




Kingdom of Saudi Arabia Ministry of Education General Administration of Education, Jeddah Region Al Bayan Model School	Final Question Bank: First Term Year 1445 H/ 2023		Subject	English
	 		Stage	Intermediate
			Grade	8th
	QUESTION BANK FOR ENGLISH: CH: 2, 3, 4, 21, 22 Basic skills: 3,4,5		Term	First
			Teacher	T. Badriya T. Heba T. Ebtihal

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) which	(B) who	(C) where	(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

12.	Choose the correct spelling			
	(A) fish	(B) fihs	(C) fsih	(D) fhis
13.	Choose the correct spelling			
	(A) carort	(B) crraot	(C) carrot	(D) catrro
14.	Choose the correct spelling			
	(A) soofead	(B) soefaod	(C) saefood	(D) seafood
15.	Choose the correct spelling			
	(A) mtea	(B) maet	(C) meat	(D) mtae
SG3-UNIT 4:				
16.	Bill: _____ do you work out? Dan: I work out twice a week.			
	(A) Who often	(B) How often	(C) When often	(D) Often
17.	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?
18.	Jim: Does Paul know how to ski? David: No, he _____.			
	(A) knows how to ski	(B) doesn't know how to ski	(C) not knows how to ski	(D) not know how ski
19.	Amira _____ cooks dinner. She doesn't know how to cook yet.			
	(A) always	(B) often	(C) never	(D) usually
20.	Jack _____ works out. He goes to the gym once a week.			
	(A) always	(B) sometimes	(C) often	(D) never
21.	Screams means _____.			
	(A) hurry	(B) feel a pain	(C) stress	(D) shouting
22.	Ache means _____.			
	(A) competition	(B) good idea	(C) feel a pain	(D) quickly and firmly
23.	Pressure means _____.			
	(A) stress	(B) group of TV stations	(C) difficulty	(D) feel a pain
24.	Rush means _____.			
	(A) stress	(B) difficulty	(C) take into your hand quickly and firmly	(D) hurry

SG3-UNIT 5:

25. Choose the countable noun.

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

26. Choose the countable noun.

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

27. Choose the non-countable noun.

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

28. Choose the non-countable noun.

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

29. I'd like ___ cheese sandwich.

- | | | | |
|---------|----------|-------|--------|
| (A) any | (B) some | (C) a | (D) an |
|---------|----------|-------|--------|

30. I want ___ burger.

- | | | | |
|-------|----------|---------|--------|
| (A) a | (B) some | (C) any | (D) an |
|-------|----------|---------|--------|

31. How about _____ turkey sandwiches for lunch?

- | | | | |
|---------|----------|-------|--------|
| (A) any | (B) some | (C) a | (D) an |
|---------|----------|-------|--------|

32. Mark: I'd like some coffee.
Waiter: I'm sorry. There isn't _____ coffee.

- | | | | |
|---------|----------|-------|--------|
| (A) any | (B) some | (C) a | (D) an |
|---------|----------|-------|--------|

33. Do we need anything from the store?
Mom: Yes, we need _____ bread.

- | | | | |
|---------|----------|-------|--------|
| (A) any | (B) some | (C) a | (D) an |
|---------|----------|-------|--------|

34. 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 |
|-----------------------|---------------------|-----------------------|------------------------|

35. 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

36. What type of noun is humor?

- | | | | |
|-----------------|-------------------|-------------------|-------------------|
| (A) plural noun | (B) abstract noun | (C) compound noun | (D) concrete noun |
|-----------------|-------------------|-------------------|-------------------|

37.	What type of noun is Brazil ?			
	(A) plural noun	(B) abstract noun	(C) compound noun	(D) concrete noun
38.	What type of noun is computer ?			
	(A) plural noun	(B) abstract noun	(C) concrete noun	(D) compound noun
39.	What type of noun is sympathy ?			
	(A) abstract noun	(B) plural noun	(C) compound noun	(D) concrete noun
40.	The pronouns in this sentence are: I will tell you about interesting and funny moral tales.			
	(A) tell	(B) I, you	(C) about	(D) interesting
41.	The pronoun in this sentence is: You have probably heard Aesop's fables.			
	(A) have	(B) fables	(C) heard	(D) you
42.	The pronoun in this sentence is: He may have lived on the island of Samos.			
	(A) he	(B) have	(C) lived	(D) of
43.	The pronouns 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
44.	The adjectives in this sentence are: The ripe berries attracted two birds.			
	(A) birds	(B) ripe, two	(C) berries	(D) attracted
45.	The adjectives in this sentence are: Sylvia has an older brother.			
	(A) Sylvia	(B) brother	(C) an, older	(D) has
46.	The adjective in this sentence is: The sudden wind chilled us.			
	(A) chilled	(B) sudden	(C) wind	(D) us
47.	The adjectives in this sentence are: Someday, you may own a small car.			
	(A) may	(B) car	(C) you	(D) a, small
Chapter 3: Parts of Speech Overview				
48.	The action verb in this sentence is: Jon collected red leaves.			
	(A) Jon	(B) collected	(C) red	(D) leaves
49.	The action verb in this sentence is: He told me about his plan.			
	(A) about	(B) he	(C) told	(D) plan
50.	The action verb in this sentence is: He knew of a market for beautiful leaves.			
	(A) knew	(B) he	(C) of	(D) market

51.	The <u>action verb</u> in this sentence is: We looked for the lost ring.			
	(A) lost	(B) we	(C) looked	(D) ring
52.	The <u>linking verb</u> in this sentence is: The huge diamond mine is now a museum.			
	(A) diamond	(B) the	(C) now	(D) is
53.	The <u>linking verb</u> in this sentence is: Some of the trees are old.			
	(A) Some	(B) are	(C) trees	(D) old
54.	The <u>linking verb</u> in this sentence is: Joey felt totally confident.			
	(A) confident	(B) Joey	(C) felt	(D) totally
55.	The <u>linking verb</u> in this sentence is: Dakar is the capital of Senegal.			
	(A) Dakar	(B) is	(C) Senegal	(D) capital
56.	The <u>adverb</u> in this sentence is: The whistle blew suddenly.			
	(A) suddenly	(B) the	(C) whistle	(D) blew
57.	The <u>adverb</u> in this sentence is: I carefully tested the heat of the water.			
	(A) tested	(B) water	(C) heat	(D) carefully
58.	The <u>adverb</u> in this sentence is: Mary rides her horse daily.			
	(A) daily	(B) Mary	(C) horse	(D) her
60.	The <u>adverb</u> in this sentence is: Candace had rarely been late.			
	(A) had	(B) rarely	(C) been	(D) late
61.	The <u>preposition</u> in this sentence is: This article about oceans is surprisingly interesting.			
	(A) about	(B) is	(C) oceans	(D) surprisingly
62.	The <u>preposition</u> in this sentence is: In most places, it is also cold.			
	(A) most	(B) places	(C) cold	(D) in
63.	The <u>preposition</u> in this sentence is: One place is near the Islands.			
	(A) near	(B) place	(C) Islands	(D) the
64.	The <u>preposition</u> in this sentence is: Many plants lived around this spot.			
	(A) spot	(B) lived	(C) around	(D) plants
65.	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

66.	The <u>correlative conjunction</u> in this sentence is: Either Eddie or Pang will deliver the furniture.			
	(A) either, or	(B) verb	(C) butterflies	(D) birds
67.	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
68.	The <u>coordinating conjunction</u> in this sentence is: Do not sail now, for the winds are strong.			
	(A) winds	(B) for	(C) sail	(D) are
69.	The <u>Interjection</u> in this sentence is: Ouch! I stubbed my toe.			
	(A) I	(B) stubbed	(C) Ouch	(D) my
70.	The <u>Interjection</u> in this sentence is: Oh, maybe we should wait.			
	(A) wait	(B) should	(C) Oh	(D) we
71.	The <u>Interjection</u> in this sentence is: You won that much? Wow!			
	(A) Wow	(B) that	(C) much	(D) won
72.	The <u>Interjection</u> in this sentence is: Help! My experiment blew up!			
	(A) up	(B) my	(C) blew	(D) Help
Chapter 4: Complements				
73.	The <u>direct object</u> in this sentence is: The museum does not allow cameras.			
	(A) allow	(B) does	(C) cameras	(D) museum
74.	The <u>indirect object</u> in this sentence is: Maya gave the guard her camera.			
	(A) gave	(B) camera	(C) Maya	(D) guard
75.	The <u>indirect object</u> in this sentence is: The diamond caused its owner trouble.			
	(A) owner	(B) diamond	(C) trouble	(D) caused
76.	The <u>direct object</u> in this sentence is: This museum has books.			
	(A) museum	(B) books	(C) has	(D) this
77.	The <u>predicate nominative</u> in this sentence is: My brother may become a doctor.			
	(A) brother	(B) may	(C) become	(D) doctor
78.	The <u>predicate nominative</u> in this sentence is: Tomas is a student in our class.			
	(A) is	(B) our	(C) student	(D) Tomas

79.	The <u>predicate adjective</u> in this sentence is: Your cat appears tired.			
	(A) appears	(B) tired	(C) Your	(D) cat
80.	The <u>predicate adjective</u> in this sentence is: The ocean looks calm tonight.			
	(A) looks	(B) tonight	(C) calm	(D) ocean

SPELLING

81.	Choose the correct spelling			
	(A) out	(B) aout	(C) ouet	(D) owt
82.	Choose the correct spelling			
	(A) confedant	(B) cunfidant	(C) confident	(D) confidente
83.	Choose the correct spelling			
	(A) praise	(B) parise	(C) prais	(D) priase
84.	Choose the correct spelling			
	(A) exsale	(B) ekshale	(C) egshale	(D) exhale
85.	Choose the correct spelling			
	(A) cary	(B) carrie	(C) carry	(D) kary
86.	Choose the correct spelling			
	(A) tone	(B) enot	(C) teon	(D) onet
Unscramble the letters to find the word				
87.	p/i/s/e/r/d/t/e/n			
	(A) president	(B) dresipient	(C) predisent	(D) preesidnt
88.	o/e/d/s/c/r			
	(A) sorced	(B) dorces	(C) scored	(D) csored
89.	u/c/l/u/t/e/r			
	(A) culture	(B) cultuer	(C) tulcure	(D) cutlure
90.	d/l/a/e/r/e			
	(A) deelar	(B) leedar	(C) reedal	(D) leader
91.	i / r / e / p / s / a			
	(A) praise	(B) rapesi	(C) raipes	(D) respai

Fill in the missing letters:

92. re__pec__ful

(A) v, l

(B) u, t

(C) s, t

(D) o, l

93. __tt__c

(A) e, e

(B) a, i

(C) e, a

(D) e, i

94. s__cond-c__ass

(A) e, l

(B) u, t

(C) s, t

(D) m, g

95. em__ow__r

(A) j, b

(B) j, f

(C) r, s

(D) p, e

96. t__ri__e

(A) e, l

(B) h, v

(C) h, r

(D) h, l

97. ba__em__nt

(A) s, e

(B) c, r

(C) r, v

(D) r, l

98. con__iden__e

(A) g, u

(B) a, p

(C) f, c

(D) j, u

99. ge__t__re

(A) r, n

(B) s, u

(C) g, y

(D) t, w

VOCABULARY

100. I love seeing optical _____.

(A) fresh

(B) illusions

(C) fight

(D) tone

101. The battlefield is a _____ zone.

(A) restricted

(B) strength

(C) confident

(D) brave

102. Due to improper brushing habits, you get _____ in your teeth.

(A) writing

(B) driving

(C) listening

(D) cavities

103. He was always so polite and _____.

(A) respectful

(B) uncomfortable

(C) deep

(D) tired

Fill in the blanks:

104. This is a _____ hotel.

(A) pick

(B) painful

(c) second- class

(D) comfortable

105. Computers _____ students to become intellectual explorers.

(A) empower

(B) corner

(C) start

(D) cleared

106. A man _____ hard all his life for a peaceful life.

(A) screams

(B) run

(C) thrives

(D) painful

107. The leader _____ all his attention on finding a solution to the problem.

(A) national

(B) tried

(C) blunt

(D) focused

108. The _____ appreciated the charity show.


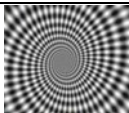

(A) illusion

(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 come from another source
		U. opinion
		V. ridiculous

Form sentences for the given words:

1.	audience	
2.	second-class	
3.	respectful	
4.	focused	
5.	tone	

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

Comprehension-1

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."

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.

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: 2

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.	The underlined pronoun '<u>it</u>' refers to:			
	(A) school	(B) government	(C) NYCLU	(D) students
4.	Chris Dunn is _____ to the idea of single sex schools			
	(A) favors	(B) close	(C) opposed	(D) serious
5.	The idea of 'separate but equal schools' is _____			
	(A) custom	(B) unconstitutional	(C) ethic	(D) law
6.	Girls often do not get the same educational _____ as boys.			
	(A) gifts	(B) speeches	(C) opportunities	(D) food
7.	The underlined pronoun '<u>he</u>' refers to:			
	(A) school	(B) New York City	(C) NYCLU	(D) Dunn
8.	What is the antonym of underlined word '<u>public</u>'?			
	(A) inpublic	(B) private	(C) unpublic	(D) general

Comprehension 3

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. You can change the tone and pitch of voice to make the distant voice answer.	T	F
6. Keep your mouth open. Inhale deeply before you speak.	T	F
7. Exhale in little jerks this action will produce a sound that is subdued and muffled.	T	F
8. Practice hard and the illusion will be complete.	T	F

Comprehension 4

Read the passage and answer the following questions

For Girls Only

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. "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. 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.

Fill in the blanks:

1.	Thirteen –year –old Maryam Zohne used to be _____.			
	(A) angry	(B) interested	(C) hungry	(D) shy
2.	The underlined pronoun 'I' refers to:			
	(D) President	(C) Nicole	(B) Maryam	(A) sixth grade
3.	In _____ grade, she never spoke up in class. Not anymore.			
	(A) ninth	(B) sixth	(C) fifth	(D) forth
4.	Many experts say that single-sex schools are a good thing, especially for _____.			
	(A) studies	(B) boys	(C) girls	(D) Maryam
5.	When there are all girls in the classroom, the _____ changes.			
	(A) culture	(B) society	(C) schools	(D) classroom
6.	"Too often, girls receive praise for how they _____ and how they _____".			
	(A) run, walk	(B) read, write	(C) look, behave	(D) accomplish, learn
7.	"I feel more _____," says Maryam.			
	(A) open	(B) kind	(C) dizzy	(D) closed
8.	The antonym of the underlined word 'respectful' is:			
	(A) unrespectful	(B) disrespectful	(C) disrespectful	(D) non respectful
9.	"We have learnt how to speak in a strong, _____ way."			
	(A) tired	(B) respectful	(C) confident	(D) quick

Comprehension 5

Read the passage and answer the following questions

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

6. **Voice:** I sure am, I'm putting on some _____.

(A) food (B) shingles (C) rocks (D) leaves

7. What is the suitable title for this passage?

(A) Voice in the Attic (B) How to draw (C) Make conversation (D) Making Chimney

8. What is the synonym of the word '**closer**'?

(A) closest (B) nearer (C) smaller (D) far

Note: You will have unseen reading passages in the exam too.

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
