




Kingdom of Saudi Arabia Ministry of Education General Administration of Training and Education, Jeddah Region Al Bayan Model School	Final Question Bank: First Term Year 1444 H/ 2022		Subject	English
	 		Stage	Intermediate
			Grade	8th
			Term	First
	QUESTION BANK FOR ENGLISH: CH: 2, 3, 4, 21, 22 Basic skills: 3,4,5		Teacher	T. Badriya T. Heba T. Doaa

Question 1: (Multiple Choices):

For the questions from (1) to (103), in the answer sheet, shade the circle which represents the correct choice for every question.

 Basic Skills			
SG3-UNIT 3:			
1.	Omar and Ali are engineers. _____ for a construction company.		
	(A) He work	(B) They work	(C) He works
	(D) They works		
2.	Fahd is a salesperson. _____ computers.		
	(A) Is sells	(B) He sell	(C) He sells
	(D) Is selling		
3.	He is a teacher. He _____ computer science.		
	(A) teaches	(B) teach	(C) teacher
	(D) teaching		
4.	He is a writer. He _____ detective stories.		
	(A) write	(B) written	(C) writing
	(D) writes		
5.	Jack: _____?		
	Matt: He wants to be a graphic designer.		
	(A) What he wants to be?	(B) What he want to be?	(C) What does he want to be?
	(D) What do he want to be?		
6.	I would like a job _____ is satisfying and pays well.		
	(A) where	(B) who	(C) which
	(D) when		
7.	Ahmed got a job at the bank _____ opened last week.		
	(A) where	(B) who	(C) which
	(D) when		
8.	The person _____ interviewed me for the job was very nice.		
	(A) where	(B) who	(C) which
	(D) when		
9.	Who works in a hospital?		
	(A) a graphic designer	(B) an engineer	(C) a travel agent
	(D) a nurse		
10.	Who works at a construction company?		
	(A) a graphic designer	(B) an engineer	(C) a travel agent
	(D) a nurse		
11.	Who arranges vacations?		
	(A) an engineer	(B) a nurse	(C) a graphic designer
	(D) a travel agent		

SG3-UNIT 4:

12. **Bill: _____ do you work out?
Dan: I work out twice a week.**

- (A) Who often (B) How often (C) When often (D) Often

13. **Asma: _____
Fatima: Yes, I do.**

- (A) You know to cook? (B) You do know how to cook? (C) Do you know how cook? (D) Do you know how to cook?

14. **Jim: Does Paul know how to ski?
David: No, he _____.**

- (A) knows how to ski (B) not know how ski (C) not knows how to ski (D) doesn't know how to ski

15. **Amira _____ cooks dinner. She doesn't know how to cook yet.**

- (A) always (B) often (C) never (D) usually

16. **Jack _____ works out. He goes to the gym once a week.**

- (A) always (B) sometimes (C) often (D) never

17. **Scream means _____.**

- (A) hurry (B) shouting (C) stress (D) feel a pain

18. **Ache means _____.**

- (A) competition (B) good idea (C) feel a pain (D) quickly and firmly

19. **Pressure means _____.**

- (A) difficulty (B) group of TV stations (C) stress (D) feel a pain

20. **Rush means _____.**

- (A) stress (B) difficulty (C) take into your hand quickly and firmly (D) hurry

SG3-UNIT 5:

21. **Choose the countable noun.**

- (A) ice cream (B) eggs (C) water (D) cheese

22. **Choose the countable noun.**


- (A) potatoes (B) chocolate (C) juice (D) milk

23. **Choose the non- countable noun.**

- (A) tomatoes (B) vegetables (C) cheese (D) eggs

24. **Choose the non- countable noun.**

- (A) bananas (B) sandwiches (C) potatoes (D) juice

25.	I'd like ___ cheese sandwich.			
	(A) any	(B) some	(C) a	(D) an
26.	I want ___ burger.			
	(A) any	(B) some	(C) a	(D) an
27.	How about _____ turkey sandwiches for lunch?			
	(A) any	(B) some	(C) a	(D) an
28.	Mark: I'd like some coffee. Waiter: I'm sorry. There isn't _____ coffee.			
	(A) any	(B) some	(C) a	(D) an
29.	Do we need anything from the store? Mom: Yes, we need _____ bread.			
	(A) any	(B) some	(C) a	(D) an
30.	Waiter: What would you like? Qassim: I'd like _____.			
	(A) a piece of coffee	(B) a cup of coffee	(C) a glass of coffee	(D) a bottle of coffee
31.	Waiter: Would you like some tea? Alex: No. I'd like _____.			
	(A) a piece of water	(B) any water	(C) a water	(D) a bottle of water
 Grammar:				
Chapter 2: Parts of Speech Overview				
32.	What type of noun is <u>humor</u> ?			
	(A) plural noun	(B) abstract noun	(C) compound noun	(D) concrete noun
33.	What type of noun is <u>Brazil</u> ?			
	(A) plural noun	(B) abstract noun	(C) compound noun	(D) concrete noun
34.	What type of noun is <u>computer</u> ?			
	(A) plural noun	(B) abstract noun	(C) compound noun	(D) concrete noun
35.	What type of noun is <u>sympathy</u> ?			
	(A) plural noun	(B) abstract noun	(C) compound noun	(D) concrete noun
36.	The <u>pronouns</u> in this sentence are: I will tell you about interesting and funny moral tales.			
	(A) tell	(B) I, you	(C) about	(D) interesting

37.	The <u>pronoun</u> in this sentence is: You have probably heard Aesop's fables.			
	(A) have	(B) you	(C) heard	(D) fables
38.	The <u>pronoun</u> in this sentence is: He may have lived on the island of Samos.			
	(A) he	(B) have	(C) lived	(D) of
39.	The <u>pronouns</u> in this sentence are: Aesop told stories about animals with human characters; they spoke and thought like people.			
	(A) told	(B) human	(C) they	(D) animals
40.	The <u>adjectives</u> in this sentence are: The ripe berries attracted two birds.			
	(A) birds	(B) ripe, two	(C) berries	(D) attracted
41.	The <u>adjectives</u> in this sentence are: Sylvia has an older brother.			
	(A) Sylvia	(B) brother	(C) an, older	(D) has
42.	The <u>adjective</u> in this sentence is: The sudden wind chilled us.			
	(A) chilled	(B) sudden	(C) wind	(D) us
43.	The <u>adjectives</u> in this sentence are: Someday, you may own a small car.			
	(A) may	(B) a, small	(C) you	(D) car
Chapter 3: Parts of Speech Overview				
44.	The <u>action verb</u> in this sentence is: Jon collected red leaves.			
	(A) Jon	(B) collected	(C) red	(D) leaves
45.	The <u>action verb</u> in this sentence is: He told me about his plan.			
	(A) about	(B) he	(C) told	(D) plan
46.	The <u>action verb</u> in this sentence is: He knew of a market for beautiful leaves.			
	(A) he	(B) of	(C) knew	(D) market
47.	The <u>action verb</u> in this sentence is: We looked for the lost ring.			
	(A) lost	(B) we	(C) looked	(D) ring
48.	The <u>linking verb</u> in this sentence is: The huge diamond mine is now a museum.			
	(A) diamond	(B) the	(C) is	(D) now
49.	The <u>linking verb</u> in this sentence is: Some of the trees are old.			
	(A) Some	(B) are	(C) trees	(D) old
50.	The <u>linking verb</u> in this sentence is: Joey felt totally confident.			
	(A) confident	(B) Joey	(C) felt	(D) totally

51.	The <u>linking verb</u> in this sentence is: Dakar is the capital of Senegal.			
	(A) Dakar	(B) is	(C) Senegal	(D) capital
52.	The <u>adverb</u> in this sentence is: The whistle blew suddenly.			
	(A) suddenly	(B) the	(C) whistle	(D) blew
53.	The <u>adverb</u> in this sentence is: I carefully tested the heat of the water.			
	(A) tested	(B) water	(C) heat	(D) carefully
54.	The <u>adverb</u> in this sentence is: Mary rides her horse daily.			
	(A) daily	(B) Mary	(C) horse	(D) her
55.	The <u>adverb</u> in this sentence is: Candace had rarely been late.			
	(A) had	(B) rarely	(C) been	(D) late
56.	The <u>preposition</u> in this sentence is: This article about oceans is surprisingly interesting.			
	(A) oceans	(B) is	(C) about	(D) surprisingly
57.	The <u>preposition</u> in this sentence is: In most places, it is also cold.			
	(A) most	(B) places	(C) in	(D) cold
58.	The <u>preposition</u> in this sentence is: One place is near the Islands.			
	(A) Islands	(B) place	(C) near	(D) the
59.	The <u>preposition</u> in this sentence is: Many plants lived around this spot.			
	(A) spot	(B) lived	(C) around	(D) plants
60.	The <u>coordinating conjunction</u> in this sentence is: I pressed the button, but the elevator did not stop.			
	(A) I	(B) elevator	(C) button	(D) but
61.	The <u>correlative conjunction</u> in this sentence is: Either Eddie or Pang will deliver the furniture.			
	(A) birds	(B) verb	(C) butterflies	(D) either, or
62.	The <u>correlative conjunction</u> in this sentence is: The children are not only tired but also cranky.			
	(A) children	(B) tired	(C) are	(D) not only, but also
63.	The <u>coordinating conjunction</u> in this sentence is: Do not sail now, for the winds are strong.			
	(A) winds	(B) are	(C) sail	(D) for
64.	The <u>Interjection</u> in this sentence is: Ouch! I stubbed my toe.			
	(A) I	(B) stubbed	(C) Ouch	(D) my

65.	The <u>Interjection</u> in this sentence is: Oh, maybe we should wait.			
	(A) wait	(B) should	(C) Oh	(D) we
66.	The <u>Interjection</u> in this sentence is: You won that much? Wow!			
	(A) much	(B) that	(C) Wow	(D) won
67.	The <u>Interjection</u> in this sentence is: Help! My experiment blew up!			
	(A) up	(B) my	(C) Help	(D) blew
Chapter 4: Complements				
68.	The <u>direct object</u> in this sentence is: The museum does not allow cameras.			
	(A) allow	(B) does	(C) cameras	(D) museum
69.	The <u>indirect object</u> in this sentence is: Maya gave the guard her camera.			
	(A) gave	(B) camera	(C) Maya	(D) guard
70.	The <u>indirect object</u> in this sentence is: The diamond caused its owner trouble.			
	(A) owner	(B) diamond	(C) trouble	(D) caused
71.	The <u>direct object</u> in this sentence is: This museum has books.			
	(A) museum	(B) books	(C) has	(D) this
72.	The <u>predicate nominative</u> in this sentence is: My brother may become a doctor.			
	(A) brother	(B) may	(C) become	(D) doctor
73.	The <u>predicate nominative</u> in this sentence is: Tomas is a student in our class.			
	(A) is	(B) our	(C) student	(D) Tomas
74.	The <u>predicate adjective</u> in this sentence is: Your cat appears tired.			
	(A) appears	(B) tired	(C) Your	(D) cat
75.	The <u>predicate adjective</u> in this sentence is: The ocean looks calm tonight.			
	(A) looks	(B) calm	(C) tonight	(D) ocean

SPELLING

76. Choose the correct spelling

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

77. Choose the correct spelling

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

78. Choose the correct spelling

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

79. Choose the correct spelling

(A) exhale (B) ekshale (C) egshale (D) exsale

80. Choose the correct spelling

(A) carry (B) carrie (C) cary (D) kary

81. Choose the correct spelling

(A) tone (B) enot (C) teon (D) onet

Unscramble the letters to find the word

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

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

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

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

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

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

85. d/l/a/e/r/e

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

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

(A) praise (B) rapesi (C) raipes (D) respai

Fill in the missing letters:

87. re__pec__ful

(A) v, l

(B) u, t

(C) s, t

(D) o, l

88. __tt__c

(A) e, e

(B) a, i

(C) e, a

(D) e, i

89. s__cond-c__ass

(A) e, l

(B) u, t

(C) s, t

(D) m, g

90. em__ow__r

(A) j, b

(B) j, f

(C) r, s

(D) p, e

91. t__ri__e

(A) e, l

(B) h, v

(C) h, r

(D) h, l

92. ba__em__nt

(A) c, r

(B) s, e

(C) r, v

(D) r, l

93. con__iden__e

(A) g, u

(B) a, p

(C) f, c

(D) j, u

94. ge__t__re

(A) r, n

(B) s, u

(C) g, y

(D) t, w


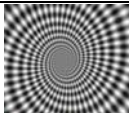

VOCABULARY

95.	I love seeing optical _____.			
	(A) fresh	(B) illusions	(C) fight	(D) tone
96.	The battlefield is a _____ zone.			
	(A) strength	(B) restricted	(C) confident	(D) brave
97.	Due to improper brushing habits, you get _____ in your teeth.			
	(A) writing	(B) driving	(c) listening	(D) cavities
98.	He was always so polite and _____.			
	(A) respectful	(B) uncomfortable	(c) deep	(D) tired

Fill in the blanks:

99.	This is a _____ hotel.			
	(A) pick	(B) painful	(c) second- class	(D) comfortable
100.	Computers _____ students to become intellectual explorers.			
	(A) cleared	(B) corner	(C) empower	(D) start
101.	A man _____ hard all his life for a peaceful life.			
	(A) screams	(B) thrives	(C) run	(D) painful
102.	The leader _____ all his attention on finding a solution to the problem.			
	(A) tried	(B) focused	(C) blunt	(D) national
103.	The _____ appreciated the charity show.			
	(A) illusion	(B) audience	(C) teeth	(D) mouth

Match the word with its meaning:

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
6. focused		F. to flourish
7. unequal		G. leader
8. restricted 		H. concentrate
9. praise		I. not the same
10. respectful		J. admire
11. 		K. tone
12. 		L. illusion
13. nearer		M. closer
14. basement		N. a particular pitch or sound
15. attic		O. signal
16. gesture		P. top story of house
17. tone		Q. underground store
18. hard		R. difficult
19. ventriloquism		S. a hollow space.
20. cavity		T. the art of projecting your voice so that it seems to from another source
		U. opinion
		V. ridiculous

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

Comprehension: 1

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.

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

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: 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.

Fill in the blanks:				
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 _____ as boys.			
	(A) gifts	(B) speeches	(C) opportunities	(D) food

Comprehension 5

Read the passage and answer the following questions

The Voice in the Attic

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.

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

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

Comprehension 6

Read the passage and answer the following questions

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.

Fill in the blanks:

1. **At every supposed step _____, alter the place from which the person's voice comes.**

(A) slower

(B) faster

(C) closer

(D) smaller

2. **Open the _____ of your mouth to produce the sound closer to your lips.**

(A) cavity

(B) door

(C) throat

(D) hand

3. **You can continue your ventriloquial conversation with the voice as the person seemingly comes down the _____.**

(A) basement

(B) fireplace

(C) chimney

(D) attic

4. **By the time the person reaches the bottom of the chimney your lips should be drawn into a circle as though you were _____.**

(A) whisper

(B) whistling

(C) anger

(D) laughing

5. **You will create a larger space _____ your mouth.**

(A) above

(B) outside

(C) inside

(D) behind

Question 4: (Composition) (80 WORDS)

1-Sequence Writing

A- Write a sequence paragraph. To explain the steps of making your favorite food or drink.

Helping Box: delicious, nutritious, choice, dough, preheat, baking tray, preheat, toppings, cheese, minutes, serve, will love

2: Advantages/Disadvantages Writing

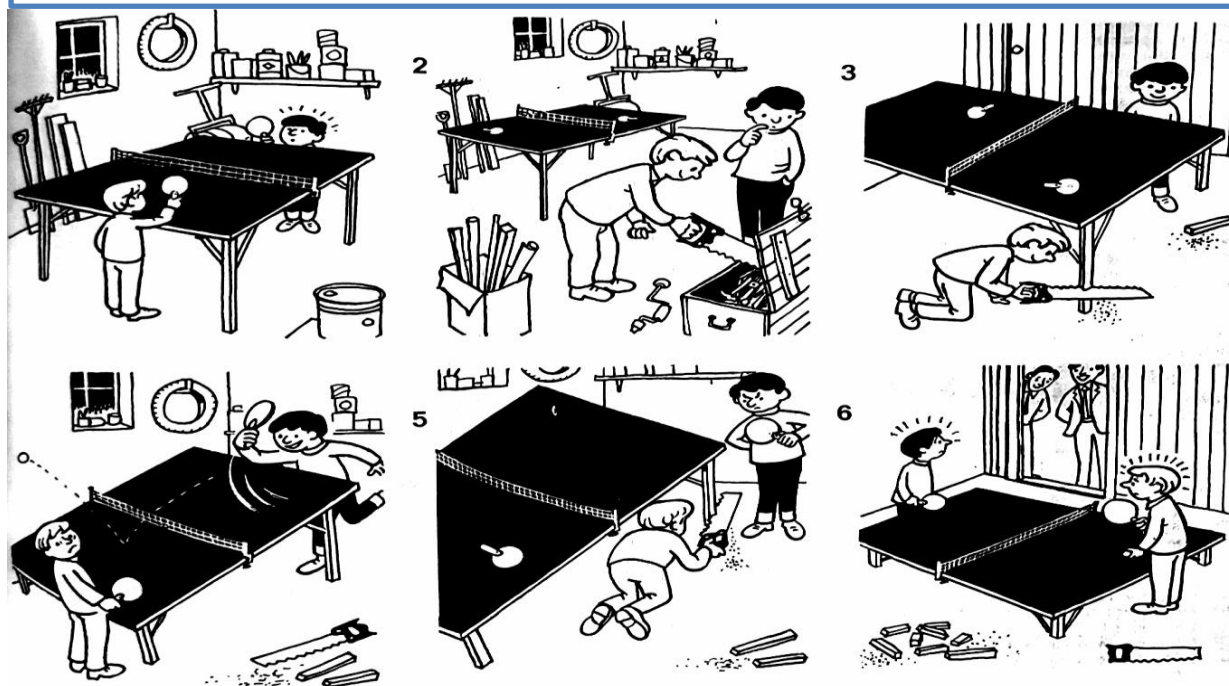
B-Write a paragraph on advantages /disadvantages of cell phones.

Helping Box: popular technology, pocket, cheap, play, learn, pictures, overusing, brain damage, accidents, addiction, device, wisely

3-Picture Composition:

C-Directions: Based on the picture write a composition.

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



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