

Kingdom of Saudi Arabia Ministry of Education General Administration of Education, Jeddah Region Al Bayan Model School	First Question Bank: First Term Year 1443 H/ 2021  وزارة التعليم Ministry of Education	Subject	English
		Stage	Intermediate
		Grade	7th
		Term	1st
		Teacher	

Question 1: (Multiple Choices):

For the questions from (1) to (48), in the answer sheet, shade the circle which represents the correct choice for every question.

GRAMMAR			
Chapter1: The Sentence			
1.	Long conversations about nothing. This is a/an...		
	(A) sentence	(B) verb	(C) adjective (D) sentence fragment
2.	After the football game. This is a/an...		
	(A) sentence	(B) verb	(C) adjective (D) sentence fragment
3.	Adam arrived on time for the meeting yesterday. This is a/an...		
	(A) sentence	(B) verb	(C) adjective (D) sentence fragment
4.	My neighbor Sara is a doctor. This is a/an...		
	(A) sentence	(B) verb	(C) adjective (D) sentence fragment
5.	Left his books on the bus. This is a/an...		
	(A) sentence	(B) verb	(C) adjective (D) sentence fragment
6.	My brother talks on the telephone. This is a/an...		
	(A) sentence	(B) verb	(C) adjective (D) sentence fragment
7.	<u>Those amazing acrobats</u> are members of the same family. The underlined words are:		
	(A) complete subject	(B) simple subject	(C) complete predicate (D) simple predicate(verb)
8.	Have <u>your brother</u> ever seen so many beautiful horses? The underlined words are:		
	(A) complete subject	(B) simple subject	(C) complete predicate (D) simple predicate(verb)
9.	<u>An ancient American Indian village</u> lies beyond those distant. The underlined words are:		
	(A) complete subject	(B) simple subject	(C) complete predicate (D) simple predicate(verb)
10.	Did your <u>family</u> go downtown to see the circus parade? The underlined word is:		
	(A) complete subject	(B) simple subject	(C) complete predicate (D) simple predicate(verb)

11.	Sea turtles <u>face many dangers</u>. The underlined words are:			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
12.	Turtle preserver <u>have been established in certain areas</u>. The underlined words are:			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
13.	Volunteers <u>are protecting the eggs of the sea turtle</u>. The underlined words are:			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
14.	<u>Do some countries protect rare turtle species?</u> The underlined words are:			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
15.	People <u>have used</u> turtle meat and eggs for food. The underlined words are:			
	(A) complete subject	(B) simple subject	(C) complete predicate	(D) simple predicate(verb)
16.	Please be careful when you read it___ The suitable end mark for this sentence is:			
	(A) .	(B) ?	(C) !	(D) ,
17.	Did she say anything to him___ The suitable end mark for this sentence is			
	(A) .	(B) ?	(C) !	(D) ,
18.	How exciting it must have been__ The suitable end mark for this sentence is			
	(A) .	(B) ?	(C) !	(D) ,
19.	My mother once met Shel Silverstein in a bookstore. What is the kind of this sentence?			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
20.	France was almost bankrupt from paying for wars. What is the kind of this sentence?			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
21.	She bought this book as a present. What is the kind of this sentence?			
	(A) Declarative	(B) Imperative	(C) Interrogative	(D) Exclamatory
	Chapter 2: Parts of Speech Overview			
22.	<u>Sumatra</u> is a large <u>island</u> in <u>Indonesia</u>. What part of speech are the underlined words?			
	(A) noun	(B) pronoun	(C) verb	(D) adjective
23.	This <u>area</u> of <u>Asia</u> contains many <u>jungles</u>. What part of speech are the underlined words ?			
	(A) noun	(B) pronoun	(C) verb	(D) adjective

24.	The rafflesia is the largest <u>flower</u> in the <u>world</u>. What part of speech are the underlined words?			
	(A) noun	(B) pronoun	(C) verb	(D) adjective
25.	Peaches are tasty <u>fruits</u>. What part of speech is the underlined word?			
	(A) proper noun	(B) pronoun	(C) common noun	(D) adjective
26.	The United States produces more peaches than any other <u>country</u>. What is the kind of the underlined word?			
	(A) proper noun	(B) pronoun	(C) common noun	(D) adjective
27.	<u>China</u> was their original home. What is the kind of the underlined word?			
	(A) proper noun	(B) pronoun	(C) common noun	(D) adjective
18.	It is still one of the leading producers of peaches, along with <u>Italy, France, and Spain</u>. What are the kind of the underlined words?			
	(A) proper noun	(B) pronoun	(C) common noun	(D) adjective
19.	If <u>you</u> give <u>it</u> a cracker, the parrot might speak for <u>you</u>. What are the kind of the underlined words?			
	(A) noun	(B) pronoun	(C) verb	(D) adjective
20.	Cesar said <u>he</u> liked that kind of food. What is the kind of the underlined word?			
	(A) noun	(B) pronoun	(C) verb	(D) adjective
21.	The principal will be speaking to <u>us</u> today. What is the kind of the underlined word?			
	(A) noun	(B) pronoun	(C) verb	(D) adjective
22.	The flowers in the <u>front</u> yard are <u>purple</u> and <u>yellow</u>. What are the kind of the underlined words?			
	(A) noun	(B) pronoun	(C) verb	(D) adjective
23.	<u>Twelve</u> clowns squeezed into the <u>tiny</u> car. What are the kind of the underlined words?			
	(A) noun	(B) pronoun	(C) verb	(D) adjective
24.	<u>Many</u> fires are caused by <u>careless</u> campers. What are the kind of the underlined words?			
	(A) noun	(B) pronoun	(C) verb	(D) adjective

SPELLING

25. scramble the words: m/e/w/o/n

(A) women (B) mewon (C) wemon (D) wmeon

26. s/a/e/t

(A) aset (B) seat (C) saet (D) stea

27. i/v/d/r/i/g/n

(A) driving (B) driivng (C) drvingi (D) divring

28. e/D/c/b/e/m/e/r

(A) December (B) Decebmer (C) Dceember (D) Decmereb

29. Choose the words with the correct spellings.

(A) theatr (B) teatre (C) tsaethre (D) theatre

30. Choose the words with the correct spellings.

(A) arrested (B) aerrestid (C) arssertd (D) arested

31. Choose the words with the correct spellings.

(A) imege (B) image (C) inmage (D) imaage

32. Choose the words with the correct spellings.

(A) wagen (B) wigin (C) wagon (D) wgon

33. Fill in the missing letters: __e cog__ ized

(A) r, n (B) h, j (C) g, y (D) t, w

34. manh__ndled

(A) a (B) k (C) l (D) c

35. c__mplied

(A) a (B) o (C) l (D) c

36. __acant

(A) a (B) k (C) v (D) c

37. r__ugh

(A) o (B) k (C) v (D) c

38. win__ow

(A) a (B) k (C) v (D) d

39. driv__ng

(A) a (B) i (C) v (D) c

40. th__tre

(A) ae (B) ka (C) ea (D) ca

Question 2: (Pairing Questions) VOCABULARY

From questions (1) to (16), in the answer sheet, for every question in column (1) shade the appropriate circle from column (2).

Column (1)	Column (2)
1. occurred	(A) treated roughly
2. vacant	(B) to take place
3. manhandled	(C) recognized
4. complied	(D) not filled
5. recognized	(E) adapted to another's wish
6. vacant	(F) careful
7. manhandled	(G) hasten
8. front #	(H) filled
9. right #	(I) sit
10. stand #	(J) to be able to identify again
11. vacant #	(K) back
12. Smoking is recognized	(L) left
13. The book shop	(M) happiness
14. She complied	(N) treated softly
15. The thief was	(O) to place
16. The explosion occurred	(P) as the major cause of heart diseases.
	(Q) is vacant.
	(R) just before the midnight.
	(S) with the rules of the institution.
	(T) manhandled by the police.

Question 3: (True or False) Comprehension:

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

From Questions (1) to (5), shade in the answer sheet the letter **T** if the statement is True or **F** if the statement is False, for every question.

Rosa Park saw a vacant seat in the middle of the bus and took it. The next stop was the Empire Theatre, and some whites got on. They filled up the white seats and one man was left standing. The driver looked back and noticed the man standing. Then he looked back at us. He said, "Let me have some front seats," because they were the front seats of the black section. Nobody moved. We sat just right where we were, the four of us.

The man in the window seat next to me stood up, and I moved to let him pass by me, and then I looked across the aisle and saw that the two women were standing. I moved over to the window seat. I could not see how standing up was going to 'make it light for me'. The bus driver saw me still sitting there, and he asked was I going to stand up. I said, "No". He said, "I am going to have you arrested". Then I said, "You may do that". He got out of the bus and stayed outside for a few minutes, waiting for the police.

1) Rosa Park took a vacant seat.	T	F
2) The next stop was Compose Theatre.	T	F
3) The driver stayed outside the bus waiting for the white people	T	F
4) The pronoun "I" refers to Rosa Park in the passage	T	F
5) The antonym of " <u>stand</u> " is sit.	T	F

Comprehension: from Rosa Parks: My Story

When I got off from work that evening of December 1, I went to Court Square as usual to catch the Cleveland Avenue bus home. I didn't look to see who was driving when I got on, and by the time I recognized him, I had already paid my fare. It was the same driver who had put me off the bus back in 1943, twelve years earlier. He was still tall and heavy, with red, rough-looking skin. And he was still mean-looking.

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 word recognized means 'to be able to identify again'.	T	F
2. The <u>underlined</u> pronoun ' I ' refers to Rosa Park.	T	F
3. This event occurred on the evening of December 7.	T	F
4. The driver was a short and good looking man.	T	F

Comprehension: from Rosa Parks: My Story

I thought back to the time when I used to sit up all night and didn't sleep, and my grandfather would have his gun right by the fireplace, or if he had his one-horse wagon going anywhere, he always had his gun in the back of the wagon. People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

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 1:

1) Rosa Park was twenty four at the time of this incident.	T	F
2) The <u>underlined</u> pronoun ' I ' refers to the driver?	T	F
3) She gave up her seat because she was tired.	T	F
4) Her grandfather would have his gun right by the fireplace.	T	F

“Let me have those front seats,” because they were the front seats of the black section. Didn’t anybody move. We just sat right where we were, the four of us. Then he spoke a second time: “Y’all better make it light on yourselves and let me have those seats.”

The man in the window seat next to me stood up, and I moved to let him pass by me, and then I looked across the aisle and saw that the two women were also standing. I moved over to the window seat. I could not see how standing up was going to “make it light” for me. The more we gave in and complied, the worse they treated us.

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 1:

1) They were the front seats of the black section.	T	F
2) He refers to the driver.	T	F
3) The man in the window seat next to me sat down.	T	F
4) The meaning of ' <u>complied</u> ' is <u>to adapt to another's wishes.</u>	T	F

Question 4: (Composition)

1. Writing: Recalling details:

Arrange the following paragraph about incidents in chronological order to understand the writer's view.

My mom was not happy. Tony and Najla stared at me with open mouths. I hit the ball. It went crashing into the living room window. Tony, Najla, and I were playing baseball in the street. Najla pitched the ball. "I'm in trouble now", I said.

- Read the following list of events. Then, put them in chronological order by giving numbers.

1. Look at the clock, it is 6:50 A.M	
2. Get dressed, it is 6:55 A.M.	
3. Alarm goes off at 6 A.M	
4. Grab my books; it is 6:59 A.M.	
5. Get on the bus at 7 A.M.	
6. Take a shower	
7. Jump out of bed	
8. Breathe a sigh of relief, "I barely made it!"	

Write S for a complete sentence and F for a fragment:

1. We visited the pet shop in the mall. _____
2. Named him Mustard. _____
3. Has pouches inside each fat cheek. _____
4. The pouches are for carrying food. _____
5. Making his cage quite comfortable. _____

Revise each fragment by adding a subject, a verb or by attaching the fragment to a complete sentence:

1. Was watching TV alone.

2. Suddenly, the lights went out on the whole block.

3. A strange noise in the backyard.

4. Two small, glowing eyes in the dark.

5. May be I should stop watching scary movies.

Identify and revise Run- on sentences by separating into two sentences or using a comma and a coordinating conjunction. Change the punctuation and Capitalization wherever necessary. If the group of words is correct, write C.

- People constantly search for faster ways to communicate, the internet is one tool that helps people share information quickly.

- The earliest form of the Internet was designed over thirty years ago, and it was created to be used by the military.

- Internet has changed a great deal since then now it can be used by almost anyone who uses computer.

- The first e-mail program was invented in 1972, e-mail is a way to send messages from one computer to another.

- The World Wide Web began with four newsgroups in 1991, but it soon included millions of sites.

Identify and Revise Stringy Sentences:

- My best friend's name is Sarah and she lives next door and so we do many things together. _____
- I try to teach my friend things and she keeps forgetting and I feel bad because she's always helping me. _____
- Many students attend classes all morning, and then they work all afternoon, and they also have to study at night, so they are usually exhausted by the weekend. _____
- Mary James dreamed of being a teacher. She attended a college in Chicago. _____
- My uncle Raymond loves bird-watching, and once a month, I go on a nature walk with him, and he tells me about the birds in our area. _____

Use and, but or or to combine and rewrite each of the following pairs of sentences:

- 1. Getting enough exercise will help you stay healthy. Eating vitamin-rich foods will help you stay healthy. (Join with and.)**
- 2. To get vitamin D, you can eat eggs, fish, and dairy products. To get vitamin D, you can expose yourself to some sunlight. (Join with or.)**
- 3. Most fruits and vegetables contain vitamin C. Most fruits and vegetables lack vitamin B12. (Join with but.)**

Make each pair into one sentence by using connecting word given. Rewrite and change the capitalization:

- 1. I would like to learn more about stars. They are interesting and beautiful. (because)**
- 2. Planets do not give off lights of their own, stars do. (but)**
- 3. Some stars are fainter than our sun. Some are many times brighter. (and)**
- 4. Our Sun will change. The change will be slow. (but)**
- 5. We must continue to study the stars and planets. We will understand how we fit into our vast universe. (so that)**

Identify the topic sentence or the main idea of the given paragraphs:

Comets, asteroids, and meteors are the speed demons of the solar system. The average comet moves at 129,603 miles per hour; an asteroid's average speed is 39,603 miles per hour. Using radar, astronomers have clocked one meteor whizzing along at 164,250 miles per hour.

- **Write a clincher sentence for each of the paragraphs below:**

Guide dogs for the blind are more than just pets. They go almost everywhere with their owners. Unlike most pets, guide dogs wear special harnesses that help them direct their owners safely through unfamiliar places.

Every year, lightning kills many people. This happens because many people do not know what to do when a thunderstorm strikes. Some try to take shelter under tall trees that attract lightning strikes. Others think that if they only hear thunder and see no lightning there is no danger of being struck.

DIRECTIONS Read the following paragraph. Then, use what you have learned about the parts of a paragraph to write answers to the items that follow. The paragraph may need revision.

Paragraph 1

The new school was finally finished. Tonight was the "Open House," everyone's first chance to get a close-up view of the new structure. As Dad and I drove into the freshly paved parking lot, we first saw a large, square sign made of white stone that proudly displayed the school's name. The sign was surrounded at the base with thick, neatly trimmed bushes. Our gaze traveled from the sign to the building behind it. The school, too, was made of white stone and was laid out in the shape of an upside-down U. In the center of this U, the front doors were propped wide open, as if in welcome.

1. Underline the **topic sentence**.
2. Write a **supporting detail** that is a fact.

3. Write a supporting detail that is a **sensory detail**.

1. Write the letter of the better **clincher/concluding sentence**. _____

Clincher sentence a: I wondered how many times I would enter those doors.

Clincher sentence b: I began looking forward to school.

2. Mark the kind of **order** used with an X.

___ **spatial order**

___ **chronological order**

Paragraph 2

After breakfast, I changed into my cycling clothes, pulled on my safety gear, and took a short, fast ride on my bike around the neighborhood to warm up. The weather was gray and overcast. It was the middle of June, but the heat made it feel like August. A good rain might help cool the air, but it would also make for a slippery race. I felt ready. I had trained every day for eight weeks for the ten-mile bicycle race, and I knew I had a pretty good chance of winning.

1. Write the main idea of the paragraph.

2. What kind of paragraph is Paragraph 2?

- narrative
- descriptive
- expository
- persuasive

3. What types of elaborating details are used?

- facts
- details
- examples

Paragraph 3

Preparing to Build a Stage Set

Let's set the stage. You are in your school's drama club, but you are not an actor or an actress. Your job is to build the stage set for the school's fall play. You have no experience? That's fine. Your drama teacher will guide you and the other members of the club through each part of the process. Your teacher has already designed the set and built a small model. Picture this model as a room with only three walls. If you were seated in the audience, you would see that the left wall has a window, the back wall has a door, and the right wall is solid. From this model, you will be able to begin planning. A good plan should take into account the time, supplies, tools, and people needed to complete the work.

Time is a critical element of any plan. Let's say that it is the third week of September and that the play will be performed in the second week of November. That means you have seven weeks to plan and build the stage set. Their need reduces the amount of time you have to five weeks. Now, let's say that the performers will need two weeks to rehearse on the actual set.

The next part of your plan involves figuring out what supplies you will need. You must make a list of the materials and tools necessary to build and decorate the set. For example, if the walls will be made out of large pieces of cardboard, you would add cardboard to your list, making sure to note the size of each wall. Similarly, if the door on the back wall opens, you would add a saw to your list. Then, you would add items to complete construction of the left and right walls. Finally, to complete your list, you would make note of any additional supplies and tools needed to decorate the set when it is built—paint, markers, stencils, paintbrushes, and drop cloths.

9. What type of order is used to organize the information in this passage?
a) ___ spatial order b) ___ chronological order
10. What is the main idea of the first paragraph in the passage above?
-
-

11. Circle the sentence in the third paragraph that is out of order. Draw an arrow pointing to where it belongs.
12. Circle two transitional words in the last paragraph.
13. What kind of paragraph is the last paragraph?
a) ___ narrative b) ___ descriptive
c) ___ expository d) ___ persuasive

CH 18: 2nd WRITING NARRATIVE PARAGRAPH WRITING

Graphical Organizer, Pg: 481, 482

You have probably had many incidents in your life that you can write about.

Choose any one real incident which plays an important role in your life and from which you have learnt meaningful experience.

Gather details about the incident by asking yourself these five questions:

1. What	(Question about What is the incident? What happened in the incident with during this period of time?)
2. When	(Question that get action details such as when did incident occurred?)
3. Who	(Question about people such as Who was involved beside you in the incident.)
4. Where	(Question about places such as Where did this incident happen? What was this place like?)
5. How	(Questions about feelings such as How did I feel during the time?)

Kingdom of Saudi Arabia Ministry of Education General Administration of Education, Jeddah Region Al Bayan Model School	Second Question Bank: First Term Year 1443 H/ 2021  	Subject	English
		Stage	Intermediate
		Grade	7th
		Term	1st
QUESTION BANK FOR ENGLISH: Chapter 3, 4, 19 (S.B + W.B)		Teacher	T. Badriya T. Heba 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.

GRAMMAR				
Chapter 3: Parts of Speech Overview				
1.	We all jumped about three feet into the air. The <u>verb</u> in this sentence is:			
	(A) we	(B) all	(C) jumped	(D) air
2.	Is that alligator hungry? The <u>verb</u> in this sentence is:			
	(A) that	(B) is	(C) hungry	(D) alligator
3.	Look at that beautiful heron! The <u>verb</u> in this sentence is:			
	(A) look	(B) beautiful	(C) at	(D) heron
4.	How are they different? The <u>verb</u> in this sentence is:			
	(A) How	(B) are	(C) they	(D) different
5.	My brother took pictures during the boat ride. The <u>verb</u> in this sentence is:			
	(A) brother	(B) took	(C) picture	(D) boat
6.	Those children are wearing their seat belts. The <u>helping verb</u> in this sentence is:			
	(A) children	(B) are	(C) are wearing	(D) wearing
7.	Which way did he run? The <u>main verb</u> in this sentence is:			
	(A) run	(B) did	(C) he	(D) did, run
8.	Their main offices have been moved downtown. The <u>verb phrase</u> in this sentence is:			
	(A) have been moved	(B) main	(C) office	(D) downtown

9.	The baby is sleeping in his mother's arms. The <u>verb phrase</u> in this sentence is:			
	(A) baby	(B) is sleeping	(C) his	(D) mother's arms.
10.	Sara never would have found her wallet without your help. The <u>verb phrase</u> in this sentence is:			
	(A) Sara	(B) would have found	(C) found	(D) wallet
11.	Stuart Little has always been my favorite book. The <u>adverb</u> in this sentence is:			
	(A) Stuart Little	(B) has	(C) been	(D) always
12.	I finally finished the report. The <u>adverb</u> in this sentence is:			
	(A) finished	(B) finally	(C) report	(D) finished
13.	On the table lies a very old bookmark. The <u>adverb</u> in this sentence is:			
	(A) table	(B) bookmark	(C) lies	(D) On
14.	Trisha's library books are usually returned on time. The <u>adverb</u> in this sentence is:			
	(A) books	(B) on	(C) are	(D) usually
15.	She finishes a book easily in one or two days. The <u>preposition</u> in this sentence is:			
	(A) She	(B) in	(C) one	(D) or
16.	The cat crawled behind the bed. The <u>preposition</u> in this sentence is:			
	(A) the	(B) behind	(C) bed	(D) crawled
17.	The ball landed between Jennifer and Sara. The <u>preposition</u> in this sentence is:			
	(A) ball	(B) and	(C) between	(D) landed
18.	There are between 15,000 and 20,000 species of butterflies. The <u>coordinating conjunction</u> in this sentence is:			
	(A) species	(B) and	(C) butterflies	(D) between
19.	Butterflies live almost everywhere, but tropical rain forests have the most different kinds. The <u>coordinating conjunction</u> in this sentence is:			
	(A) Butterflies	(B) rain	(C) but	(D) kinds
20.	Butterflies cannot live actively in cold weather, so many of them migrate to warmer climates for the winter. The <u>coordinating conjunction</u> in this sentence is:			
	(A) so	(B) to	(C) live	(D) cannot

21.	Aha! There you are! The <u>interjection</u> in this sentence is:			
	(A) there	(B) Aha	(C) you	(D) are
22.	Oh, no! I stubbed that same toe again! The <u>interjection</u> in this sentence is:			
	(A) oh, no	(B) I	(C) toe	(D) again
23.	Do you think you could, well, work my shift tonight?			
	(A) could	(B) you	(C) well	(D) tonight
Chapter 4: The Phrase and the Clause				
24.	<u>with long white curtains</u> / The underlined words are:			
	(A) clause	(B) phrase	(C) conjunction	(D) verb
25.	<u>down the snowy hills</u> / The underlined words are:			
	(A) clause	(B) phrase	(C) conjunction	(D) verb
26.	<u>had been swimming</u> / The underlined words are:			
	(A) clause	(B) phrase	(C) conjunction	(D) verb
27.	<u>While my brother and I</u> are washing the dishes, my sister is drying them. The underlined words are:			
	(A) clause	(B) phrase	(C) conjunction	(D) verb
28.	<u>Alexander the Great became king at the age of twenty.</u> The underlined words are:			
	(A) clause	(B) phrase	(C) conjunction	(D) verb
29.	<u>The hikers walked</u> until they were exhausted. The underlined words are:			
	(A) Independent clause	(B) phrase	(C) Subordinate clause	(D) verb
30.	<u>Has John met the Jonas family</u> who moved in next door? The underlined words are:			
	(A) Independent clause	(B) phrase	(C) Subordinate clause	(D) verb
31.	Aaron had to walk with crutches, <u>while his sprained ankle healed.</u> The underlined words are:			
	(A) Independent clause	(B) phrase	(C) Subordinate clause	(D) verb

32.	Janet said she would study for the math test <u>after she finishes eating lunch.</u> The underlined words are:			
	(A) Independent clause	(B) phrase	(C) Subordinate clause	(D) verb
33.	<u>My arm is better, but it is still quite stiff.</u>			
	(A) simple sentence	(B) phrase	(C) compound sentence	(D) verb
34.	<u>In the future, I will be more cautious on the soccer field.</u> The underlined words are:			
	(A) simple sentence	(B) phrase	(C) compound sentence	(D) verb
35.	The movie was about to start, so we found our seats quickly. The underlined words are:			
	(A) simple sentence	(B) phrase	(C) compound sentence	(D) verb
36.	Mark worked on the puzzle for hours. The underlined words are:			
	(A) simple sentence	(B) phrase	(C) compound sentence	(D) verb

	SPELLING			
37.	Unscramble the words: b/a / i/ h/ t/ s			
	(A) biatsh	(B) habits	(C) thaibs	(D) htaibs
38.	p/a/ o/ r/ n/ h			
	(A) orphan	(B) ophran	(C) phonar	(D) hnoarp
39.	o/ n/ d/ s/ u			
	(A) sdoun	(B) onsud	(C) sound	(D) dsuon
40.	e/e/f/r/d/m/o			
	(A) freemod	(B) freodem	(C) fredome	(D) freedom
41.	Choose the words with the correct spellings.			
	(A) compwter	(B) computer	(C) kamputar	(D) compiter
42.	Choose the words with the correct spellings.			
	(A) kniwlodge	(B) knewlodge	(C) knowledge	(D) nowlejek

43.	Choose the words with the correct spellings.			
	(A) mammals	(B) mammils	(C) mammals	(D) mamulls
44.	Choose the words with the correct spellings.			
	(A) cheldrin	(B) children	(C) shildren	(D) chilfran
45.	Fill in the missing letters: sco__ts			
	(A) l	(B) i	(C) u	(D) n
46.	Fill in the missing letters: p__d			
	(A) e	(B) o	(C) f	(D) q

Question 2: (Pairing Questions) VOCABULARY

From questions (1) to (20), in the answer sheet, for every question in column (1) shade the appropriate circle from column (2).

Match the word with its meaning:

Column (1)		Column (2)
1. scout		<input type="radio"/> A talk freely
2. marine		<input type="radio"/> B to take place
3. spout		<input type="radio"/> C things related to the sea
4. concluded		<input type="radio"/> D not filled
5. pod		<input type="radio"/> E to come to an end
		<input type="radio"/> F group
		<input type="radio"/> G hasten
		<input type="radio"/> H a person sent to get information

Match the spelling word with its meaning:

1. orphan		(A) not in control of anyone
2. knowledge		(B) something done usually
3. mammals		(C) an animal or human being
4. freedom		(D) a place for teaching children
5. habits		(E) group (of whales)
6. school		(F) a part of a country
7. creature		(G) a child who has lost his parents
8. region		(H) the fact of knowing
		(I) a class of animal

Match to form complete sentences.

1. The judge concluded		(A) under the Scout Association Organization
2. There are many different		(B) a pod of whales.
3. My friend is working as a scout		(C) that she was guilty.
4. The baby whale joined		(D) types of marine animals.
5. The girls spout confidently		(E) in the speaking competition.
		(F) history class.
		(G) easy to learn

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 group, students of history teacher Kaye Denison, spent most of Thursday morning on the Internet, checking reports on the whale's progress. Having followed J.J. for so long, the eleven and twelve-year-olds have put some thought into why—beyond scientific reasons—saving her life and studying her is important.

They have concluded that even if animals and mammals don't love human beings, it's natural for humans to love them. At their school, the kids care for frogs, snakes, a chameleon, a skunk, an iguana, fish, and water turtles. They are sure the animals are indifferent toward them, but it doesn't stop them from liking the creatures. "I heard on the news that you're not lonely and your life is not so stressful with animals in it, and I think it's true," said Sean Kingsmill, twelve.

1. Kaye Denison is the students'' history teacher.	T	F
2. They spend Thursday morning checking reports on the whale's progress.	T	F
3. The kids care for tigers, lions and snakes.	T	F
4. Animals and mammals don't love human beings.	T	F
5. You're not lonely and your life is not so stressful with animals in it	T	F
6. " <u>I</u> heard on the news..." . The pronoun I refers to J.J.	T	F

Learning about the whale has been fun for the students. They know that J.J weighs more than 17,000 pounds, is 29 feet long and gains two pounds every hour. Killer whales are natural enemies of gray whales. While adults eat plankton, J.J existed mostly on a mixture of milk, powdered fish and warm cream passed through a tube into her stomach.

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 students enjoyed learning about the whale.	T	F
2. J.J weighs more than 10,000 pounds.	T	F
3. J.J is 29 feet long.	T	F
4. Killer whales are natural enemies of gray whales.	T	F
5. J.J eats plankton.	T	F
6. " <u>They</u> know that J.J weighs..." . The pronoun 'they' refer to the students.	T	F

It is largely affection for the baby whale that keeps them interested in her plight. They sympathized with J. J.'s orphan hood and her efforts to learn survival skills. When she was released, the group felt bad for the whale's disappointed handlers, who said J. J. did not make her typical sound of gratitude before swimming away. But they believe J. J. will miss her handlers after a while.

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 1:

1. The students have affection for the whale.	T	F
2. They sympathized with J. J.'s orphan hood and her efforts to learn survival skills.	T	F
3. J.J did not make her typical sound of gratitude before swimming away.	T	F
4. J.J did not learn survival skill.	T	F
5. When she was released, the group felt happy for the whale's disappointed handlers.	T	F
6. J.J will not miss them at all.	T	F

Learning about the whale has been fun for the students. They know that J.J weighs more than 17,000 pounds, is 29 feet long and gains two pounds every hour. Killer whales are natural enemies of gray whales. While adults eat plankton, J.J existed mostly on a mixture of milk, powdered fish and warm cream passed through a tube into her stomach.

It is a largely affection of students for the whale that keeps them interested in her plight. They sympathized with J.J's orphan hood and her efforts to learn survival skill. When she was released, the group felt bad for the whale's disappointed handlers, who said J.J did not make her typical sound of gratitude before swimming away. But they believe J.J will miss them after a while.

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 1:

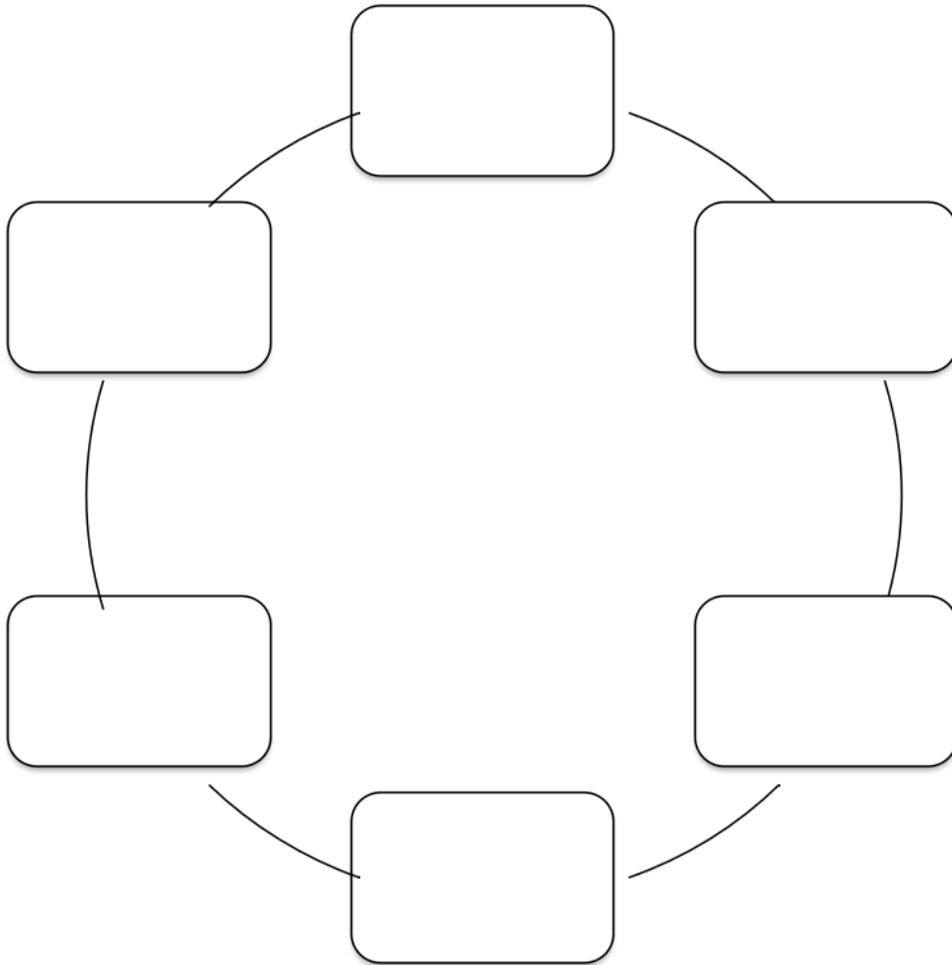
1. Killer whales are the natural enemies of gray whales.	T	F
2. J.J did made her typical sound of gratitude before swimming away.	T	F
3. When she was released, the group felt happy for the whale's disappointed handlers.	T	F
4. It is 29 feet long and gains two pounds every hour.	T	F
5. A mixture of milk and powdered fish is passed through pipe into the stomach of an adult whale.	T	F

Question 4: (Composition)

DESCRIPTIVE WRITING

GRAPHICAL ORGANIZER FOR DESCRIPTIVE PARAGRAPH:

Write a descriptive paragraph on the person whom you love the most or a thing, which you like the most.



Write a descriptive paragraph on the person whom you love the most or a thing, which you like the most.

FIRST DRAFT

Help Box: like –good looking– bright – voice – hair – eyes - behaved –studies- activities- friend – years –express-point of view- laugh – gift

[Empty rounded rectangular box for writing]

[Lined area for writing the paragraph]

Writing 3: Analyzing cause and effect:

A river overflows due to heavy rain.



Writing a “How- to” Paper- PROCESS WRITING

Your purpose of writing instructions is to teach someone how to make something.

To write instructions

- Choose a topic.(Consider your audience)
- Plan your Instructions (Use chronological orders)
- Elaborate by using specific language.(Use numbers, descriptive words, exact verbs and transitions)

Read the following steps. Then rewrite the instructions, adding specific language.

Directions for Preparing a Can of Soup

Step 1: Gather supplies.

Step 2: Heat soup.

Step 3: Serve.

TOPIC: _____

Steps to make a can of soup:



Help Box: step –gather- supplies – electronic- can openers – stirring – pot – long handled- burner – ladle – simmer – piping hot.

Now, rewrite the instructions, adding specific language

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

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 1443 H/ 2021-2022  	Subject	English
		Stage	Intermediate
		Grade	7TH
		Term	First
QUESTION BANK FOR ENGLISH: CH: 3, 4, 20		Teachers	T. Badriya T. Heba T. Fatimah

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.

GRAMMAR				
Chapter 3: Parts of Speech Overview				
1.	Identify the underlined word in the sentence: Their main offices <u>have been moved</u> downtown.			
	(A) noun	(B) preposition	(C) object	(D) verb phrase
2.	Identify the underlined word in the sentence: The baby <u>is sleeping</u> in his mother's arms.			
	(A) noun	(B) preposition	(C) object	(D) verb phrase
3.	Identify the underlined word in the sentence: Sara <u>would have never found</u> her wallet without your help.			
	(A) noun	(B) preposition	(C) object	(D) verb phrase
4.	Identify the underlined word in the sentence: The writer <u>will proofread</u> his latest article.			
	(A) noun	(B) preposition	(C) object	(D) verb phrase
5.	Identify the underlined word in the sentence: Stuart Little has <u>always</u> been my favorite book.			
	(A) conjunction	(B) preposition	(C) verb	(D) adverb
6.	Identify the underlined word in the sentence: I <u>finally</u> finished the report.			
	(A) adverb	(B) verb	(C) conjunction	(D) preposition
7.	Identify the underlined word in the sentence: On the table lies a <u>very</u> old bookmark.			
	(A) adverb	(B) verb	(C) conjunction	(D) preposition
8.	Identify the underlined word in the sentence: Trisha's library books are <u>usually</u> returned on time.			
	(A) conjunction	(B) preposition	(C) verb	(D) adverb

9.	Identify the underlined word in the sentence: During the week Mom is <u>entirely too busy to read.</u>			
	(A) adverb	(B) verb	(C) conjunction	(D) preposition
10.	Identify the underlined word in the sentence: She finishes a book <u>easily</u> in one or two days.			
	(A) conjunction	(B) preposition	(C) verb	(D) adverb
11.	Identify the underlined word in the sentence: The cat jumped <u>behind</u> the bed.			
	(A) conjunction	(B) preposition	(C) verb	(D) adverb
12.	Identify the underlined word in the sentence: Sara put the magazines <u>on</u> the sofa.			
	(A) conjunction	(B) preposition	(C) verb	(D) adverb
13.	Identify the underlined word in the sentence: We walked <u>down</u> the garden path.			
	(A) preposition	(B) conjunction	(C) interjection	(D) adverb
14.	Identify the underlined word in the sentence: The ball landed <u>between</u> Jennifer and Tamika.			
	(A) conjunction	(B) preposition	(C) interjection	(D) adverb
15.	Identify the underlined word in the sentence: Both Africa <u>and</u> Asia have many kinds of butterflies.			
	(A) preposition	(B) conjunction	(C) adverb	(D) interjection
16.	Identify the underlined word in the sentence: The transformation of a caterpillar into a butterfly is amazing <u>and</u> interesting.			
	(A) conjunction	(B) preposition	(C) interjection	(D) adverb
17.	Identify the underlined word in the sentence: Butterflies cannot live actively in cold weather, <u>so</u> many of them migrate to warmer climates for the winter.			
	(A) preposition	(B) conjunction	(C) interjection	(D) adverb
18.	Identify the underlined word in the sentence: There are between 15,000 <u>and</u> 20,000 species of butterflies.			
	(A) preposition	(B) conjunction	(C) adverb	(D) interjection

19.	Identify the underlined word in the sentence: <u>Aha!</u> There you are!			
	(A) preposition	(B) conjunction	(C) interjection	(D) adverb
20.	Identify the underlined word in the sentence: <u>Oh, no!</u> I stubbed that same toe again!			
	(A) preposition	(B) conjunction	(C) adverb	(D) interjection
21.	Identify the underlined word in the sentence: Our team made it to the playoffs! <u>Hooray!</u>			
	(A) preposition	(B) conjunction	(C) interjection	(D) adverb
22.	Identify the underlined word in the sentence: <u>Hey!</u> That is a stop sign, not a yield sign!			
	(A) interjection	(B) preposition	(C) conjunction	(D) adverb
Chapter 4: The Phrase and the Clause				
23.	Identify the underlined word in the sentence: <u>with long white curtains</u>			
	(A) clause	(B) phrase	(C) conjunction	(D) verb
24.	Identify the underlined word in the sentence: <u>in the middle</u>			
	(A) noun	(B) verb	(C) clause	(D) phrase
25.	Identify the underlined word in the sentence: <u>down the snowy hills</u>			
	(A) phrase	(B) clause	(C) verb	(D) conjunction
26.	Identify the underlined word in the sentence: <u>had been swimming</u>			
	(A) phrase	(B) clause	(C) verb	(D) conjunction
27.	Identify the underlined word in the sentence: <u>over the fence</u>			
	(A) conjunction	(B) verb	(C) clause	(D) phrase

SPELLING

28. Choose the correct spelling

(A) papper

(B) papar

(C) paper

(D) baber

29. Choose the correct spelling

(A) piace

(B) piece

(C) biece

(D) peice

30. Choose the correct spelling

(A) cloth

(B) colth

(C) cltho

(D) oclth

31. Choose the correct spelling

(A) feature

(B) faecture

(C) featire

(D) feeatur

32. Choose the correct spelling

(A) natainal

(B) naitional

(C) national

(D) ntaiaonl

33. Choose the correct spelling

(A) pole

(B) pelo

(C) poel

(D) ploe

34. Choose the correct spelling

(A) childrun

(B) childron

(C) cildren

(D) children

35. Choose the correct spelling

(A) inspare

(B) inspire

(C) enspir

(D) insbire

36. m/y/f/l/i/a

(A) fymila

(B) famyli

(C) family

(D) fimaly

37. c/l/i/s/a/e/p

(A) special

(B) cilpeas

(C) saeplic

(D) speliac

SPELLING

38. slee__e

(A) v

(B) o

(C) k

(D) l

39. cl__th

(A) v

(B) t

(C) c

(D) o

40. pa__er

(A) w

(B) p

(C) c

(D) d

41. u__stream

(A) w

(B) p

(C) b

(D) d

42. p__le

(A) g

(B) o

(C) c

(D) j

43. __indsock

(A) g

(B) v

(C) w

(D) j

44. s__eeve

(A) l

(B) p

(C) c

(D) j

VOCABULARY

45. We wear _____ in our hair to keep hair falling out on our eyes.

(A) earrings

(B) clothes

(C) headbands

(D) resting

46. A _____ indicates the direction and speed of wind.



(A) windsock

(B) wind

(C) sock

(D) waterfall

47. These carp battle their way _____ against strong currents.

(A) upstream

(B) downstream

(C) hiding

(D) no stream

48. Niagara waterfalls are the most beautiful _____ in the world.

(A) marker

(B) waterfall

(C) upstream

(D) craft

49. We made beautiful _____ for our activity day.

(A) felt-tip

(B) windsocks

(C) upstream

(D) speed

50.	A special feature of Children’s Day in Japan is the koinobori that families _____ in their yards.			
	(A) display	(B) inspire	(C) catch	(D) hang
51.	Salmon swim _____ to lay their eggs.			
	(A) upstream	(B)	(C) hiding	(D) downstream
52.	_____pens are used in craft activities.			
	(A) Upstream	(B) Felt-tip	(C) Board markers	(D) waterfalls

Question 2: (Pairing Questions) VOCABULARY

From questions (1) to (20), in the answer sheet, for every question in column (1) shade the appropriate circle from column (2).

Match the word with its meaning:

Column (1)		Column (2)
1) upstream		(A) indicates the direction and speed of wind.
2) windsock		(B) motivate
3) felt- tip		(C) smallest
4) waterfall 		(D) show
5) headband 		(E) youngest
6) oldest #		(F) going up or against the flow of water
7) largest #		(G) marker
8) display		(H) a ring of material that encircles the head
9) inspire		(I) a natural fall of water from a height
		(J) tie

Match to form complete sentences

Column (1)	Column (2)
1) We wear headbands in our hair	(A) beautiful waterfall in the world.
2) A windsock indicates	(B) used in drawing.
3) Felt-tip pens are	(C) the direction and speed of wind.
4) Niagara waterfalls are the most	(D) to keep hair falling out on our eyes.
5) Salmon swim upstream	(E) for our activity day.
	(F) to lay their eggs.

Match the picture with its word:

Column (1)	Column (2)
1) 	(A) upstream
2) 	(B) windsock
3) 	(C) felt- tip
4) 	(D) carp
5) 	(E) hoop
6) 	(F) koinobori
7) 	(G) pole
8) 	(H) headband
	(I) waterfall

Question 3: (True or False) Comprehension:

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

A special thing of Children's Day in Japan is the koinobori that families display in their yards - one for each child in the family. A tall pole is placed in the garden. Fish made of fabric are attached to the pole. Each fish has a hoop in its mouth to catch the wind. The largest fish is for the oldest child, and the smallest is for the youngest. These fish represent a kind of carp known as a strong fighter.

These carp battle their way against strong currents. When the koinobori dance in the wind, they remind the children of carp leaping up a waterfall. You can make your own koinobori and fly it from a pole or hang it from your window on that day, so that, you can share Children's Day with the boys and girls of Japan.

You can make your own koinobori and fly it from a pole or hang it from your window on May 5. In that way, you can share Children's Day with the boys and girls of Japan.

You need an 18- by 30-inch piece of lightweight cloth (cotton, rayon, or nylon), felt-tip markers, a needle and thread, scissors, a narrow plastic headband, and string. First, choose a piece of cloth with a bright, colorful pattern or decorate it yourself with felt-tip markers. Next fold it. Then, tie a 12-inch-long piece of string to the headband at each of the three openings.

Finally, hang your windsock from the strings on a tree limb, a clothes pole, or the eaves of your house. On windy days, it will dance like a carp swimming upstream against a waterfall!

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 largest fish is for the oldest child, and the smallest is for the youngest.	T	F
2) You can make your own koinobori and fly it from a pole or hang it from your window on May 8.	T	F
3) The koinobori is made from plastic.	T	F
4) We may predict that the "fabric sleeve" will be used for the face of the fish.	T	F

5) Holidays are special for families to gather and celebrate.	T	F
6) Making cards and planning a picnic are two holiday activities.	T	F
7) A special feature of Children's Day in Japan is the koinobori.	T	F
8) Carp made of cloth or strong paper is attached to the pole.	T	F
8) Each fish has a cloth in its mouth to catch the wind.	T	F
9) These fish represent a kind of carp known as a strong fighter.	T	F
10) The largest fish is for the youngest child.	T	F

COMPREHENSION PASSAGE:

A special thing of Children's Day in Japan is the koinobori that families display in their yards - one for each child in the family. A tall pole is placed in the garden. Fish made of fabric are attached to the pole. Each fish has a hoop in its mouth to catch the wind. The largest fish is for the oldest child, and the smallest is for the youngest. These fish represent a kind of carp known as a strong fighter.

These carp battle their way against strong currents. When the koinobori dance in the wind, they remind the children of carp leaping up a waterfall. You can make your own koinobori and fly it from a pole or hang it from your window on that day, so that, you can share Children's Day with the boys and girls of Japan.

You can make your own koinobori and fly it from a pole or hang it from your window on May 5. In that way, you can share Children's Day with the boys and girls of Japan.

You need an 18- by 30-inch piece of lightweight cloth (cotton, rayon, or nylon), felt-tip markers, a needle and thread, scissors, a narrow plastic headband, and string. First, choose a piece of cloth with a bright, colorful pattern or decorate it yourself with felt-tip markers. Next fold it. Then, tie a 12-inch-long piece of string to the headband at each of the three openings.

Finally, hang your windsock from the strings on a tree limb, a clothes pole, or the eaves of your house. On windy days, it will dance like a carp swimming upstream against a waterfall!

COMPREHENSION

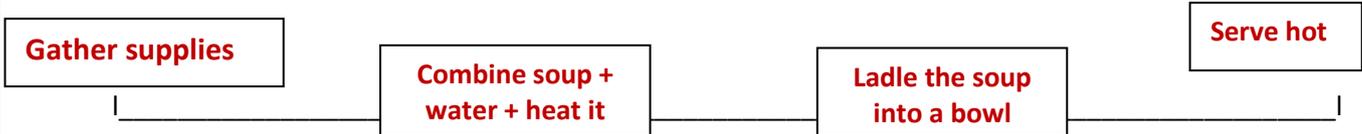
- | | | | | |
|------------|---|--------------------------------|---------------|----------------|
| 1. | A special feature of Children's Day in Japan is the _____. | | | |
| | (A) Koinobori | (B) youngest baby | (C) carp | (D) upstream |
| 2. | What do these fish represent? | | | |
| | (A) family | (B) carp | (C) koinobori | (D) garden |
| 3. | How can you share the Children's Day with the boys and girls of Japan? | | | |
| | (A) by making koinobori | (B) by playing | (C) by eating | (D) none |
| 4. | Who is the largest fish for? | | | |
| | (A) youngest child | (B) oldest child | (C) both | (D) none |
| 5. | The meaning of—"to show" is | | | |
| | (A) display | (B) won | (C) friend | (D) help |
| 6. | The opposite of—"largest" is | | | |
| | (A) fattest | (B) hardest | (C) smallest | (D) more large |
| 7. | Give the synonym of '<u>display</u>'. | | | |
| | (A) to show | (B) to play | (C) to grow | (D) to run |
| 8. | Give the antonym of '<u>oldest</u>'. | | | |
| | (A) elder | (B) small | (C) youngest | (D) biggest |
| 9. | Fish made of fabric are attached to the _____. | | | |
| | (A) pole | (B) garden | (C) hoop | (D) carp |
| 10. | Choose a piece of _____ with a bright, colourful pattern or decorate it. | | | |
| | (A) cloth | (B) thread | (C) marker | (D) headband |
| 11. | Each fish has a _____ in its mouth to catch the wind. | | | |
| | (A) paper | (B) hoop | (C) child | (D) koinobori |
| 12. | On windy days, it will dance like a _____ swimming upstream against a waterfall! | | | |
| | (A) whale | (B) apple | (C) carp | (D) star fish |
| 13. | Children's Day in Japan is celebrated on | | | |
| | (A) May 15 | (B) June 5 | (C) May 5 | (D) March 5 |
| 14. | You can make your own _____ and fly it from a pole. | | | |
| | (A) headband | (B) carp | (C) T.V | (D) Koinobori |
| 15. | We need needle and thread _____. | | | |
| | (A) to swim | (B) to make your own koinobori | (C) to play | (D) to jump |

3: "How- to" Paper PROCESS WRITING

TOPIC: _____ **A Can of Soup** _____

Specific Language	
Numbers	110 (1/2) ounce, 1 can, 7 minutes
Descriptive words	condensed, medium sized, long-handled
Exact verbs	combine, simmer, stir, remove, serve
Comparisons	-----
Transitions	First, then, when done/finally

Steps to make a can of soup:



Help Box: step –gather- supplies – electronic- can openers – stirring – pot – long handled- burner – ladle – simmer – piping hot.

Now, rewrite the instructions, adding specific language

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