and cheese contain acids?			
	(A) Do	(B) Does	(C) Has	(D) Am
29.	Citrus fruit and vinegar..... good test items.			
	(A) make	(B) makes	(C) made	(D) making
30.	Either a lemon or a limeeasy to test.			
	(A) is	(B) are	(C) getting	(D) got
31.	Lemon juice and other acids.....blue litmus paper red.			
	(A) turn	(B) turns	(C) turning	(D) was turned
32.	Vinegar and lemon juice.....acids.			
	(A) contain	(B) contains	(C) is contained	(D) containing
33.	Neither lemons nor limes..... bases.			
	(A) is	(B) are	(C) has	(D) am
34.	Acids and basesto make salts.			
	(A) combine	(B) combines	(C) is combined	(D) combining

35.	Snow..... fall in the tropics, except at high elevations.			
	(A) is	(B) are	(C) don't	(D) doesn't
36.	Hurricanes..... travel very far inland			
	(A) is	(B) are	(C) don't	(D) doesn't
37. tornadoes look like funnel-shaped clouds?			
	(A) Is	(B) Are	(C) Don't	(D) Doesn't
38.	You..... want to get near a tornado.			
	(A) is	(B) are	(C) don't	(D) doesn't
39.	A rainbow usually..... appear on a bright, sunny day.			
	(A) was	(B) were	(C) don't	(D) doesn't

	SPELLING			
40.	Choose the correct spellings			
	(A) tone	(B) oten	(C) noet	(D) teno
41.	Choose the correct spellings			
	(A) halex	(B) exhale	(C) ehalxe	(D) xehale
42.	Choose the correct spellings			
	(A) sneak	(B) senak	(c) snak	(D) snaek
43.	Choose the correct spellings			
	(A) direct	(B) dairct	(C) diricet	(D) dairect
44.	Choose the correct spellings			
	(A) illogen	(B) illusion	(C) illussan	(D) ellusion
45.	Choose the correct spellings			
	(A) vouice	(B) voice	(C) voicee	(D) woice
46.	Choose the correct spellings			
	(A) mouth	(B) moth	(C) muuth	(D) moot
47.	Choose the correct spellings			
	(A) carry	(B) carrie	(C) muuth	(D) karry
48.	Choose the correct spellings			
	(A) president	(B) dresipent	(C) predisent	(D) preesidnt

49.	Choose the correct spellings			
	(A) confedant	(B) confident	(C) cunfidant	(D) confidente
50.	Choose the correct spellings			
	(A) prais	(B) parise	(C) praise	(D) priase
51.	Choose the correct spellings			
	(A) uniuql	(B) unequal	(C) uonequ	(D) anekul
52.	Choose the correct spellings			
	(A) presntaion	(B) persntation	(C) presentation	(D) persentasion
	Unscramble the letters to find the word			
53.	o/t/e/n			
	(A) tone	(B) teon	(C) neat	(D) neto
54.	h/e/x/a/e/l			
	(A) ehxale	(B) exhela	(C) exhale	(D) ehxela
55.	y/c/t/a/i/v			
	(A) cavity	(B) vacity	(C) cativy	(D) vaticy
56.	i/l/s/l/i/n/o/u			
	(A) ilsulion	(B) insulio	(C) illunios	(D) illusion
57.	t/o/u			
	(A) out	(B) tou	(C) uot	(D) tuo
58.	g/c/i/e/n/l/l			
	(A) cieling	(B) ceiling	(C) geilinc	(D) ceiginl
59.	p/i/s/e/r/d/t/e/n			
	(A) president	(B) dresipent	(C) predisent	(D) preesidnt
60.	o/e/d/s/c/r			
	(A) sorced	(B) dorces	(C) scored	(D) csored
61.	u/c/l/u/t/e/r			
	(A) tulcure	(B) cultuer	(C) culture	(D) cutlure
62.	d/l/a/e/r/e			
	(A) leader	(B) leedar	(C) reedal	(D) deelar

SPELLING

63. o / t / u / m / h

(A) motuh

(B) houtm

(C) mouth

(D) toumh

64. i / r / e / p / s / a

(A) praise

(B) praesi

(C) sraipe

(D) rapesi

Fill in the missing letters:

65. re__pec__ful

(A) v, l

(B) u, t

(C) s, t

(D) o, l

66. c__ltu__e

(A) v, r

(B) u, r

(C) s, t

(D) m, l

67. s__cond-c__ass

(A) e, l

(B) u, t

(C) s, t

(D) m, g

68. em__ow__r

(A) j, b

(B) j, f

(C) r, s

(D) p, e

69. t__ri__e

(A) e, l

(B) h, v

(C) h, r

(D) h, l

70. fo__use__

(A) u, t

(B) c, d

(C) s, d

(D) f, h

71. con__iden__e

(A) g, u

(B) a, p

(C) f, c

(D) j, u

72. ge__t__re

(A) s, u

(B) a, u

(C) l, m

(D) a, n

VOCABULARY			
73.	To flourish is to		
	(A) fresh	(B) thrive	(C) fight (D) belief
74.	To give authority or power to someone is . . .		
	(A) strength	(B) empower	(C) confident (D) brave
75.	The _____ appreciated the charity show		
	(A) un even	(B) audience	(C) chefs (D) doctors
76.	_____ is the art of disguising voice.		
	(A) cooking	(B) fishing	(c) ventriloquism (D) arts
77.	Sorting things and ideas is called _____.		
	(A) writing	(B) driving	(c) listening (D) classification
78.	The battlefield is a _____ zone.		
	(A) restricted	(B) ink	(c) reward (D) silk
79.	I love seeing optical _____.		
	(A) thread	(B) problems	(c) illusions (D) sound
80.	Our head mistress had a soft _____ in her voice		
	(A) voice	(B) mouth	(c) tone (D) cycle
81.	Due to improper brushing habits, you get _____ in your teeth.		
	(A) soft	(B) cavities	(c) down (D) spout
82.	He was always so polite and _____.		
	(A) respectful	(B) uncomfortable	(c) deep (D) tired

	Fill in the blanks :		
83.	This is a _____ hotel.		
	(A) pick	(B) painful	(c) second- class (D) comfortable
84.	Computers _____ students to become intellectual explorers.		
	(A) cleared	(B) corner	(C) empower (D) start
85.	A man _____ hard all his life for a peaceful life.		
	(A) screams	(B) thrives	(C) run (D) painful
86.	The leader _____ all his attention on finding a solution to the problem.		
	(A) tried	(B) focused	(C) blunt (D) national

Question 2: (Pairing Questions) VOCABULARY

From questions (1) to (21), in the answer sheet, for every question in column (1) shade the appropriate circle from column (2).

Column (1)		Column (2)
1. confidence		A. below the best
2. audience		B. mind's eye, thought
3. basement		C. a group of people who hear something
4. empower		D. showing high regard or esteem for something
5. ventriloquism		E. to limit something
6. thrive		F. art of disguising the real source of voice
7. attic		G. to flourish
8. President		H. signal
9. imagination		I. top story of a house
10. second class		J. leader
11. gesture		K. self - belief
		L. underground store
		M. to give authority to someone

Column (1)		Column (2)
1. focused		A. a particular pitch or sound
2. tone		B. to give authority to someone
3. cavity		C. a trick
4. illusion		D. underground store
5. respectful		E. concentrate
6. exhale		F. hollow space
7. restricted		G. to limit something
8. praise		H. breathing out
9. sneak		I. admire
10. unequal		J. arrangement
		K. not the same
		L. creep, slip
		M. showing high regard or esteem for something

Question 3: (True or False)

Comprehension: 1

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

Many experts say that single-sex schools are a good thing, especially for girls. They point to studies that show that teachers tend to call on boys more and take the work of girls less seriously. "Too often, girls receive praise for how they look and how they behave rather than for what they accomplish and what ideas they have," says Whitney Ransome, executive director of the National Coalition of Girls Schools. All-girls schools can make girls more confident at crucial times of their lives, says Ransome---- especially during the middle school and high school years.

Comprehension: 2

Thirteen-year-old Maryam Zohne used to be shy. "I always used to try to sneak out of giving presentations in school," she says. In sixth grade, she never spoke up in class. Not anymore. Now in eighth grade, she is the President of the student's body at her school. What made the difference? For the past two years, Maryam has gone to an all-girls' public school. The Young Women's School of East Harlem, in New York City.

"I feel more open," says Maryam. "The girls here are like sisters Nicole Flores, who goes to the same school, agrees. "You gain more confidence in this school," she says. "We have learnt how to speak in a strong, respectful way."

Comprehension: 3

Maryam Zohne agrees. "This school isn't for all girls," she says. "It's for girls who want the confidence to move on in life. Some girls have the tools they need already." Whitney Ransome says that all-girls schools work because, "When there are all girls in the classroom, the culture changes. You're not a second-class citizen because of your gender. . . . You're surrounded by people who look like you, think like you, and empower you." What Kind of School for You? Students at the Young Women's Leadership School think that they are learning plenty about leadership. "I've learned to speak up for myself, voice my opinion, and not to be negative," says Melique Birks, thirteen.

Comprehension: 4

Chris Dunn, a lawyer for the New York Civil Liberties Union (NYCLU) is opposed to the idea of sex public schools. The NYCLU fought against the opening of the Young Women's School. Dunn says that the idea of separate but equal schools is unconstitutional. "If a person can go to a public school just because he is a boy" that's discrimination. When the government runs school, it needs to provide an excellent educational environment for all students. Would the NYCLU still object if the New York City opened a separate all boys' school with equal facilities? Yes, says Dunn. "If a school district has four hundred buses and they won't let white students on ten of them, that's still discrimination," he says.

From Questions (1) to (19), shade in the answer sheet the letter T if the statement is True or F if the statement is False, for every question.

1) Many experts say that single-sex schools are not a good thing	T	F
2) The girls are discriminated in mixed schools.	T	F
3) Teachers tend to call on boys more and take the work of girls less seriously.	T	F
4) Girls are praised for their accomplishments.	T	F
5) All-girls schools can make girls more confident at crucial times of their lives.	T	F
6) The teachers tend to call on girls more than boys.	T	F
7) You are not a second-class citizen because of your gender.	T	F
8) When there are all girls in the classroom, the culture changes.	T	F
9) All- girls schools can make girls weaker.	T	F
10) If a person can't go to public school just because she's a girl that's not called discrimination	T	F

11) Girls often get the same educational opportunities as boys	T	F
12) In the lesson "For Girls Only", the words like opposed, against, discrimination show that the writer is discussing the disadvantages of single-sex schools.	T	F
13) The solution is to make the classroom a better place to play for everyone.	T	F
14) It's for girls who want the confidence to move on in life.	T	F
15) You're surrounded by people who look like you, think like you, and empower you.	T	F
16) Students at the Young Women's Leadership School think that they are not learning anything about leadership.	T	F
17) The girls have learnt to speak for themselves.	T	F
18) You're not focused on your work during the day.	T	F
19) The school is responsible for teaching you to learn.	T	F

COMPREHENSION:				
1.	Chris Dunn is a _____ for the New York Civil Liberties Union (NYCLU).			
	(A) doctor	(B) friend	(C) lawyer	(D) cook
2.	The NYCLU fought against the opening of _____ Schools			
	(A) Young Women's	(B) Young Men's	(C) Children	(D) Adults
3.	Chris Dunn is _____ to the idea of single sex schools			
	(A) favors	(B) close	(C) opposed	(D) serious
4.	The idea of 'separate but equal schools' is _____			
	(A) custom	(B) unconstitutional	(C) ethic	(D) law
5.	Girls often do not get the same educational (gifts, worries, opportunities) as boys.			
	(A) gifts	(B) speeches	(C) opportunities	(D) food

Question 4: (Composition)

1-Letter writing:

Health, summer, festival, invitation, waiting, exciting, cartoon, amazing

Write an informal letter to your friend asking her to visit your city with correct capitalization, organization, punctuation and spelling.

(Addresses from- to, date)

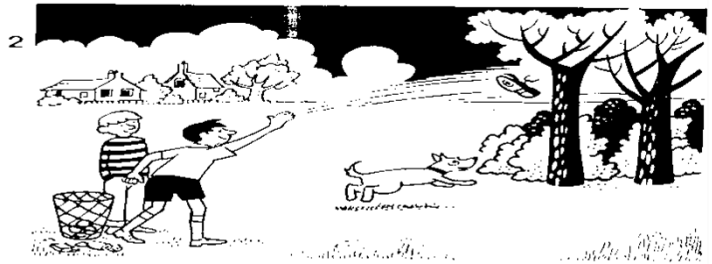
(Salutation, greeting, body)

(With love, your name, signature)

2-Picture Composition:

1- Look at the picture below and write a story about them.

\ clever dog



Write a paragraph based on the picture.

HELP BOX: picked, returned, cleverness, shouting, proud, embarrassed, bushes, park

3-Resume writing:

Write a resume about yourself which should include (your personal information, education, skills and work experience, other interests).

STUDENTS RESUME

Name: _____

Address: _____

Phone number: _____

Email address: _____

HELP BOX
Intermediate, Model,
organizer, exhibitions,
competitions, speeches,
canvas, different

Education

Aims & Goals

Skills & Work Experience

Other Interests

4: Advantages / Disadvantages paragraph

Write a paragraph about a topic showing its advantages and disadvantages.

popular, technology, business, utilities, calculator, calendars, reminders,
hampers, excessive, various, diseases, most importantly, however, to sum up,
accidents, negative, overuse, excessive



A series of horizontal lines providing space for writing a paragraph.

