

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 1442 H/ 2020-2021  	<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</b> <b>T. Heba</b> <b>T. Rana</b> <b>T. Fatimah</b>

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

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

<b>GRAMMAR</b>				
<b>1.</b>	<b>Will the <u>temperature</u> reach seventy degrees before breakfast?</b>			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate
<b>2.</b>	<b><u>Dairy cows</u> were grazing on the lower slopes of the hills.</b>			
	(A) complete subject	(B) simple subject	(C) simple predicate	(D) complete predicate
<b>3.</b>	<b><u>He</u> arrived at his destination before late afternoon.</b>			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
<b>4.</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(verb)
<b>5.</b>	<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(verb)
<b>6.</b>	<b>Thomas Edison <u>helped develop the movie projector</u>.</b>			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
<b>7.</b>	<b>At first, movies <u>must have amazed</u> people.</b>			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
<b>8.</b>	<b><u>One hundred years ago</u>, families <u>entertained themselves</u>.</b>			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
<b>9.</b>	<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(verb)
<b>10.</b>	<b><u>I have recently learned some interesting facts from American history</u>. What kind of sentence is it?</b>			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory

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

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

<b>36.</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>37.</b>	<b>Finished with job. This is a/an...</b>			
	(A) sentence	(B) verb	(C) adjective	(D) sentence fragment
<b>38.</b>	<b>Fireworks lit the sky. This is a/an...</b>			
	(A) sentence	(B) verb	(C) adjective	(D) sentence fragment
<b>39.</b>	<b>Called the electrician after storm. This is a/an...</b>			
	(A) sentence	(B) verb	(C) adjective	(D) sentence fragment
<b>40.</b>	<b>Here comes the train! This is a/an...</b>			
	(A) sentence	(B) verb	(C) adjective	(D) sentence fragment

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

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

**Match the words in column 1 to words in column 2:**

<b>Column (1)</b>	<b>Column (2)</b>
1) tie	(A) a non- poisonous snake
2) sleek	(B) a social or cultural event
3) plea	(C) to fasten with a string
4) coach whip	(D) smooth, soft and glossy
5) eyewitness account	(E) to convince/ to persuade
6) obscured	(F) a serious request
7) cajole	(G) religious ceremonies
8) rituals	(H) a story that tells something interesting which a writer has seen by himself
9) ceremonies	(I) unclear vision/ unknown
	(J) a playful request

1) The hospital sent out a	(A) to enroll for the reading competition.
2) We perform many	(B) climbs
3) Hopi keeps	(C) unclear vision/ unknown
4) The teacher cajoled me	(D) is obscure.
5) Broad, solid and short is	(E) stocky purse.
6) The origin of the custom	(F) mysterious secrets.
7) My mother carries a	(G) stocky.
	(H) rituals during Hajj.
	(I) plea for blood donors.
	(J) ceremonies

### 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:**

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

**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?
-



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 1441-1442 H/ 2020-2021</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>1.</b>	<b>The <u>action verb</u> in this sentence is: Jon collected gold, red, and yellow leaves.</b>			
	(A) John	(B) collected	(C) gold	(D) leaves
<b>2.</b>	<b>The <u>action verb</u> in this sentence is: I wondered why.</b>			
	(A) I	(B) wondered	(C) Why	(D) I, why
<b>3.</b>	<b>The <u>action verb</u> in this sentence is: Later, he told me about his plan.</b>			
	(A) told	(B) he	(C) about	(D) plan
<b>4.</b>	<b>The <u>action verb</u> in this sentence is: A craft shop buys the leaves for craft classes.</b>			
	(A) classes	(B) shop	(C) buys	(D) a
<b>5.</b>	<b>The <u>action verb</u> in this sentence is: The art classes always want leaves, too.</b>			
	(A) The	(B) want	(C) always	(D) too
<b>6.</b>	<b>The <u>action verb</u> in this sentence is: The huge diamond mine is now a museum.</b>			
	(A) is	(B) huge	(C) museum	(D) now
<b>7.</b>	<b>The <u>linking verb</u> in this sentence is: The city almost always smells musty after a heavy summer thunderstorm.</b>			
	(A) The	(B) smells	(C) musty	(D) after
<b>8.</b>	<b>The <u>linking verb</u> in this sentence is: They looked handsome in their party clothes.</b>			
	(A) They	(B) looked	(C) handsome	(D) clothes
<b>9.</b>	<b>The <u>adverb</u> in this sentence is: Mary Malloy rides her horse daily.</b>			
	(A) Mary	(B) daily	(C) her	(D) horse
<b>10.</b>	<b>The <u>adverb</u> in this sentence is: Mary usually cleans the horse's stall after school.</b>			
	(A) usually	(B) horse	(C) cleans	(D) school

11.	<b>The <u>adverb</u> in this sentence is: Mary mounts Penny Red cheerfully.</b>			
	(A) Mary	(B) cheerfully	(C) Penny	(D) mounts
12.	<b>The <u>adverb</u> in this sentence is: Penny Red trots briskly around the ring.</b>			
	(A) briskly	(B) trots	(C) Penny	(D) around
13.	<b>The <u>adverb</u> in this sentence is: Mary's parents always attend her shows.</b>			
	(A) Mary	(B) parents	(C) her	(D) always
14.	<b>The <u>preposition</u> in this sentence is: One such place is near the Galapagos Islands.</b>			
	(A) one	(B) near	(C) is	(D) Islands
15.	<b>The <u>preposition</u> in this sentence is: Many plants and animals lived around this spot.</b>			
	(A) plants	(B) around	(C) lived	(D) and
16.	<b>The <u>preposition</u> in this sentence is: These life forms lived eight thousand feet below the water's surface.</b>			
	(A) below	(B) water	(C) the	(D) life
17.	<b>The <u>conjunctions</u> 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
18.	<b>The <u>conjunction</u> in this sentence is: I pressed the button, but the elevator did not stop.</b>			
	(A) the	(B) but	(C) elevator	(D) not
19.	<b>The <u>conjunctions</u> 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
20.	<b>The <u>conjunction</u> 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
21.	<b>The <u>conjunction</u> in this sentence is: Don't sail now, for the winds are too strong.</b>			
	(A) now	(B) sail	(C) for	(D) too
22.	<b>The <u>interjection</u> in the sentence is: Ouch! I stubbed my toe.</b>			
	(A) stubbed	(B) my	(C) toe	(D) Ouch
23.	<b>The <u>interjection</u> in the sentence is: Oh, maybe we should wait!</b>			
	(A) maybe	(B) we	(C) wait	(D) Oh

24.	The <b><u>interjection</u></b> in the sentence is: Help! My experiment blew up!			
	(A) blew	(B) My	(C) up	(D) Help
25.	The <b><u>interjection</u></b> in the sentence is: Well, it isn't raining as hard now.			
	(A) it	(B) hard	(C) now	(D) Well
26.	The <b><u>direct objects</u></b> in this sentence are: An usher showed Pierre and me our seats.			
	(A) An	(B) Pierre, me	(C) usher	(D) our
27.	The <b><u>direct object</u></b> in this sentence is: The performers tell us the entire story through their beautiful songs.			
	(A) us	(B) the	(C) tell	(D) story
28.	The <b><u>direct object</u></b> in this sentence is: We took a bus to the opera house.			
	(A) a	(B) opera	(C) house	(D) bus
29.	The <b><u>direct objects</u></b> in this sentence are: Will you send Grandma and Grandpa these tickets, please?			
	(A) tickets	(B) these	(C) Grandma, Grandpa	(D) you
30.	The <b><u>direct object</u></b> in this sentence is: Soon after their marriage, the man sails his ship to faraway places.			
	(A) ship	(B) soon	(C) man	(D) sails
31.	The <b><u>direct object</u></b> in this sentence is: Sadly, she watches the sea.			
	(A) the	(B) sea	(C) watches	(D) sadly
32.	The <b><u>indirect object</u></b> in this sentence is: Pierre gave <u>me</u> a ticket to the opera.			
	(A) me	(B) give	(A) Pierre	(B) opera
33.	The <b><u>indirect object</u></b> in this sentence is: The performers tell us the entire story.			
	(A) story	(B) us	(C) tell	(D) entire
34.	The <b><u>predicate nominative</u></b> in this sentence is: Jacques Cousteau was an explorer.			
	(A) an	(B) Jacques	(C) was	(D) explorer
35.	The <b><u>predicate nominative</u></b> in this sentence is: Underwater exploration is a dangerous occupation.			
	(A) occupation	(B) a	(C) exploration	(D) dangerous
36.	The <b><u>predicate adjective</u></b> in this sentence is: Your cat appears tired.			
	(A) cat	(B) tired	(C) your	(D) appears
37.	The <b><u>predicate adjective</u></b> in this sentence is: The ocean looks calm tonight.			
	(A) the	(B) ocean	(C) looks	(D) calm

# 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

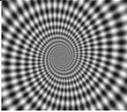
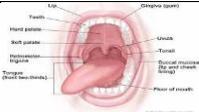
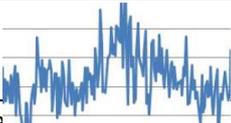
(B) k, c

(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) 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. neare.		(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.	<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 **Ⓙ** 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.	<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 **Ⓓ** if the statement is True or **Ⓕ** 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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**B. 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.

**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. \_\_\_\_\_



