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المدرسية اونلاين





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\*جميع الحقوق محفوظة للقائمين على العمل\*

إعداد: مدرسة البيان النموذجية

Kingdom of Saudi Arabia Ministry of Education General Administration of Education, Jeddah Region Al Bayan Model School	<b>First Question Bank:</b>  <b>First Term</b> Year 1443 H/ 2021  	<b>Subject</b>	<b>English</b>
		<b>Stage</b>	<b>Intermediate</b>
		<b>Grade</b>	<b>8<sup>th</sup></b>
		<b>Term</b>	<b>1<sup>st</sup></b>
<b>QUESTION BANK FOR ENGLISH: Chapter 1, 2, 20 (S.B + W.B)</b>		<b>Teachers</b>	<b>T. Badria T. Heba T. Rana T. Fatimah</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>Chapter 1: The Sentence</b>				
<b>1.</b>	<b>Hoping for good news, she shut her eyes tightly. This is a/an...</b>			
	(A) sentence	(B) verb	(C) adjective	(D) sentence fragment
<b>2.</b>	<b>Finished with job. This is a/an...</b>			
	(A) sentence	(B) verb	(C) adjective	(D) sentence fragment
<b>3.</b>	<b>Fireworks lit the sky.</b>			
	(A) sentence	(B) verb	(C) adjective	(D) sentence fragment
<b>4.</b>	<b>Here comes the train! This is a/an...</b>			
	(A) sentence	(B) verb	(C) adjective	(D) sentence fragment
<b>5.</b>	<b>Called the electrician after storm. This is a/an...</b>			
	(A) sentence	(B) verb	(C) adjective	(D) sentence fragment
<b>6.</b>	<b>Our <u>trip</u> took us through shady, green forests.</b>			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate
<b>7.</b>	<b><u>The whole family</u> was looking forward to a pleasant vacation.</b>			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate
<b>8.</b>	<b><u>Our school teachers</u> planned as many outdoor activities as possible.</b>			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate

9.	<b>The daily canoe <u>trip</u> was my personal favorite.</b>			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate
10.	<b>Motion-picture cameras and projectors <u>were invented</u> in the mid-1890s.</b>			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate
11.	<b>Thomas Edison <u>helped develop the movie projector</u>.</b>			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate
12.	<b>At first, movies <u>must have amazed</u> people.</b>			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate
13.	<b>The first projected movie <u>was shown in Paris in 1895</u>.</b>			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate
14.	<b>For many years, movie goers <u>watched</u> news reels at movie theaters.</b>			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate
15.	<b><i>I have recently learned some interesting facts from American history.</i></b> What is the kind of this sentence?			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
16.	<b><i>Consider the similarities between President Lincoln and President Kennedy.</i></b> What is the kind of this sentence?			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
17.	<b><i>President Abraham Lincoln was elected in 1860.</i></b> What is the kind of this sentence?			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
18.	<b><i>Did you know that John F. Kennedy was elected president in 1960?</i></b> What is the kind of this sentence?			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
19.	<b><i>It is tragic that both Lincoln and Kennedy were assassinated.</i></b> What is the kind of this sentence?			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
20.	<b><i>The vice presidents under both Lincoln and Kennedy were named Johnson.</i></b> What is the kind of this sentence?			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
21.	<b><i>What a strange coincidence that is!</i></b> What is the kind of this sentence?			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory

22.	<b><i>There are still unanswered questions about these deaths.</i></b> What is the kind of this sentence?			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
<b>Chapter 2: Parts of Speech Overview</b>				
23.	<b><i>Please put these new books in the <u>bookcase</u> over there.</i></b> What is the kind of this noun?			
	(A) compound	(B) proper nouns	(C) abstract	(D) plural
24.	<b>A letter from <u>Uncle Rubin</u> arrived yesterday. What is the kind of this noun?</b>			
	(A) compound	(B) common nouns	(C) abstract	(D) plural
25.	<b><u>Mr. Morales</u> was fascinated by the koalas at the San Diego Zoo. What is the kind of this noun?</b>			
	(A) compound noun	(B) common noun	(C) abstract noun	(D) plural noun
26.	<b>What is the kind of this noun? <u>humor</u></b>			
	(A) compound noun	(B) proper noun	(C) abstract noun	(D) concrete noun
27.	<b>What is the kind of this noun? <u>Brazil</u></b>			
	(A) compound noun	(B) common	(C) abstract	(D) concrete
28.	<b>What is the kind of this noun? <u>computer</u></b>			
	(A) compound noun	(B) proper noun	(C) abstract noun	(D) concrete noun
29.	<b>What is the kind of this noun? <u>centuries</u></b>			
	(A) compound noun	(B) proper noun	(C) abstract noun	(D) concrete noun
30.	<b>What is the kind of this noun? <u>Queen Elizabeth II</u></b>			
	(A) compound noun	(B) common noun	(C) abstract noun	(D) concrete noun
31.	<b>I will tell <u>you</u> about interesting and funny moral tales. What is the kind of the underlined word?</b>			
	(A) pronoun	(B) verb	(C) antecedent	(D) adjective
32.	<b><u>You</u> have probably read or heard Aesop's fables. What is the kind of the underlined word?</b>			
	(A) pronoun	(B) verb	(C) antecedent	(D) adjective
33.	<b><u>Aesop</u> was once a Greek slave; he may have lived on the island of Samos. What is the kind of the underlined word?</b>			
	(A) pronoun	(B) verb	(C) antecedent	(D) adjective

<b>34.</b>	<b>Aesop told stories about <u>animals</u> with human traits; they spoke and thought like people. What is the kind of the underlined word?</b>			
	(A) pronoun	(B) verb	(C) antecedent	(D) adjective
<b>35.</b>	<b><u>The</u> ripe berries attracted two birds and many squirrels. What is the kind of the underlined word?</b>			
	(A) indefinite article	(B) definite article	(C) pronoun	(D) noun
<b>36.</b>	<b>Someday, you may own <u>a</u> small electric car. What is the kind of the underlined word?</b>			
	(A) indefinite article	(B) definite article	(C) pronoun	(D) noun
<b>37.</b>	<b>Yes, Sylvia has an <u>older</u> brother. What is the kind of the underlined word?</b>			
	(A) pronoun	(B) verb	(C) noun	(D) adjective
<b>38.</b>	<b>Edna ordered a <u>large</u> sandwich with <u>extra</u> onions. What are the kind of the underlined words?</b>			
	(A) pronoun	(B) verb	(C) noun	(D) adjective
<b>39.</b>	<b>Someday, you may own a <u>small electric</u> car. What are the kind of the underlined words?</b>			
	(A) pronoun	(B) verb	(C) noun	(D) adjective

## SPELLING

40. Unscramble the words: y/ m/ s/ e/r/t/y

(A) sertyme (B) myserty (C) symtery (D) mystery

41. m/ v/ n/o / e

(A) novem (B) mvnoe (C) venom (D) vemno

42. Choose the words with the correct spellings.

(A) horror (B) harror (C) horor (D) hrroor

43. Choose the words with the correct spellings.

(A) bluod (B) loobd (C) blodo (D) blood

44. Choose the words with the correct spellings.

(A) out (B) aout (C) ouet (D) owt

45. Choose the words with the correct spellings.

(A) toen (B) tone (C) toone (D) tuon

46. Choose the words with the correct spellings.

(A) snake (B) sneake (C) snaake (D) snuake

47. Choose the words with the correct spellings.

(A) mescenjer (B) meccenger (C) messenger (D) mensenger

48. Fill in the missing letters: v\_\_n\_\_m

(A) r, n (B) e, o (C) g, y (D) t, w

49. se\_\_re\_\_

(A) l, p (B) k, c (C) c, t (D) i, c

50. im\_\_gina\_\_ion

(A) r, n (B) e, o (C) g, y (D) a, t

51. ba\_\_em\_\_nt

(A) s, e (B) e, o (C) g, y (D) t, w

52. ca\_\_oled

(A) l (B) j (C) cj (D) i

53. ce\_\_emonies

(A) k (B) k (C) c (D) r

54. \_\_bscured

(A) p (B) c (C) o (D) i

55. 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.	<b>T</b>	<b>F</b>
2) Each of the dancers had a serpent tied to his right leg below the thigh.	<b>T</b>	<b>F</b>
3) Many of the snakes were coach whips, bull snakes, and other harmless reptiles.	<b>T</b>	<b>F</b>
4) They wore knee-length kilts and woven belts.	<b>T</b>	<b>F</b>

#### 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.	<b>T</b>	<b>F</b>
2) A few of the dancers did not reach into the hole in the ground.	<b>T</b>	<b>F</b>
3) They came up with turtles in their hands.	<b>T</b>	<b>F</b>
4) The other dancers took the serpents into their mouths.	<b>T</b>	<b>F</b>



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:

<b>Who?</b>	
<b>What?</b>	
<b>Where?</b>	
<b>How?</b>	

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)

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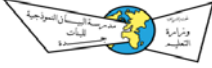
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**\*\*\*THE END\*\*\***

Kingdom of Saudi Arabia Ministry of Education General Administration of Education, Jeddah Region Al Bayan Model School	<p style="text-align: center;"><b>Second Question Bank:</b> <b>First Term</b> Year 1443 H/ 2021</p>  	<b>Subject</b>	<b>English</b>
		<b>Stage</b>	<b>Intermediate</b>
		<b>Grade</b>	<b>8th</b>
		<b>Term</b>	<b>1<sup>st</sup></b>
<b>QUESTION BANK FOR ENGLISH: Chapter 21</b>		<b>Teachers</b>	T. Badriya T. Heba T. Rana T. Fatimah

**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>Chapter 3 : Parts of Speech Overview</b>				
<b>1.</b>	The <u>action verb</u> in this sentence is: <b>Jon collected gold, red, and yellow leaves.</b>			
	(A) John	(B) collected	(C) gold	(D) leaves
<b>2.</b>	The <u>action verb</u> in this sentence is: <b>He carefully placed the leaves in his backpack.</b>			
	(A) He	(B) placed	(C) carefully	(D) leaves
<b>3.</b>	The <u>action verb</u> in this sentence is: <b>Later, he told me about his plan.</b>			
	(A) told	(B) he	(C) about	(D) plan
<b>4.</b>	The <u>action verb</u> in this sentence is: <b>A craft shop buys the leaves for craft classes.</b>			
	(A) classes	(B) shop	(C) buys	(D) a
<b>5.</b>	The <u>linking verb</u> in this sentence is: <b>The old house looked deserted.</b>			
	(A) The	(B) old	(C) looked	(D) deserted
<b>6.</b>	The <u>linking verb</u> in this sentence is: <b>As he climbed the tower, Joey felt totally confident.</b>			
	(A) he	(B) climbed	(C) felt	(D) tower
<b>7.</b>	The <u>linking verb</u> in this sentence is: <b>The city smells musty after a heavy summer thunderstorm.</b>			
	(A) The	(B) smells	(C) musty	(D) after
<b>8.</b>	The <u>linking verb</u> in this sentence is: <b>They looked handsome in their party clothes.</b>			
	(A) They	(B) looked	(C) handsome	(D) clothes
<b>9.</b>	The <u>adverb</u> in this sentence is: <b>Mary Malloy rides her horse daily.</b>			
	(A) Mary	(B) daily	(C) her	(D) horse
<b>10.</b>	The <u>adverb</u> in this sentence is: <b>Mary usually cleans the horse's stall after school.</b>			
	(A) usually	(B) horse	(C) cleans	(D) school

11.	The <u>adverb</u> in this sentence is: <b>Mary mounts Penny Red cheerfully.</b>			
	(A) Mary	(B) cheerfully	(C) Penny	(D) mounts
12.	The <u>adverb</u> in this sentence is: <b>Penny Red trots briskly around the ring.</b>			
	(A) briskly	(B) trots	(C) Penny	(D) around
13.	The <u>adverb</u> in this sentence is: <b>Mary's parents always attend her shows.</b>			
	(A) Mary	(B) parents	(C) her	(D) always
14.	The <u>preposition</u> in this sentence is: <b>One such place is near the Galapagos Islands.</b>			
	(A) one	(B) near	(C) is	(D) Islands
15.	The <u>preposition</u> in this sentence is: <b>Many plants and animals lived around this spot.</b>			
	(A) plants	(B) around	(C) lived	(D) and
16.	The <u>preposition</u> in this sentence is: <b>These life forms lived eight thousand feet below the water's surface.</b>			
	(A) below	(B) water	(C) the	(D) life
17.	The <u>correlative conjunctions</u> in this sentence are: <b>Neither the cantaloupe nor the pineapple appealed to me.</b>			
	(A) neither, nor	(B) the, pineapple	(C) the, nor	(D) to, me
18.	The <u>coordinating conjunction</u> in this sentence is: <b>I pressed the button, but the elevator did not stop.</b>			
	(A) the	(B) but	(C) elevator	(D) not
19.	The <u>correlative conjunctions</u> in this sentence are: <b>Either Eddie or Pang will deliver the furniture.</b>			
	(A) Either, or	(B) Pang, or	(C) or, will	(D) the, furniture
20.	The <u>coordinating conjunction</u> in this sentence is: <b>Don't sail now, for the winds are too strong.</b>			
	(A) now	(B) sail	(C) for	(D) too
21.	The <u>interjection</u> in the sentence is: <b>Oh, maybe we should wait!</b>			
	(A) maybe	(B) we	(C) wait	(D) Oh
22.	The <u>interjection</u> in the sentence is: <b>Help! My experiment blew up!</b>			
	(A) blew	(B) My	(C) up	(D) Help
23.	The <u>interjection</u> in the sentence is: <b>Well, it isn't raining as hard now.</b>			
	(A) it	(B) hard	(C) now	(D) Well
<b>Chapter 4: Complements</b>				
24.	The <u>direct object</u> in this sentence is: <b>The museum does not allow cameras.</b>			
	(A) museum	(B) cameras	(C) does	(D) allow

25.	The <u>direct object</u> in this sentence is: <b>Color, brilliance, and weight determine a gem's value.</b>			
	(A) Color	(B) weight	(C) gem's value	(D) determine
26.	The <u>indirect object</u> in this sentence is: <b>Before entering the room, Maya gave the guard her camera.</b>			
	(A) guard	(B) Maya	(C) camera	(D) gave
27.	The <u>indirect object</u> in this sentence is: <b>According to our guide, that diamond caused its owner some trouble.</b>			
	(A) According	(B) trouble	(C) diamond	(D) owner
28.	The <u>predicate nominative</u> in this sentence is: <b>My brother is a doctor.</b>			
	(A) doctor	(B) is	(C) a	(D) brother
29.	The <u>predicate nominative</u> in this sentence is: <b>Tomas Ortega is a student in our class.</b>			
	(A) Tomas	(B) student	(C) our	(D) Ortega
30.	The <u>predicate adjective</u> in this sentence is: <b>Your cat appears tired.</b>			
	(A) cat	(B) Your	(C) tired	(D) appears
31.	The <u>predicate adjective</u> in this sentence is: <b>The ocean looks calm tonight.</b>			
	(A) ocean	(B) tonight	(C) tonight	(D) looks
<b>Chapter 5: Phrase</b>				
32.	The <u>adjective phrase</u> in this sentence is: <b>Charles Dickens wrote many tales about poverty.</b>			
	(A) Charles Dickens	(B) wrote many	(C) about poverty	(D) many tales
33.	The <u>adjective phrase</u> in this sentence is: <b>Ebenezer Scrooge was a man of wealth.</b>			
	(A) of wealth	(B) was a man	(C) Ebenezer Scrooge	(D) a man of
34.	The <u>adjective phrase</u> in this sentence is: <b>His clerk, Bob Cratchit, led a difficult life in poverty.</b>			
	(A) led a difficult	(B) in poverty	(C) His clerk	(D) a difficult life
35.	The <u>adverb phrase</u> in this sentence is: <b>The Ford Motor Company was founded by Henry Ford.</b>			
	(A) Ford Motor	(B) was founded	(C) by Henry Ford	(D) Company was
36.	The <u>adverb phrase</u> in this sentence is: <b>Cars have not always been made in factories.</b>			
	(A) Cars have	(B) been made	(C) not always	(D) in factories
37.	The <u>adverb phrase</u> in this sentence is: <b>Cars were manufactured by hand.</b>			
	(A) Cars were	(B) by hand	(C) were manufactured	(D) manufactured by

# SPELLING

38. Choose the words with the correct spellings.

(A) exhale

(B) ekshale

(C) egshale

(D) exsale

39. Choose the words with the correct spellings.

(A) carry

(B) carrie

(C) cary

(D) kary

40. Choose the words with the correct spellings.

(A) out

(B) aout

(C) ouet

(D) owt

41. Choose the words with the correct spellings.

(A) tone

(B) enot

(C) teon

(D) onet

42. Fill in the missing letters: \_\_tt\_\_c

(A) e, e

(B) a, i

(C) e, a

(D) e, i

43. Choose the words with the correct spellings.

(A) inousli

(B) slinouli

(C) illusion

(D) ilslinou

44. Fill in the missing letters: ba\_\_em\_\_nt

(A) c, r

(B) s, e

(C) r, v

(D) r, l

45. Choose the words with the correct spellings.

(A) direct

(B) dairct

(C) diricet

(D) derict

46. Fill in the missing letters: ge\_\_t\_\_re

(A) r, n

(B) s, u

(C) g, y

(D) t, w

47. im\_\_gina\_\_ion

(A) a, t

(B) k, c


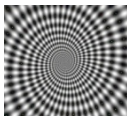




(C) l, j

(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).**

<u>WORD</u>		<u>MEANING</u>
1. audience		Ⓐ a group of people who hear something.
2. restricted		Ⓑ to limit something.
3. illusion		Ⓒ a trick.
4. tone		Ⓓ a particular pitch or sound.
5. cavity		Ⓔ a hollow <i>space</i> .
6. 		Ⓕ audience
7. 		Ⓖ ventriloquism
8. 		Ⓗ tone
9. 		Ⓘ difficult
10. exhale		⓵ restricted
11. the art of projecting your voice so that it seems to come from another source		Ⓚ cavity
12. gesture		Ⓛ illusion
13. attic		Ⓜ close
14. basement		Ⓝ optical illusions.
15. hard		Ⓞ a restricted zone.
16. 		Ⓟ 
17. nearer		Ⓠ mind's eye, thought
18. I love seeing		Ⓡ signal
19. The battlefield is		Ⓢ top story of house
20. Due to improper brushing habits,		Ⓣ underground store
		Ⓤ 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.	<b>T</b>	<b>F</b>
2) Then you stay quiet in front of this mysterious person.	<b>T</b>	<b>F</b>
3) The key to this performance is that you stand with your back to the audience.	<b>T</b>	<b>F</b>
4) Your mouth movements can then be very much restricted when you speak in the voice of the distant person.	<b>T</b>	<b>F</b>
5) Exhale in little jerks this action will produce a sound that is subdued and muffled.	<b>T</b>	<b>F</b>

## **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 **T** if the statement is True or **F** if the statement is False, for every question.

1) At every supposed step closer, alter the place from which the person's voice comes.	<b>T</b>	<b>F</b>
2) Do not open the cavity of your mouth to produce the sound closer to your lips.	<b>T</b>	<b>F</b>
3) You can continue your ventriloquial conversation with the voice as the person seemingly comes down the chimney.	<b>T</b>	<b>F</b>
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.	<b>T</b>	<b>F</b>

### 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.	<b>T</b>	<b>F</b>
2) The imaginary person is sweeping the chimney.	<b>T</b>	<b>F</b>
3) The voice answers that, “I'm having coffee in the chimney”.	<b>T</b>	<b>F</b>
4) You can't make this distant voice appear to come nearer.	<b>T</b>	<b>F</b>
5) You can make this distant voice appear to come gradually nearer too.	<b>T</b>	<b>F</b>
6) You can gesture downward with your hand to increase the illusion.	<b>T</b>	<b>F</b>

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

**Writing 1: Descriptive Writing**

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

1. I look forward to lunch every day.

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

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

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4. Paco looks happy today.

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

*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]

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### **Writing 2: Sequence Writing**

A- Write a paragraph on how to make pizza. Help box is also provided.

Pizza is a tasty..... nutritious snack. First..... buy pizza dough.  
Then.....oven. While .....on the dough. Pop it in the oven,  
..... great snack .....with your friends.

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**B. Arrange the following steps in order :**

**Materials:** a kite and string.

**Steps:**

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

**Relevant and Irrelevant Details**

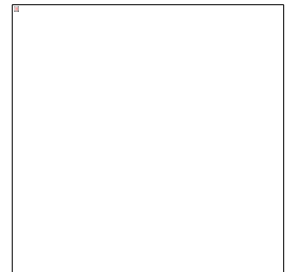
A **relevant** detail is one that gives information about the main idea. They explain the process and provide logical support for ideas and explanations.

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

**C. 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: Advantages/Disadvantages Writing**

**Write a paragraph on advantages /disadvantages of cell phones.**

**HELP BOX:** popular technology, children, communication, directions, calculating, pictures, brain damage, accidents, charged, device, wisely

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**\*\*\*\*The End! \*\*\*\***



Kingdom of Saudi Arabia Ministry of Education General Administration of Training and Education, Jeddah Region Al Bayan Model School	<b>Final Question Bank:</b>  <b>First Term</b> Year 1443 H/ 2021-2022   	<b>Subject</b>	<b>English</b>
		<b>Stage</b>	<b>Intermediate</b>
		<b>Grade</b>	<b>8<sup>th</sup></b>
		<b>Term</b>	<b>First</b>
<b>QUESTION BANK FOR ENGLISH: CH:3,4, 21,22</b>		<b>Teacher</b>	T. Badriya T. Heba T. Rana T. Fatima

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

For the questions from (1) to (59), in the answer sheet, shade the circle which represents the correct choice for every question.

<b>GRAMMAR</b>				
<b>Chapter 3: Parts of Speech 2</b>				
<b>1.</b>	<b>The adverb in this sentence is: Mary Malloy rides her horse daily.</b>			
	(A) Mary	(B) daily	(C) her	(D) horse
<b>2.</b>	<b>The adverb in this sentence is: Mary usually cleans the horse's stall after school.</b>			
	(A) usually,	(B) horse	(C) cleans	(D) school
<b>3.</b>	<b>The adverb in this sentence is: Mary mounts Penny Red cheerfully.</b>			
	(A) Mary	(B) cheerfully	(C) Penny	(D) mounts
<b>4.</b>	<b>The adverb in this sentence is: Penny Red trots briskly around the ring.</b>			
	(A) briskly	(B) trots	(C) Penny	(D) around
<b>5.</b>	<b>The adverb in this sentence is: Mary's parents always attend her shows.</b>			
	(A) Mary	(B) parents	(C) her	(D) always
<b>6.</b>	<b>The preposition in this sentence is: One such place is near the Galapagos Islands.</b>			
	(A) one	(B) near	(C) is	(D) Islands
<b>7.</b>	<b>The preposition in this sentence is: Many plants and animals lived around this spot.</b>			
	(A) plants	(B) around	(C) lived	(D) and
<b>8.</b>	<b>The preposition in this sentence is: However, in some places the ocean floor is warm.</b>			
	(A) places	(B) ocean	(C) the	(D) in
<b>9.</b>	<b>The preposition in this sentence is: In most places, it is also cold.</b>			
	(A) in	(B) place	(C) it	(D) cold
<b>10.</b>	<b>The preposition in this sentence is: They found that heat poured from this crack.</b>			
	(A) heat	(B) found	(C) from	(D) crack

11.	<b>The correlative conjunctions in this sentence are: Neither the cantaloupe nor the pineapple appealed to me.</b>			
	(A) neither, nor	(B) the, pineapple	(C) the, nor	(D) to, me
12.	<b>The coordinating conjunction in this sentence is: I pressed the button, but the elevator did not stop.</b>			
	(A) the	(B) but	(C) elevator	(D) not
13.	<b>The correlative conjunctions in this sentence are: Either Eddie or Pang will deliver the furniture.</b>			
	(A) Either, or	(B) Pang, or	(C) or, will	(D) the, furniture
14.	<b>The coordinating conjunction in this sentence is: Jennifer repeated the caller's number and wrote it on the pad.</b>			
	(A) Jennifer	(B) number	(C) the	(D) and
15.	<b>The coordinating conjunction in this sentence is: Don't sail now, for the winds are too strong.</b>			
	(A) now	(B) sail	(C) for	(D) too
16.	<b>The interjection in the sentence is: Ouch! I stubbed my toe.</b>			
	(A) stubbed	(B) my	(C) toe	(D) Ouch
17.	<b>The interjection in the sentence is: Oh, maybe we should wait.</b>			
	(A) maybe	(B) we	(C) wait	(D) Oh
18.	<b>The interjection in the sentence is: Help! My experiment blew up!</b>			
	(A) blew	(B) My	(C) up	(D) Help
19.	<b>The interjection in the sentence is: Well, it isn't raining as hard now.</b>			
	(A) it	(B) hard	(C) now	(D) Well
<b>Chapter 4: Complements</b>				
20.	<b>The direct objects in this sentence are: The museum does not allow cameras.</b>			
	(A) cameras	(B) museum	(C) does	(D) not
21.	<b>The direct object in this sentence is: Color, brilliance, and weight determine a gem's value.</b>			
	(A) Color	(B) and	(C) determine	(D) value
22.	<b>The direct object in this sentence is: This museum also has books about famous gems.</b>			
	(A) museum	(B) books	(C) This	(D) has
23.	<b>The direct objects in this sentence are: Indian and Persian rulers possessed the famous Koh-I-Noor diamond for centuries.</b>			
	(A) Koh-I-Noor	(B) diamond	(C) for	(D) possessed

24.	<b>The indirect object in this sentence is: Before entering the room, Maya gave the guard her camera.</b>			
	(A) entering	(B) gave	(C) guard	(D) camera
25.	<b>The indirect object in this sentence is: According to our guide, that diamond caused its owner some trouble.</b>			
	(A) owner	(B) trouble	(C) caused	(D) guide
26.	<b>The indirect object in this sentence is: The British East India Company gave Queen Victoria the Koh-I-Noor in 1850.</b>			
	(A) company	(B) Queen Victoria	(A) gave	(B) Koh-i-noor
27.	<b>The predicate nominative in this sentence is: My brother may become a doctor.</b>			
	(A) My	(B) doctor	(C) may	(D) brother
28.	<b>The predicate nominative in this sentence is: Lyndon Johnson became president in 1963.</b>			
	(A) Lyndon Johnson	(B) president	(C) in	(D) became
29.	<b>The predicate nominative in this sentence is: Tomas Ortega is a student in our class.</b>			
	(A) Tomas Ortega	(B) is	(C) in	(D) student
30.	<b>The predicate nominative in this sentence is: She was probably the best candidate.</b>			
	(A) candidate	(B) She	(C) was	(D) probably
31.	<b>The predicate adjective in this sentence is: Your cat appears tired.</b>			
	(A) cat	(B) tired	(C) your	(D) appears
32.	<b>The predicate adjective in this sentence is: The ocean looks calm tonight.</b>			
	(A) the	(B) ocean	(C) looks	(D) calm
33.	<b>The predicate adjective in this sentence is: The governor seemed happy with the meeting.</b>			
	(A) the	(B) governor	(C) happy	(D) seemed
34.	<b>The predicate adjective in this sentence is: The committee's plan is very complicated.</b>			
	(A) complicated	(B) plan	(C) very	(D) is

# SPELLING

35. Choose the correct spellings

(A) president (B) dresipent (C) predisent (D) preesidnt

36. Choose the correct spellings

(A) confedant (B) confident (C) cunfidant (D) confidente

37. Choose the correct spellings

(A) prais (B) parise (C) praise (D) priase

38. Choose the correct spellings

(A) uniquid (B) unequal (C) uonequul (D) anekul

39. Choose the correct spellings

(A) presntaion (B) persntation (C) presentation (D) persentasion

## Unscramble the letters to find the word

40. p/i/s/e/r/d/t/e/n

(A) president (B) dresipent (C) predisent (D) preesidnt

41. o/e/d/s/c/r

(A) sorced (B) dorces (C) scored (D) csored

42. u/c/l/u/t/e/r

(A) tulcure (B) cultuer (C) culture (D) cutlure

43. d/l/a/e/r/e

(A) leader (B) leedar (C) reedal (D) deelar

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

(D) rapesi (D) rapesi (D) rapesi (D) rapesi

## Fill in the missing letters:

45. re\_\_pec\_\_ful

(A) v , l (B) u , t (C) s , t (D) o , l

46. c\_\_ltu\_\_e

(A) v , r (B) u , r (C) s , t (D) m , l

47.	s__cond-c__ass			
	(A) e, l	(B) u, t	(C) s, t	(D) m, g
48.	em__ow__r			
	(A) j, b	(B) j, f	(C) r, s	(D) p, e
49.	t__ri__e			
	(A) e, l	(B) h, v	(C) h, r	(D) h, l
50.	fo__use__			
	(A) u, t	(B) c, d	(C) s, d	(D) f, h
51.	con__iden__e			
	(A) g, u	(B) a, p	(C) f, c	(D) j, u
<b>VOCABULARY</b>				
52.	To flourish is to . . . . .			
	(A) fresh	(B) thrive	(C) fight	(D) belief
53.	To give authority or power to someone is . . .			
	(A) strength	(B) empower	(C) confident	(D) brave
54.	Sorting things and ideas is called _____.			
	(A) writing	(B) driving	(c) listening	(D) classification
55.	He was always so polite and _____.			
	(A) respectful	(B) uncomfortable	(c) deep	(D) tired
<b>Fill in the blanks :</b>				
56.	This is a _____ hotel.			
	(A) pick	(B) painful	(c) second- class	(D) comfortable
57.	Computers _____ students to become intellectual explorers.			
	(A) cleared	(B) corner	(C) empower	(D) start
58.	A man _____ hard all his life for a peaceful life.			
	(A) screams	(B) thrives	(C) run	(D) painful
59.	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. second class		B. to give authority to someone
3. President		C. self - belief
4. empower		D. showing high regard or esteem for something
5. thrive		E. to limit something
		F. to flourish
		G. leader

Column (1)		Column (2)
1. focused		A. showing high regard or esteem for something
2. unequal		B. to give authority to someone
3. restricted		C. not the same
4. praise		D. underground store
5. respectful		E. concentrate
		F. arrangement
		G. creep, slip
		H. admire

Column (1)		Column (2)
1. gesture		A. art of disguising the real source of voice
2. imagination		B. admire
3. tone		C. creep, slip
4. cavity		D. underground store
5. illusion		E. to limit something
6. ventriloquism		F. breathing out
7. exhale		G. a trick
8. restricted		H. a particular pitch or sound
9. basement		I. signal
10. sneak		J. mind's eye, thought

### **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 single-sex public schools. The NYCLU fought against the opening of the Young Women's Schools. 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 (29), 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	<b>T</b>	<b>F</b>
2) The girls are discriminated in mixed schools.	<b>T</b>	<b>F</b>
3) Teachers tend to call on boys more and take the work of girls less seriously.	<b>T</b>	<b>F</b>
4) Girls are praised for their accomplishments.	<b>T</b>	<b>F</b>
5) All-girls schools can make girls more confident at crucial times of their lives.	<b>T</b>	<b>F</b>
6) The teachers tend to call on girls more than boys.	<b>T</b>	<b>F</b>
7) You are not a second-class citizen because of your gender.	<b>T</b>	<b>F</b>
8) When there are all girls in the classroom, the culture changes.	<b>T</b>	<b>F</b>
9) All-girls schools can make girls weaker.	<b>T</b>	<b>F</b>
10) If a person can't go to public school just because she's a girl that's not called discrimination	<b>T</b>	<b>F</b>
11) Girls often get the same educational opportunities as boys	<b>T</b>	<b>F</b>
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.	<b>T</b>	<b>F</b>
13) The solution is to make the classroom a better place to play for everyone.	<b>T</b>	<b>F</b>
14) It's for girls who want the confidence to move on in life.	<b>T</b>	<b>F</b>
15) You're surrounded by people who look like you, think like you, and empower you.	<b>T</b>	<b>F</b>
16) Students at the Young Women's Leadership School think that they are not learning anything about leadership.	<b>T</b>	<b>F</b>
17) The girls have learnt to speak for themselves.	<b>T</b>	<b>F</b>
18) You're not focused on your work during the day.	<b>T</b>	<b>F</b>
19) The school is responsible for teaching you to learn.	<b>T</b>	<b>F</b>



<b>COMPREHENSION:</b>				
<b>1.</b>	<b>Chris Dunn is a _____ for the New York Civil Liberties Union (NYCLU).</b>			
	(A) doctor	(B) friend	(C) lawyer	(D) cook
<b>2.</b>	<b>The NYCLU fought against the opening of _____ Schools</b>			
	(A) Young Women's	(B) Young Men's	(C) Children	(D) Adults
<b>3.</b>	<b>Chris Dunn is _____ to the idea of single sex schools</b>			
	(A) favors	(B) close	(C) opposed	(D) serious
<b>4.</b>	<b>The idea of 'separate but equal schools' is _____</b>			
	(A) custom	(B) unconstitutional	(C) ethic	(D) law
<b>5.</b>	<b>Girls often do not get the same educational (gifts, worries, opportunities) as boys.</b>			
	(A) gifts	(B) speeches	(C) opportunities	(D) food
<b>6.</b>	<b>Thirteen –year –old Maryam Zohne used to be _____.</b>			
	(A) shy	(B) happy	(C) angry	(D) excited
<b>7.</b>	<b>In _____ grade, she never spoke up in class. Not anymore.</b>			
	(A) ninth	(B) sixth	(C) forth	(D) Fifth
<b>8.</b>	<b>When there are all girls in the classroom, the _____ changes.</b>			
	(A) culture	(B) society	(C) schools	(D) lessons

**Question 4: (Composition 50-words)**

**1-Sequence Writing:**

Write a sequence paragraph on how to make pizza, or any other activity of your choice.

**Helping Box:** Pizza is a tasty and nutritious snack. First..... buy pizza dough.  
Then.....oven. While .....on the dough. Pop it in the  
oven,.....great snack .....with your friends.

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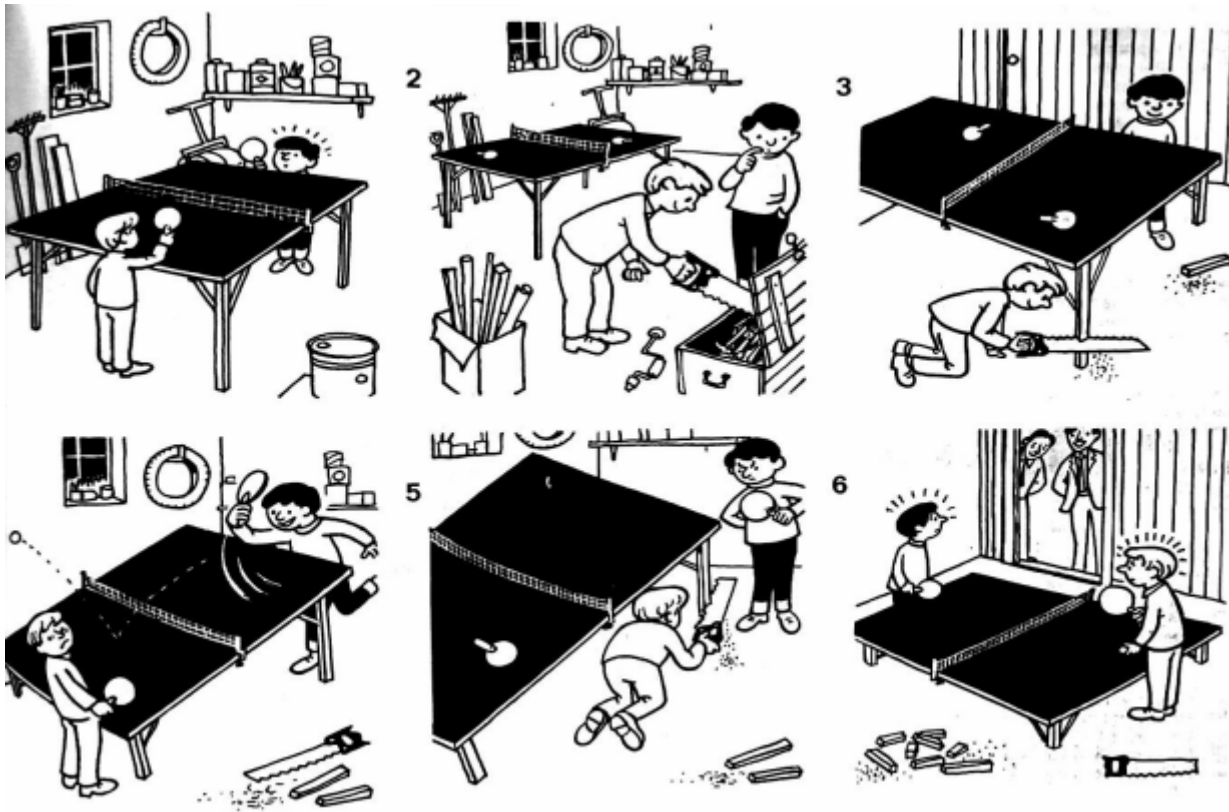
## 2- Advantages & Disadvantages Writing:

Write an advantages/disadvantages paragraph of any topic of your choice.

**Help Box:** popular technology, children, communication, directions, calculating, pictures, brain damage, accidents, charged, device, wisely

### 3- Picture Composition:

Write a story based on the pictures below.



**Help Box:** cousins, were playing, table, saw, sloping, too short, trouble

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