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<b>Kingdom of Saudi Arabia</b> <b>Ministry of Education</b> <b>General Administration of Education,</b> <b>Jeddah Region</b> <b>Al Bayan Model School</b>	<b>First Question Bank:</b>  <b>First Term</b> Year 1440-1441 H/ 2019-2020  	<b>Subject</b>	<b>English</b>
		<b>Stage</b>	<b>Intermediate</b>
		<b>Grade</b>	<b>9<sup>th</sup></b>
		<b>Term</b>	<b>1<sup>st</sup></b>
<b>QUESTION BANK FOR ENGLISH:</b>		<b>Teacher</b>	T. Asra H. T. Roa'a M

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

For the questions from (1) to (67), in the answer sheet, shade the circle which represents the correct choice for every question.

<b>GRAMMAR</b>				
<b>1.</b>	<b>The <u>simple subject</u> in the following sentence is: Use of the Internet is very common.</b>			
	(A) Use	(B) Use of the Internet	(C) common	(D) is very common
<b>2.</b>	<b>The <u>complete subject</u> in the following sentence is: Use of the Internet is very common.</b>			
	(A) Use	(B) Use of the Internet	(C) common	(D) is very common
<b>3.</b>	<b>The <u>simple predicate</u> in the following sentence is: Students can find tutorials on the World Wide Web.</b>			
	(D) excellent research	(D) excellent research	(D) excellent research	(D) excellent research
<b>4.</b>	<b>The <u>complete predicate</u> in the following sentence is: Finding information on the Internet seems difficult at first.</b>			
	(D) finding information	(D) finding information	(D) finding information	(D) finding information
<b>5.</b>	<b>The <u>simple subject</u> in the following sentence is: The purpose of a search engine is to help users find information.</b>			
	(A) purpose	(B) help	(C) users	(D) The purpose of a search engine
<b>6.</b>	<b>The <u>complete subject</u> in the following sentence is: The purpose of a search engine is to help users find information.</b>			
	(A) is to help users find information.	(B) information	(C) purpose	(D) The purpose of a search engine
<b>7.</b>	<b>The <u>simple subject</u> in the following sentence is: The user clicks on any Web site.</b>			
	(A) clicks on	(B) user	(C) clicks on any Web site	(D) Web site
<b>8.</b>	<b>The <u>complete subject</u> in the following sentence is: The user clicks on any Web site.</b>			
	(A) clicks on	(B) The user	(C) clicks on any Web site	(D) Web site
<b>9.</b>	<b>The <u>compound verb</u> in the following sentence is: Therefore, you should not eat or drink such fatty snacks too often.</b>			
	(A) fatty snacks	(B) eat, drink	(C) Therefore	(D) eat
<b>10.</b>	<b>The <u>compound verb</u> in the following sentence is: In the future, stop and think about the health effects of your meals.</b>			
	(A) stop, think	(B) stop	(C) think	(D) the health

11.	<b>Classify the following sentence by purpose: The Cherokee were forced from their homeland in the Southeast.</b>			
	(A) Imperative	(B) Exclamatory	(C) Interrogative	(D) Declarative
12.	<b>Classify the following sentence by purpose: This forced migration became known as the Trail of Tears.</b>			
	(A) Imperative	(B) Exclamatory	(C) Interrogative	(D) Declarative
13.	<b>Classify the following sentence by purpose: Look at this map.</b>			
	(A) Imperative	(B) Exclamatory	(C) Interrogative	(D) Declarative
14.	<b>Classify the following sentence by purpose: Many migrated west to what is now Oklahoma.</b>			
	(A) Imperative	(B) Exclamatory	(C) Interrogative	(D) Declarative
15.	<b>Classify the following sentence by purpose: How many Cherokee escaped the Trail of Tears?</b>			
	(A) Imperative	(B) Exclamatory	(C) Interrogative	(D) Declarative
16.	<b>Classify the following sentence by purpose: How tragic the story is!</b>			
	(A) Imperative	(B) Exclamatory	(C) Interrogative	(D) Declarative
17.	<b>The <u>appropriate end mark</u> for the following sentence is: Please look through this telescope _</b>			
	(A) .	(B) ?	(C) !	(D) ,
18.	<b>The <u>appropriate end mark</u> for the following sentence is: One of my hobbies is stargazing ___</b>			
	(A) .	(B) ?	(C) !	(D) ,
19.	<b>The <u>appropriate end mark</u> for the following sentence is: Look now ___</b>			
	(A) .	(B) ?	(C) !	(D) ,
20.	<b>The <u>appropriate end mark</u> for the following sentence is: What is that star name ___</b>			
	(A) .	(B) ?	(C) !	(D) ,
21.	<b>The <u>appropriate end mark</u> for the following sentence is: How beautiful the sky looks tonight</b>			
	(A) .	(B) ?	(C) !	(D) ,

22.	<b>The <u>nouns</u> in the following sentence are: After this first lesson, the class learned about composition.</b>			
	(A) lesson, class, composition	(B) lesson, class	(C) learned	(D) lesson
23.	<b>The <u>nouns</u> in the following sentence are: The next class was a field trip to the San Diego Zoo.</b>			
	(A) class, field trip	(B) class, field trip, San Diego Zoo	(C) San Diego Zoo	(D) trip
24.	<b>The <u>nouns</u> in the following sentence are: Waiting patiently, Dawn finally caught koala bear that was looking in her direction.</b>			
	(A) Dawn	(B) koala bear	(C) patiently	(D) Dawn, koala bear, direction
25.	<b>The <u>compound noun</u> in the following sentence is: They were born in New York City and began working as children.</b>			
	(A) were born	(B) New York City	(C) as children	(D) New
26.	<b>The <u>compound noun</u> in the following sentence is: Originally, five of the brothers were in show business.</b>			
	(A) show business	(B) Originally	(C) five	(D) brothers
27.	<b>The <u>compound nouns</u> in the following sentence are: Harpo never spoke, so he specialized in sight gags and slapstick.</b>			
	(A) Harpo	(B) never spoke	(C) sight gags, slapstick	(D) specialized
28.	<b>The <u>common nouns</u> in the following sentence are: The fish in the tank are a variety of colors.</b>			
	(A) fish, tank, variety, colors	(B) fish, tank	(C) variety	(D) variety, colors
29.	<b>The <u>common nouns</u> in the following sentence are: Of all the people in my class, Amy is probably the funniest person.</b>			
	(A) people	(B) Amy	(C) people, class	(D) people, class, person
30.	<b>The <u>common nouns</u> in the following sentence are: The first day that the doctor is available is Thursday.</b>			
	(A) day, doctor	(B) is	(C) Thursday	(D) available

31.	<b>The <u>common nouns</u> in the following sentence are: The facial expressions of the actor caused a great deal of laughter.</b>			
	(A) caused	(B) expressions, actor, deal, laughter	(C) facial, great	(D) of
32.	<b>The <u>common noun</u> in the following sentence is: Can Uncle Tim takes us to the beach?</b>			
	(A) to	(B) beach	(C) takes	(D) Uncle Tim
33.	<b>The <u>common nouns</u> in the following sentence are: My grandfather taught for many years at Ferris state university.</b>			
	(A) Ferris state university	(B) at	(C) grandfather, years	(D) taught
34.	<b>The <u>common nouns</u> in the following sentence are: Please take this copy of the book back to the library.</b>			
	(A) Please take	(B) copy, book, library	(C) library	(D) back
35.	<b>The <u>common nouns</u> in the following sentence are: In the backyard of our house, I can still find old arrowheads occasionally.</b>			
	(A) backyard, house, arrowheads	(B) occasionally	(C) backyard, house	(D) can still
36.	<b>The <u>common nouns</u> in the following sentence are: The photography in that film is superb.</b>			
	(A) superb	(B) photography, film	(C) photography	(D) that
37.	<b>The <u>proper noun</u> in the following sentence is: Of all the people in my class, Amy is probably the funniest person.</b>			
	(A) people	(B) Amy	(C) people, class	(D) people, class, person
38.	<b>The <u>proper noun</u> in the following sentence is: The first day that the doctor is available is Thursday.</b>			
	(A) day, doctor	(B) is	(C) Thursday	(D) available
39.	<b>The <u>proper noun</u> in the following sentence is: Can Uncle Tim take us to the beach?</b>			
	(A) to	(B) beach	(C) takes	(D) Uncle Tim
40.	<b>The <u>proper noun</u> in the following sentence is: My grandfather taught for many years at Ferris State University.</b>			
	(A) Ferris State University	(B) at	(C) grandfather, years	(D) taught

41.	Identify the underlined noun: Please bring me a box of pencils from the <u>closet</u> .			
	(A) abstract noun	(B) concrete noun	(C) collective noun	(D) uncountable noun
42.	Identify the underlined noun: <u>Time</u> moves slowly people caught in traffic jam.			
	(A) abstract noun	(B) concrete noun	(C) collective noun	(D) uncountable noun
43.	Identify the underlined noun: Tito, do you believe his <u>story</u> is the truth?			
	(A) abstract noun	(B) concrete noun	(C) collective noun	(D) uncountable noun
44.	Identify the underlined noun: Professor is writing a book about art <u>history</u> .			
	(A) abstract noun	(B) concrete noun	(C) collective noun	(D) uncountable noun
45.	Identify the underlined noun: My brother, the playwright, is working on the new <u>play</u> .			
	(A) abstract noun	(B) concrete noun	(C) collective noun	(D) uncountable noun
46.	Identify the underlined nouns: The <u>fleet</u> left the harbor under full steam, followed by a <u>flock</u> of seagulls.			
	(A) abstract noun	(B) concrete noun	(C) collective noun	(D) uncountable noun
47.	Identify the underlined noun: The <u>faculty</u> voted to change the requirements for graduation.			
	(A) abstract noun	(B) concrete noun	(C) collective noun	(D) uncountable noun
48.	Identify the part of speech of the underlined words: Jenny Lind starred in <u>several</u> operas and gained <u>great</u> renown in <u>European</u> cities.			
	(A) nouns	(B) adjectives	(C) pronoun	(D) adverb
49.	Identify the part of speech of the underlined words: In 1849, <u>the talented</u> diva gave up <u>an operatic</u> career and began planning <u>a concert</u> tour.			
	(A) nouns	(B) adjectives	(C) pronoun	(D) adverb
50.	Identify the underlined word: <u>These</u> stories are the best I've ever read.			
	(A) demonstrative pronoun	(B) demonstrative adjective	(C) proper adjective	(D) personal pronoun

<b>51.</b>	<b>Identify the underlined word: <u>That</u> was the song Rashid has been humming all afternoon.</b>			
	(A) demonstrative pronoun	(B) demonstrative adjective	(C) proper adjective	(D) personal pronoun
<b>52.</b>	<b>Identify the underlined word: <u>These</u> are the funniest jokes I've ever heard!</b>			
	(A) demonstrative pronoun	(B) demonstrative adjective	(C) proper adjective	(D) personal pronoun
<b>53.</b>	<b>Identify the underlined word: Akira Kurosawa, the <u>Japanese</u> filmmaker, directed many entertaining films.</b>			
	(A) demonstrative pronoun	(B) demonstrative adjective	(C) proper adjective	(D) personal pronoun
<b>54.</b>	<b>Identify the underlined word: The <u>French</u> novelist Jules Verne predicted such inventions as the submarine and the television.</b>			
	(A) demonstrative pronoun	(B) demonstrative adjective	(C) proper adjective	(D) personal pronoun
<b>55.</b>	<b>Identify the underlined word: Joseph will be recycling <u>those</u> tomorrow, so he put them in the garage.</b>			
	(A) demonstrative pronoun	(B) demonstrative adjective	(C) proper adjective	(D) personal pronoun

# SPELLING

56. Unscramble the words: n/n/o/c/a/y

(A) canyon

(B) yancon

(C) cannoy

(D) conyan

57. r/l/ a/ c/ b/ m/e

(A) blamcer

(B) malcber

(C) clamber

(D) calmber

58. m/u /l/ r/e/b

(A) berlum

(B) lumber

(C) lubrem

(D) lumreb

59. Choose the words with the correct spellings.

(A) humorouse

(B) humorous

(C) homurus

(D) humereus

60. Choose the words with the correct spellings.

(A) research

(B) risearch

(C) reearch

(D) researsh

61. Choose the words with the correct spellings.

(A) cowered

(B) coverred

(C) covered

(D) kowered

62. Choose the words with the correct spellings.

(A) stranger

(B) strandger

(C) stranjer

(D) strenger

63. Choose the words with the correct spellings.

(A) puzzlede

(B) pazzlled

(C) puzzled

(D) puzzeld

64. Fill in the missing letters: ut\_\_er\_\_nce

(A) r, n

(B) h, j

(C) g, y

(D) t, a

65. rec\_\_usi\_\_e

(A) l, v

(B) k, c

(C) i, j

(D) i, c

66. cra\_\_l\_\_d

(A) l, v

(B) w, e

(C) l, j

(D) a, t

67. b\_\_tt\_\_e

(A) k, d

(B) k, m

(C) o, l

(D) i, c



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

From questions (1) to (22), in the answer sheet, for every question in column (1) shade the appropriate circle from column (2).

Column (1)		Column (2)
1) mournful		(A) felt scared and hid
2) insatiable		(B) climbs
3) clambers		(C) studies
4) cowered		(D) doesn't like to mix with others
5) reclusive		(E) walks heavily
6) lumbers #		(F) unsatisfied
7) insatiable #		(G) sad
8) Monkeys love to		(H) satisfied
9) The sound of the boy crying		(I) keep away from others
10) Most big animals lumber		(J) careful
11) The child cowered		(K) clamber trees.
12) The handicapped child		(L) when they move.
13) The athlete clambered		(M) became too reclusive.
14) lumbers		(N) was very mournful.
15) canyon		(O) behind her mother on seeing the tiger in the zoo.
16) research		(P) on top of the wall.
17) puzzled		(Q) valley
18) bottle		(R) remark
19) humorous		(S) outsider
20) stranger		(T) confused
21) utterance		(U) container
22) crawled		(W) study, examine
		(X) funny
		(Y) moved slowly
		(Z) walks fast

### **Question 3: (True or False) Comprehension:**

**Use the information in the passage to answer the questions below.**

From Questions (1) to (4), shade in the answer sheet the letter **T** if the statement is True or **F** if the statement is False, for every question.

#### **First Time on an Airplane**

Story By: Andrew Frinkle

Amanda got on the plane. It was like being on a school bus, but the engines were louder. She found her seat number and buckled in. Dad helped her with her bag, which had to go in the cabinets above her. Fifteen minutes later, the airplane began to roll backward. The lady in the front of the airplane explained how to use their seatbelts and swim in case the airplane landed in water. That made her a little nervous, but her mom just patted her head and said, "Don't worry." When the plane took off, it was like being on a rollercoaster. She felt her stomach drop and she was pushed back into her chair. It only took a few minutes before the feeling went away. Then they were flying straight on to their destination. There were movies, snacks, and naps on the way. Afterward, she yawned and walked out in a new airport, where she got to get her bags back finally. Her teddy bear was still inside. She wondered if he'd enjoyed the ride!

1. On the plane, Amanda felt like being on a school bus.	<b>T</b>	<b>F</b>
2. Snacks were still inside her bags.	<b>T</b>	<b>F</b>
3. There were movies, snacks, and naps on the way.	<b>T</b>	<b>F</b>
4. Grandpa and Grandma were waiting outside to pick them up.	<b>T</b>	<b>F</b>

## First Time on an Airplane

Story By: Andrew Frinkle

It was Amanda's first time on the airplane. She was nervous. Everyone said it was really safe, but it still seemed scary and also exciting. In the airport, Amanda went to the counter with her parents to get her ticket first. A nice lady in a uniform took her bag and weighed it. Then they went through the security check. It was supposed to be like an x-ray at the doctor's office. Her bag had to get checked, also. Men that looked like policemen smiled at her as she walked through the machine. Then she got to get her stuff back. After that, they had a long walk down a hall to find their gate. It seemed more like a door than a gate, though. Everywhere there were more gates and people waiting for their turns to ride their planes. She found her gate, but she couldn't sit down to wait. She wanted to look out the window. Wow! How could such a big airplane fly? Her plane looked like it had 50 windows on each side. Its wings were so large, that she could have run around and played on them. The front of the airplane where the pilot sat looked like a neat place, too. Finally, they called for her rows to start boarding. Another lady smiled at her as she walked down a narrow hallway.

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

1. Amanda's parents were going on the plane for the first time.	<b>T</b>	<b>F</b>
2. Security check was supposed to be like an x-ray at the doctor's office.	<b>T</b>	<b>F</b>
3. Amanda went to the counter with her parents to get her ticket first.	<b>T</b>	<b>F</b>
4. Her plane looked like it had no windows on each side.	<b>T</b>	<b>F</b>

The first six months that Buffy lived with us, I rocked him to sleep every night. I spent hours feeding him, playing with him, observing him. At first, every utterance and gesture confused me. Because Buffy's muscle structure and coordination resembled that of a human, his play was very humanlike.

Emotionally the puzzle was much more complex. One moment he would stand and shake his head playfully at a neighbor's Angus bull. The next moment he was scared and hid behind me at the sight of a small bum lamb.

Originally Buffy nursed from a bottle. When I tried to wean him, he refused to switch over to solid foods. Melanie solved the problem by substituting water. Buffy took one suck and angrily threw the bottle across the pen. Then he ran to retrieve it and sucked hopefully. A second time he flung it. By that night, he had abandoned his beloved bottle. .. Our friendship with Buffy grew painfully slowly.

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

**Referring to Paragraph 1:**

1) Buffy was happy to switch over to solid foods.	<b>T</b>	<b>F</b>
2) Our friendship with Buffy grew very fast.	<b>T</b>	<b>F</b>
3) The author treated Buffy as a pet.	<b>T</b>	<b>F</b>
4) In the sentence: "when I tried to wean him, he refused" The pronoun "I" refers to the author.	<b>T</b>	<b>F</b>
5) In the sentence: "A second time he flung it." The pronoun "it" refers to the bear.	<b>T</b>	<b>F</b>

The twenty-pound, sixteen-week old rascal who joined our family caught us unprepared. The first night, I lay in bed listening to his haunting cry, a lost, mournful little sound. I crept out and sat near him in his den. After a few minutes he crawled on my lap and sucked the pads on his front feet, voicing his fear with a high pitched clucking sound. I began to hum and rock him. When he finally fell asleep, I tucked him into the straw.

The first six months that Buffy lived with us, I rocked him to sleep every night. I spent hours feeding him, playing with him, observing him. At first, every utterance and gesture puzzled me. Because Buffy's muscle structure and coordination resembled that of a human, his play was very humanlike. Emotionally the puzzle was much more complex. One moment he would stand and shake his head playfully at a neighbor's Angus bull. The next moment he cowered behind me at the sight of a small bum lamb.

Originally Buffy nursed from a bottle. When I tried to wean him, he refused to switch over to solid foods. Melanie solved the problem by substituting water. Buffy took one suck and angrily threw the bottle across the pen. Then he ran to retrieve it and sucked hopefully. A second time he flung it. By that night he had abandoned his beloved bottle. . . . Our friendship with Buffy grew painfully slowly. His distrust made him reclusive. I realized that friendship depended on us somehow joining him in his world. That opportunity came all too soon.



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

**Referring to Paragraph 2:**

1) The baby bear was sixteen-week old.	<b>T</b>	<b>F</b>
2) The author fed him for a year.	<b>T</b>	<b>F</b>
3) Originally, Buffy nursed from a bottle.	<b>T</b>	<b>F</b>
4) The word 'mournful' means sad.	<b>T</b>	<b>F</b>
5) The opposite of angrily is painfully.	<b>T</b>	<b>F</b>
6) When I tried to wean him, he refused to switch over to solid foods.	<b>T</b>	<b>F</b>
7) Melanie solved the problem by substituting solid foods.	<b>T</b>	<b>F</b>





<b>Kingdom of Saudi Arabia</b> <b>Ministry of Education</b> <b>General Administration of Education,</b> <b>Jeddah Region</b> <b>Al Bayan Model School</b>	<b>Second Question Bank:</b>  <b>First Term</b> Year 1440-1441 H/ 2019-2020   <b>وزارة التعليم</b> Ministry of Education	<b>Subject</b>	<b>English</b>
		<b>Stage</b>	<b>Intermediate</b>
		<b>Grade</b>	<b>9<sup>th</sup></b>
		<b>Term</b>	<b>1<sup>st</sup></b>
<b>QUESTION BANK FOR ENGLISH:</b>		<b>Teacher</b>	<b>T. Asra T. Roa'a</b>

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

For the questions from (1) to (65), in the answer sheet, shade the circle which represents the correct choice for every question.

<b>GRAMMAR</b>				
<b>1.</b>	<b>Find the verb: A lady threw bread to the ducks.</b>			
	(A) lady	(B) threw	(C) bread	(D) ducks
<b>2.</b>	<b>Find the verb: Several birds flew by.</b>			
	(A) Several	(B) birds	(C) flew	(D) by
<b>3.</b>	<b>Find the verb: The sky was bright blue.</b>			
	(A) sky	(B) was	(C) bright	(D) blue
<b>4.</b>	<b>Find the verb: We saw a beautiful sea gull.</b>			
	(A) beautiful	(B) saw	(C) we	(D) sea gull
<b>5.</b>	<b>Find helping verb and main verb: Other Mexican families had also immigrated to the United States.</b>			
	(A) also immigrated	(B) had	(C) immigrated	(D) had immigrated
<b>6.</b>	<b>Find helping verb and main verb: Many of them had come to the United States for economic reasons.</b>			
	(A) come	(B) had come	(C) them had come	(D) United States
<b>7.</b>	<b>Find helping verb and main verb: In what year did Galarza publish his first book?</b>			
	(A) did publish	(B) publish	(C) did	(D) book
<b>8.</b>	<b>Find helping verb and main verb: Many people have been enjoying his works for years.</b>			
	(A) been enjoying	(B) enjoying	(C) have been enjoying	(D) people have been
<b>9.</b>	<b>Find helping verb and main verb: It is translated as "Copy from an Old Master."</b>			
	(A) translated	(B) is translated	(C) translated as	(D) translate
<b>10.</b>	<b>Find the action verb: Steve recognized the new book in the library.</b>			
	(A) Steve	(B) recognized	(C) new book	(D) library



<b>11.</b>	<b>Find the action verb: A runner from Nigeria won the marathon this weekend.</b>			
	(A) runner	(B) won	(C) marathon	(D) weekend
<b>12.</b>	<b>Find the action verb: Neither of the boys knows the answer to the question.</b>			
	(A) Neither	(B) boys	(C) knows	(D) question
<b>13.</b>	<b>Find the action verb: The secretary took her lunch to work.</b>			
	(A) took	(B) secretary	(C) to work	(D) lunch
<b>14.</b>	<b>Find the linking verb: Beryl Markham was a famous pilot.</b>			
	(A) Beryl	(B) was	(C) famous	(D) pilot
<b>15.</b>	<b>Find the linking verb: Her accomplishments seem remarkable to many people.</b>			
	(A) seem	(B) accomplishments	(C) remarkable	(D) people
<b>16.</b>	<b>Find the adverb: Most people never experience the harsh environment of the tundra.</b>			
	(A) people	(B) never	(C) experience	(D) tundra
<b>17.</b>	<b>Find the adverb: They float magically among the clouds.</b>			
	(A) magically	(B) float	(C) among	(D) clouds
<b>18.</b>	<b>Identify the correct part of speech: They went either <u>around</u> the fallen rocks or <u>between</u> them.</b>			
	(A) preposition	(B) interjections	(C) noun	(D) adjectives
<b>19.</b>	<b>Identify the correct part of speech: Boulders had fallen <u>on</u> the trail <u>from</u> a cliff.</b>			
	(A) interjections	(B) preposition	(C) adjectives	(D) nouns
<b>20.</b>	<b>Identify the underlined phrase: This film takes place <u>during the Depression.</u></b>			
	(A) adjectival phrase	(B) prepositional phrase	(C) adverbial phrase	(D) noun phrase

21.	<b>Identify the underlined phrase: I found my baseball glove <u>underneath the bed.</u></b>			
	(A) adjectival phrase	(B) prepositional phrase	(C) adverbial phrase	(D) noun phrase
22.	<b>Identify the underlined phrase: Is Santa Monica <u>near the beach?</u></b>			
	(A) adjectival phrase	(B) prepositional phrase	(C) adverbial phrase	(D) noun phrase
23.	<b>Identify the underlined words: They took vacations <u>not only</u> in July, <u>but also</u> in December.</b>			
	(A) interjections	(B) conjunctions	(C) adverbs	(D) verbs
24.	<b>Identify the underlined words: She will <u>neither</u> take a cab <u>nor</u> ride the bus.</b>			
	(A) interjections	(B) conjunctions	(C) adverbs	(D) verbs
25.	<b>Identify the underlined words: <u>Oh!</u> What beautiful flowers those are!</b>			
	(A) interjections	(B) conjunctions	(C) adverbs	(D) verbs
26.	<b>Find the direct object in the sentence: Maria told Kim and me a secret.</b>			
	(A) Kim and me	(B) secret	(C) told	(D) Maria
27.	<b>Find the direct object in the sentence: Pass me the ball!</b>			
	(A) Pass	(B) me	(C) ball	(D) Pass me
28.	<b>Find the indirect object in the sentence: After dinner last night, Dad told us a hilarious story.</b>			
	(A) dinner	(B) story	(C) night	(D) us
29.	<b>Find the direct object in the sentence: The explorers found the valuable treasure in a cave.</b>			
	(A) valuable	(B) treasure	(C) explorers	(D) cave
30.	<b>Find the indirect object in the sentence: Offer our guest some soup, Cedric.</b>			
	(A) soup	(B) guest	(C) offer	(D) Cedric

31.	<b>Find the indirect object in the sentence: The newspaper article gave Cody an idea for a story.</b>			
	(A) idea	(B) Cody	(C) newspaper	(D) article
32.	<b>Identify the underlined word: . Just in case, the purser issued every passenger a <u>life vest</u>.</b>			
	(A) direct object	(B) indirect object	(C) preposition	(D) adverb
33.	<b>Identify the underlined word: . Ms. Wong wrote the <u>store</u> a check for the groceries.</b>			
	(A) direct object	(B) indirect object	(C) preposition	(D) adverb
34.	<b>Identify the underlined word: Carl proposed a <u>title</u> for the film.</b>			
	(A) direct object	(B) indirect object	(C) preposition	(D) adverb
35.	<b>Identify the underlined word: Joyce certainly <u>seemed</u> busy this afternoon.</b>			
	(A) linking verb	(B) subject complement	(C) object complement	(D) action verb
36.	<b>Identify the underlined word: The tall man at the back of the photograph is my <u>grandfather</u>.</b>			
	(A) linking verb	(B) subject complement	(C) object complement	(D) action verb
37.	<b>Identify the underlined word: The cat seems <u>friendly</u>.</b>			
	(A) linking verb	(B) subject complement	(C) object complement	(D) action verb
38.	<b>Identify the underlined word: Jake <u>is</u> the winner of this week's prize.</b>			
	(A) linking verb	(B) subject complement	(C) object complement	(D) action verb
39.	<b>Identify the underlined word: Dr. Max appears <u>happy</u> about the results of his experiment.</b>			
	(A) linking verb	(B) subject complement	(C) object complement	(D) action verb
40.	<b>Identify the underlined word: Ms. Juarez is also an imaginative <u>writer</u>.</b>			
	(A) predicate adjective	(B) predicate nominative	(C) object of preposition	(D) subject complement

41.	<b>Identify the underlined word: The man's children seem pleased with their new <u>pet</u>.</b>			
	(A) predicate adjective	(B) predicate nominative	(C) object of preposition	(D) subject complement
42.	<b>Identify the underlined word: Does the water in the swimming pool feel <u>too cold</u> to you?</b>			
	(A) predicate adjective	(B) predicate nominative	(C) object of preposition	(D) subject complement
43.	<b>Identify the underlined word: The action in this movie may be <u>too violent</u> for some viewers.</b>			
	(A) predicate adjective	(B) predicate nominative	(C) object of preposition	(D) subject complement
44.	<b>Identify the underlined word: The photographer seemed <u>quite pleased</u> with his pictures.</b>			
	(A) predicate adjective	(B) predicate nominative	(C) object of preposition	(D) subject complement
45.	<b>Identify the underlined word: My mother is a skilled <u>designer</u>.</b>			
	(A) predicate adjective	(B) predicate nominative	(C) object of preposition	(D) subject complement
46.	<b>Find the interjection in the sentence: Excellent! Let's go right away.</b>			
	(A) Excellent	(B) Let's	(C) go	(D) right away
47.	<b>Find the interjection in the sentence: Ah, now I understand what to do.</b>			
	(A) now	(B) Ah	(C) understand	(D) what
48.	<b>Find the interjection in the sentence: Ouch! Another mosquito bit me.</b>			
	(A) mosquito	(B) Ouch	(C) Another	(D) bit
49.	<b>Find the conjunctions in the sentence: Both the team captain and the coach thought that the competition went well.</b>			
	(A) both, and	(B) both	(C) and	(D) thought
50.	<b>Find the conjunctions in the sentence: The team couldn't decide whether to practice more or take a break.</b>			
	(A) or	(B) whether, or	(C) whether	(D) practice
51.	<b>Find the conjunctions in the sentence: Either people take steps to save the rain forests now, or these habitats will be lost.</b>			
	(A) either	(B) either, or	(C) or	(D) rain forests
52.	<b>Find the verb that connects the sentence: Beryl Markham was a famous pilot.</b>			
	(A) famous	(B) a famous	(C) was	(D) pilot

53.	Find the verb that connects the sentence: Markham became the first woman to fly nonstop from England to America.			
	(A) the first	(B) became	(C) woman	(D) nonstop
54.	Identify the underlined word: My watch <u>stopped</u> at 8:22.			
	(A) transitive verb	(B) intransitive verb	(C) noun	(D) preposition
55.	Identify the underlined word: The family gave its fair <u>share</u> to the charity.			
	(A) transitive verb	(B) intransitive verb	(C) noun	(D) preposition

## SPELLING

56.	Unscramble the words: l/n/e/n/i			
	(A) linen	(B) nilen	(C) lnien	(D) nlien
57.	s/i/a/u/t/l/r			
	(A) rituals	(B) lirtuas	(C) siautlr	(D) surliau
58.	c/b/a/e/h/m/r			
	(A) chamber	(B) cbaehmr	(C) chmbare	(D) chmaber
59.	Choose the words with the correct spellings.			
	(A) barials	(B) burials	(C) buriyls	(D) puriels
60.	Choose the words with the correct spellings.			
	(A) priests	(B) prests	(c) periests	(D)preests
61.	Choose the words with the correct spellings.			
	(A) ceremony	(B) cirmansy	(C) cirkmany	(D) serimony
62.	Choose the words with the correct spellings.			
	(A) peresirv	(B) presave	(C) preserve	(D) precerve
63.	Choose the words with the correct spellings.			
	(A) ansient	(B) ansiet	(C) ancient	(D) anhient
64.	Fill in the missing letters: a _ at _ my			
	(A) m , o	(B) n , e	(C) n , o	(D) n , u
65.	rec _ gni _ able			
	(A) o , s	(B) a , z	(C) u , s	(D) o , z

## 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) preoccupied	Ⓐ cutting up a body
2) disfigure	Ⓑ disfigured by burns.
3) recognizable	Ⓒ completely possessed
4) embalming	Ⓓ thoroughly worked out
5) anatomy	Ⓔ very old
6) elaborate	Ⓕ methods of placing the dead body in oil
7) linen	Ⓖ to destroy the form of
8) funeral	Ⓗ religious head
9) rituals	Ⓘ funeral
10) chamber	Ⓙ anatomy of the human body.
11) ancient	Ⓚ a type of cloth material
12) preserve	Ⓛ burial service
13) priests	Ⓜ with his job.
14) ceremony	Ⓝ hall, assembly room
15) burial	Ⓞ able to be known from a previous encounter
16) The teacher elaborated	Ⓟ protect
17) The Egyptians preserve the dead bodies	Ⓠ customs
18) Doctors study about	Ⓡ rite, ritual
19) She was horribly	Ⓢ by embalming them.
20) Her attempts to improve her language skills were	Ⓣ recognizable from the test results.
21) My father is preoccupied	Ⓤ the lesson for the students.

### 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.

#### 1. Making Juice Story By: Andrew Frinkle

Billy always loved blueberries. They were his favorite fruit. Today he was going to make blueberry juice with his uncle. They used a potato masher and really crushed the blueberries into a mess. **It** looked like pie filling to Billy. Then they got to push them through a strainer. The strainer caught most of the seeds and skins, leaving them with a small pot of dark purple juice. When they tasted it, the flavor was so strong! They could really taste the blueberries. It wasn't very sweet though. They added grape juice to the blueberry juice. Billy's uncle didn't want to ruin the berries with white sugar from a bag. It was better to use a naturally sweet juice, like apple juice, pear juice, or grape juice. They used grape juice as a sweetener, because grapes had a similar color to the blueberries. Finally, they could drink it. It was a lot

1) Billy does <u>not</u> like blueberries.	<b>T</b>	<b>F</b>
2) Billy and his uncle used a potato masher to crush the blueberries.	<b>T</b>	<b>F</b>
3) <b>It</b> looked like pie filling to Billy. 'It' refers to blueberries.	<b>T</b>	<b>F</b>
4) The strainer caught most of the seeds and skins, leaving them with a small pot of dark purple juice.	<b>T</b>	<b>F</b>
5) Billy and his uncle added orange juice to the blueberry juice.	<b>T</b>	<b>F</b>
6) The blueberry juice was very refreshing.	<b>T</b>	<b>F</b>
7) It was an easy work to make juice.	<b>T</b>	<b>F</b>

2- Making Juice Story By: Andrew Frinkle

Billy always loved blueberries. They were his favorite fruit. Today he was going to make juice with his uncle. His uncle liked to make juice out of everything. He made carrot juice, apple juice, mango juice, vegetable juice, and many more juices. He'd never made blueberry juice before though! First, Billy and his uncle went to a blueberry farm. **They** were each given buckets. They picked for an hour and got several pounds. It was hard work picking the little berries from the trees. Now Billy understood why they were expensive in the store. These blueberries tasted better than the store, though, because they grew ripe on the tree.

Next, they had to sort and wash the fruit. Some of them still had stems or leaves. Those had to be pulled off. Then the shriveled-up berries had to be thrown away. They washed the remaining berries and put them in a strainer to drip dry.

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

1) Billy always loved blueberries.	<b>T</b>	<b>F</b>
2) Billy is making orange juice.	<b>T</b>	<b>F</b>
3) Billy and his uncle got blue berries from a farm.	<b>T</b>	<b>F</b>
4) Billy's uncle did <b>not</b> like to make juice.	<b>T</b>	<b>F</b>
5) <b>They</b> were each given buckets. 'They' refer to blueberries.	<b>T</b>	<b>F</b>
6) Picking the blueberries was so easy.	<b>T</b>	<b>F</b>
7) They washed the remaining berries and put them in a strainer to drip dry.	<b>T</b>	<b>F</b>



### 3- EGYPTIAN MUMMIES

The method of embalming, or treating the dead body, that the ancient Egyptians used is called mummification. Using special processes, the Egyptians removed all moisture from the body, leaving only a dried form that would not easily decay. It was important in their religion to preserve the dead body in as life like a manner as possible.

The mummification process took seventy days. Special priests worked as embalmers, treating and wrapping the body. Beyond knowing the correct rituals and prayers to be performed at various stages, the priests also needed detailed knowledge of human anatomy.

The first step in the process was the removal of all internal parts that might decay rapidly. The brain was removed by carefully inserting special hooked instruments up through the nostrils in order to pull out bits of brain tissue. It was a delicate operation, one which could easily disfigure the face. The embalmers then removed the organs of the abdomen and chest. . . . They left only the heart in place, believing it to be the center of a person's being and intelligence. The other organs were preserved separately, with the stomach, liver, lungs, and intestines placed in special boxes or jars today called canopic jars. These were buried with the mummy. In later mummies, the organs were treated, wrapped, and replaced within the body. Even so, unused canopic jars continued to be part of the burial ritual.

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

1) The first step in the process was the removal of all internal parts that might decay rapidly.	<b>T</b>	<b>F</b>
2) It was important in their religion to preserve the dead body in a lifelike manner.	<b>T</b>	<b>F</b>
3) They left only the lungs in place, believing it to be the center of a person's being and intelligence.	<b>T</b>	<b>F</b>
4) The brain was removed by carefully inserting special hooked instruments.	<b>T</b>	<b>F</b>

The embalmers next removed all moisture from the body. This they did by covering the body with natron, a type of salt which has great drying properties, and by placing additional natron packets inside the body. When the body had dried out completely, embalmers removed the internal packets and lightly washed the natron off the body. The result was a very dried-out but recognizable human form. To make the mummy seem even more life-like, sunken areas of the body were filled out with linen and other materials and false eyes were added.

Next the wrapping began. Each mummy needed hundreds of yards of linen. The priests carefully wound the long strips of linen around the body, sometimes even wrapping each finger and toe separately before wrapping the entire hand or foot. In order to protect the dead from mishap, amulets were placed among the wrappings and prayers and magical words written on some of the linen strips. Often the priests placed a mask of the person's face between the layers of head bandages. At several stages the form was coated with warm resin and the wrapping resumed once again. At last the priests wrapped the final cloth or shroud in place and secured it with linen strips. The mummy was complete.

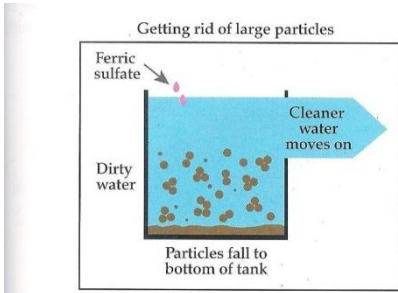
From Questions below shade in the letter **T** if the statement is True or **F** if the statement is False, for every question.

1. Natron was used to dry the body.	<b>T</b>	<b>F</b>
2. Amulets were placed among the wrapping to protect the dead body from mishap.	<b>T</b>	<b>F</b>
3. The result was a very dried-out but linen human form.	<b>T</b>	<b>F</b>
4. The wrapping next removed all moisture from the body.	<b>T</b>	<b>F</b>



**CREATING GRAPHICS**

Identify which graphic might help readers understand a process better and which might confuse readers.




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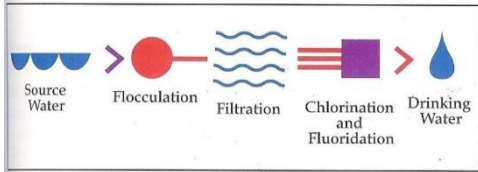
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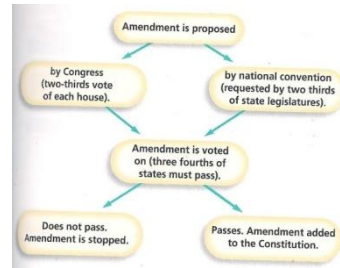
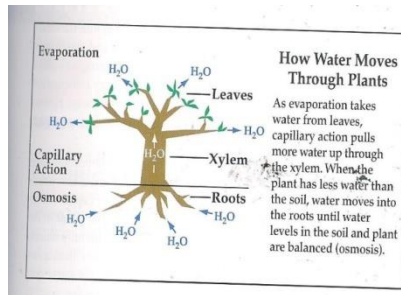
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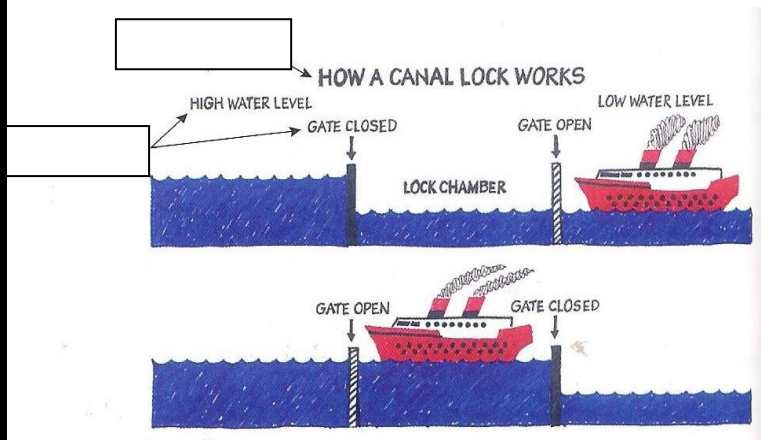


**Label the types of graphics shown below :**



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**Identify the title, label & caption for the picture below:**



Engineers can raise the water level inside the lock chamber to the higher water level or lower it to the lower water level to allow ships to pass.

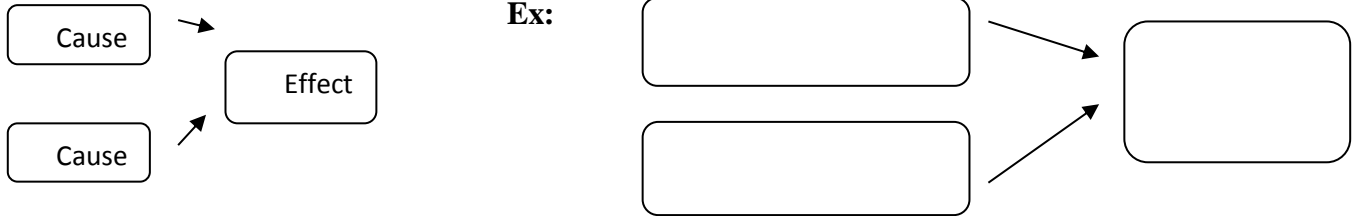
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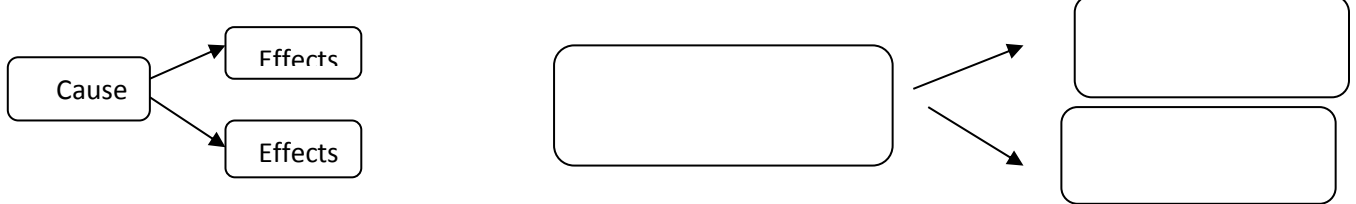
## Cause-and-Effect Relationships

A **cause** is an action or event that makes something else happen.  
An **effect** is the result of a cause. Cause-and effect articles explain  
- *why* or *how* one thing leads to another.  
- *what happens* as a result of a certain action or event.

**Causes Only:** This type of explanation focuses on two or more causes of one effect.



**Effects Only:** This type of explanation focuses on two or more effects of one cause.



**Cause-and-Effect Chain:** In this explanation, one cause leads to an effect, which causes another effect, and so on.

