

## دليل القواعد والمفردات



### تم تحميل هذا الملف من موقع المناهج العمانية

موقع فايلاتي ← المناهج العمانية ← الصف التاسع ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2026-05-19 13:38:53

ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية الاختبارات ا حلول ا عروض بوربوينت ا أوراق عمل  
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك الامتحان النهائي للمدرس

المزيد من مادة  
لغة انجليزية:

إعداد: أمنة الحديدية

### التواصل الاجتماعي بحسب الصف التاسع



صفحة المناهج  
العمانية على  
فيسبوك

### المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الثاني

الوحدة الخامسة نموذج لكتابة الرأي مستقبلنا

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بنك أسئلة امتحانية 2023 و 2024

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**GR & VOC**

**HANDBOOK**

**Grade 9 Semester 2**

الأسئلة من امتحانات 2023 م و 2024 م

تجميع: أ.آمنة الحديدية

مدرسة الشعثاء بنت جابر (9-12)



**GRAMMAR/VOCABULARY (Items 11-20)****(5 marks)**

For each item, shade in the bubble  next to the correct option.

Ali bin Salim is a <sup>(11)</sup> \_\_\_\_\_ Omani architect who has made an amazing <sup>(12)</sup> \_\_\_\_\_ to develop Islamic architecture. Because he has a great love <sup>(13)</sup> \_\_\_\_\_ his work, Ali mixes modern designs with the <sup>(14)</sup> \_\_\_\_\_ elements of the past. He worked with the government <sup>(15)</sup> \_\_\_\_\_ develop old places . He designed several <sup>(16)</sup> \_\_\_\_\_ such as houses, forts and museums. Ali's work is not only creative <sup>(17)</sup> \_\_\_\_\_ also practical, taking into account the hot and dry <sup>(18)</sup> \_\_\_\_\_ of Oman. He has <sup>(19)</sup> \_\_\_\_\_ many local and international awards for his work and is considered a leader <sup>(20)</sup> \_\_\_\_\_ this field.

- |     |                                 |                                 |                                   |                                 |
|-----|---------------------------------|---------------------------------|-----------------------------------|---------------------------------|
| 11. | <input type="radio"/> happy     | <input type="radio"/> famous    | <input type="radio"/> miserable   | <input type="radio"/> nervous   |
| 12. | <input type="radio"/> security  | <input type="radio"/> comfort   | <input type="radio"/> effort      | <input type="radio"/> sanctuary |
| 13. | <input type="radio"/> after     | <input type="radio"/> for       | <input type="radio"/> since       | <input type="radio"/> ever      |
| 14. | <input type="radio"/> new       | <input type="radio"/> heavy     | <input type="radio"/> traditional | <input type="radio"/> strong    |
| 15. | <input type="radio"/> near      | <input type="radio"/> at        | <input type="radio"/> yet         | <input type="radio"/> to        |
| 16. | <input type="radio"/> buildings | <input type="radio"/> people    | <input type="radio"/> oceans      | <input type="radio"/> programs  |
| 17. | <input type="radio"/> however   | <input type="radio"/> but       | <input type="radio"/> because     | <input type="radio"/> although  |
| 18. | <input type="radio"/> road      | <input type="radio"/> mood      | <input type="radio"/> weather     | <input type="radio"/> course    |
| 19. | <input type="radio"/> received  | <input type="radio"/> receiving | <input type="radio"/> receive     | <input type="radio"/> receives  |
| 20. | <input type="radio"/> by        | <input type="radio"/> from      | <input type="radio"/> off         | <input type="radio"/> in        |



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SCORE

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**GRAMMAR/VOCABULARY (Items 11-20)****(5 marks)**

For each item, shade in the bubble  next to the correct option.

Nowadays, there <sup>(11)</sup>\_\_\_\_\_many types of tourism. The <sup>(12)</sup>\_\_\_\_\_popular type is exploring tourism. It is for people who <sup>(13)</sup>\_\_\_\_\_adventures . In this type, tourists go on <sup>(14)</sup>\_\_\_\_\_alone or with friends. They put everything in a bag and <sup>(15)</sup>\_\_\_\_\_it on their backs. They can decide where <sup>(16)</sup>\_\_\_\_\_go and stay. They try to <sup>(17)</sup>\_\_\_\_\_cheaply. So, they make all bookings by <sup>(18)</sup>\_\_\_\_\_without going to a tour company. They <sup>(19)</sup>\_\_\_\_\_look for expensive hotels and <sup>(20)</sup>\_\_\_\_\_to save money .

- |     |                                |                                  |                                   |                                  |
|-----|--------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| 11. | <input type="radio"/> are      | <input type="radio"/> is         | <input type="radio"/> was         | <input type="radio"/> were       |
| 12. | <input type="radio"/> better   | <input type="radio"/> less       | <input type="radio"/> more        | <input type="radio"/> most       |
| 13. | <input type="radio"/> enjoy    | <input type="radio"/> swim       | <input type="radio"/> race        | <input type="radio"/> dance      |
| 14. | <input type="radio"/> plays    | <input type="radio"/> holidays   | <input type="radio"/> interviews  | <input type="radio"/> languages  |
| 15. | <input type="radio"/> carry    | <input type="radio"/> decorate   | <input type="radio"/> respect     | <input type="radio"/> visit      |
| 16. | <input type="radio"/> in       | <input type="radio"/> of         | <input type="radio"/> on          | <input type="radio"/> to         |
| 17. | <input type="radio"/> disagree | <input type="radio"/> invite     | <input type="radio"/> keep        | <input type="radio"/> travel     |
| 18. | <input type="radio"/> herself  | <input type="radio"/> themselves | <input type="radio"/> ourselves   | <input type="radio"/> yourself   |
| 19. | <input type="radio"/> aren't   | <input type="radio"/> doesn't    | <input type="radio"/> don't       | <input type="radio"/> didn't     |
| 20. | <input type="radio"/> forests  | <input type="radio"/> poems      | <input type="radio"/> restaurants | <input type="radio"/> traditions |



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**GRAMMAR/VOCABULARY (Items 11-20)****(5 marks)**

For each item, shade in the bubble  next to the correct option.

Britain is a multicultural (11)\_\_\_\_\_. It is amazing to know that about 5 million people in Britain are from other (12)\_\_\_\_\_. If you decide to walk down a street, you will (13)\_\_\_\_\_people with different hair, skin and eye colour and speaking different (14)\_\_\_\_\_. People moving to Britain have brought their own culture and try to keep both cultures alive. Therefore, you can (15)\_\_\_\_\_different cultures. For example, if you want (16)\_\_\_\_\_see the Caribbean culture, you (17) \_\_\_\_\_visit the celebrations in the Notting Hill (18)\_\_\_\_\_in London. More than three million people (19)\_\_\_\_\_live in the UK were born in countries (20)\_\_\_\_\_English is not the official language.

- |     |                                |                                 |                                  |                              |
|-----|--------------------------------|---------------------------------|----------------------------------|------------------------------|
| 11. | <input type="radio"/> suitcase | <input type="radio"/> tourism   | <input type="radio"/> society    | <input type="radio"/> team   |
| 12. | <input type="radio"/> events   | <input type="radio"/> cultures  | <input type="radio"/> arts       | <input type="radio"/> jobs   |
| 13. | <input type="radio"/> meets    | <input type="radio"/> meeting   | <input type="radio"/> met        | <input type="radio"/> meet   |
| 14. | <input type="radio"/> resorts  | <input type="radio"/> languages | <input type="radio"/> traditions | <input type="radio"/> arenas |
| 15. | <input type="radio"/> decorate | <input type="radio"/> work      | <input type="radio"/> experience | <input type="radio"/> relax  |
| 16. | <input type="radio"/> to       | <input type="radio"/> for       | <input type="radio"/> in         | <input type="radio"/> on     |
| 17. | <input type="radio"/> were     | <input type="radio"/> are       | <input type="radio"/> must       | <input type="radio"/> can    |
| 18. | <input type="radio"/> Carnival | <input type="radio"/> Actor     | <input type="radio"/> Script     | <input type="radio"/> Film   |
| 19. | <input type="radio"/> him      | <input type="radio"/> who       | <input type="radio"/> they       | <input type="radio"/> he     |
| 20. | <input type="radio"/> when     | <input type="radio"/> as        | <input type="radio"/> where      | <input type="radio"/> the    |



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**GRAMMAR/VOCABULARY (Items 11-20)****(5 marks)**

For each item, shade in the bubble  next to the correct option.

At The National geographic photo camp, young people (11)\_\_\_\_\_ all over the world can learn (12)\_\_\_\_\_to take pictures. However, this project doesn't just (13) \_\_\_\_\_ people how to (14) \_\_\_\_\_good photos. Its goal is to give unhappy children who have (15) \_\_\_\_\_ problems a help to tell (16) \_\_\_\_\_own stories through pictures. The camp (17)\_\_\_\_\_who heads and leads the group said that these pictures were watched (18) \_\_\_\_\_many people around the world. Thanks to the Photo Camp, many homeless and (19) \_\_\_\_\_ children found families to look after them. Since 2003, The Photo Camp has worked with many organizations all over the world and held (20) \_\_\_\_\_to display its photos to the public .

- |     |                                  |                                |                                |                                   |
|-----|----------------------------------|--------------------------------|--------------------------------|-----------------------------------|
| 11. | <input type="radio"/> on         | <input type="radio"/> from     | <input type="radio"/> to       | <input type="radio"/> for         |
| 12. | <input type="radio"/> how        | <input type="radio"/> which    | <input type="radio"/> when     | <input type="radio"/> who         |
| 13. | <input type="radio"/> taught     | <input type="radio"/> teach    | <input type="radio"/> teaching | <input type="radio"/> teaches     |
| 14. | <input type="radio"/> take       | <input type="radio"/> took     | <input type="radio"/> taken    | <input type="radio"/> takes       |
| 15. | <input type="radio"/> difficult  | <input type="radio"/> easy     | <input type="radio"/> simple   | <input type="radio"/> amazing     |
| 16. | <input type="radio"/> there      | <input type="radio"/> they     | <input type="radio"/> them     | <input type="radio"/> their       |
| 17. | <input type="radio"/> cleaner    | <input type="radio"/> driver   | <input type="radio"/> manager  | <input type="radio"/> student     |
| 18. | <input type="radio"/> for        | <input type="radio"/> so       | <input type="radio"/> by       | <input type="radio"/> as          |
| 19. | <input type="radio"/> happy      | <input type="radio"/> lonely   | <input type="radio"/> rich     | <input type="radio"/> relaxed     |
| 20. | <input type="radio"/> interviews | <input type="radio"/> meetings | <input type="radio"/> cafes    | <input type="radio"/> exhibitions |



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SCORE

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## GRAMMAR/VOCABULARY (Items 11-20)

(5 marks)

For each item, shade in the bubble ● next to the correct option.

Bisht is a special kind of **(11)** \_\_\_\_\_ that people wear in some Arab countries **(12)** \_\_\_\_\_ Saudi Arabia, Kuwait, and Qatar. It's **(13)** \_\_\_\_\_ long and beautiful robe that is made **(14)** \_\_\_\_\_ wool, silk, or cotton. People wear the bisht during **(15)** \_\_\_\_\_ events like weddings or formal meetings. The bisht comes in different **(16)** \_\_\_\_\_ like black, brown, and beige, and different **(17)** \_\_\_\_\_, some are long while others are short. The bisht **(18)** \_\_\_\_\_ an important symbol of tradition **(19)** \_\_\_\_\_ culture among the Arabs. It's a really beautiful and elegant dress that makes people **(20)** \_\_\_\_\_ nice and good-looking.

- |                                     |                               |                                |                                   |
|-------------------------------------|-------------------------------|--------------------------------|-----------------------------------|
| 11. <input type="radio"/> music     | <input type="radio"/> dress   | <input type="radio"/> food     | <input type="radio"/> transport   |
| 12. <input type="radio"/> like      | <input type="radio"/> compare | <input type="radio"/> example  | <input type="radio"/> for         |
| 13. <input type="radio"/> has       | <input type="radio"/> an      | <input type="radio"/> a        | <input type="radio"/> have        |
| 14. <input type="radio"/> over      | <input type="radio"/> for     | <input type="radio"/> after    | <input type="radio"/> of          |
| 15. <input type="radio"/> important | <input type="radio"/> small   | <input type="radio"/> boring   | <input type="radio"/> unorganized |
| 16. <input type="radio"/> shapes    | <input type="radio"/> colours | <input type="radio"/> patterns | <input type="radio"/> designs     |
| 17. <input type="radio"/> touches   | <input type="radio"/> smell   | <input type="radio"/> lengths  | <input type="radio"/> weight      |
| 18. <input type="radio"/> am        | <input type="radio"/> do      | <input type="radio"/> are      | <input type="radio"/> is          |
| 19. <input type="radio"/> but       | <input type="radio"/> and     | <input type="radio"/> by       | <input type="radio"/> so          |
| 20. <input type="radio"/> talk      | <input type="radio"/> help    | <input type="radio"/> look     | <input type="radio"/> behave      |



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SCORE

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**GRAMMAR/VOCABULARY (Items 11-20)****(5 marks)**

For each item, shade in the bubble  next to the correct option.

My friend invited <sup>(11)</sup> \_\_\_\_\_ to attend a play in the Royal Opera House in Muscat. It was the first time to <sup>(12)</sup> \_\_\_\_\_ a close look at the huge <sup>(13)</sup> \_\_\_\_\_ in the opera. I was so excited because I met a <sup>(14)</sup> \_\_\_\_\_ actor there. The <sup>(15)</sup> \_\_\_\_\_ started at 7:00pm. I really liked the performance of the <sup>(16)</sup> \_\_\_\_\_ as well as their costumes. They were dancing, singing and moving around the stage <sup>(17)</sup> \_\_\_\_\_. Although the play <sup>(18)</sup> \_\_\_\_\_ two hours, time passed quickly. It was the <sup>(19)</sup> \_\_\_\_\_ play I have ever <sup>(20)</sup> \_\_\_\_\_.

- |     |                                |                                |                                |                                 |
|-----|--------------------------------|--------------------------------|--------------------------------|---------------------------------|
| 11. | <input type="radio"/> my       | <input type="radio"/> me       | <input type="radio"/> I        | <input type="radio"/> you       |
| 12. | <input type="radio"/> have     | <input type="radio"/> had      | <input type="radio"/> has      | <input type="radio"/> having    |
| 13. | <input type="radio"/> fort     | <input type="radio"/> house    | <input type="radio"/> theatre  | <input type="radio"/> hotel     |
| 14. | <input type="radio"/> horrible | <input type="radio"/> famous   | <input type="radio"/> noisy    | <input type="radio"/> unpopular |
| 15. | <input type="radio"/> show     | <input type="radio"/> game     | <input type="radio"/> screen   | <input type="radio"/> match     |
| 16. | <input type="radio"/> teachers | <input type="radio"/> actors   | <input type="radio"/> farmers  | <input type="radio"/> dentists  |
| 17. | <input type="radio"/> activity | <input type="radio"/> activate | <input type="radio"/> actively | <input type="radio"/> active    |
| 18. | <input type="radio"/> sat      | <input type="radio"/> became   | <input type="radio"/> took     | <input type="radio"/> stayed    |
| 19. | <input type="radio"/> better   | <input type="radio"/> good     | <input type="radio"/> worst    | <input type="radio"/> best      |
| 20. | <input type="radio"/> met      | <input type="radio"/> attended | <input type="radio"/> faced    | <input type="radio"/> found     |

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## GRAMMAR/VOCABULARY (Items 11–20)

(5 marks)

For each item, shade in the bubble  next to the correct option.

Oman's culture (11) \_\_\_\_\_ very special. Tourists like to (12) \_\_\_\_\_ Oman because it has many customs and (13) \_\_\_\_\_ that Omanis respect. For example, khanjar is considered as a (14) \_\_\_\_\_ of Oman's pride and history. Men wear Khanjar in happy celebrations such (15) \_\_\_\_\_ Eid and weddings. Women (16) \_\_\_\_\_ by drawing henna on their hands. Besides, a traditional sweet "Halwa", which is a sign of (17) \_\_\_\_\_, is often served (18) \_\_\_\_\_ coffee. Moreover, Oman (19) \_\_\_\_\_ many museums, forts, mosques (20) \_\_\_\_\_ souqs.

- |     |                                |                                  |                                   |                                |
|-----|--------------------------------|----------------------------------|-----------------------------------|--------------------------------|
| 11. | <input type="radio"/> are      | <input type="radio"/> is         | <input type="radio"/> of          | <input type="radio"/> for      |
| 12. | <input type="radio"/> visit    | <input type="radio"/> go         | <input type="radio"/> sit         | <input type="radio"/> stay     |
| 13. | <input type="radio"/> doors    | <input type="radio"/> traditions | <input type="radio"/> poems       | <input type="radio"/> problems |
| 14. | <input type="radio"/> song     | <input type="radio"/> dance      | <input type="radio"/> symbol      | <input type="radio"/> game     |
| 15. | <input type="radio"/> as       | <input type="radio"/> in         | <input type="radio"/> to          | <input type="radio"/> or       |
| 16. | <input type="radio"/> go       | <input type="radio"/> celebrate  | <input type="radio"/> tell        | <input type="radio"/> have     |
| 17. | <input type="radio"/> learning | <input type="radio"/> fun        | <input type="radio"/> hospitality | <input type="radio"/> strength |
| 18. | <input type="radio"/> about    | <input type="radio"/> with       | <input type="radio"/> a           | <input type="radio"/> the      |
| 19. | <input type="radio"/> has      | <input type="radio"/> have       | <input type="radio"/> can         | <input type="radio"/> could    |
| 20. | <input type="radio"/> on       | <input type="radio"/> about      | <input type="radio"/> but         | <input type="radio"/> and      |



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GRM/VCB  
SCORE

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**GRAMMAR/VOCABULARY (Items 11–20)****(5 marks)**

For each item, shade in the bubble  next to the correct option.

In the blockade (11)\_\_\_\_\_ Gaza, life is (12)\_\_\_\_\_. Bombs explode, and buildings (13)\_\_\_\_\_ around us. Every day feels like a struggle just (14)\_\_\_\_\_ survive. We hide in fear, unsure (15)\_\_\_\_\_ we'll make it through another night. Food and water (16)\_\_\_\_\_ scarce, and electricity is a luxury we rarely have. I (17)\_\_\_\_\_ going to school and playing (18)\_\_\_\_\_ my friends. But despite the hardship, we (19)\_\_\_\_\_ onto hope, praying for peace and dreaming of a (20)\_\_\_\_\_ tomorrow.

- |     |                                 |                                |                                   |                               |
|-----|---------------------------------|--------------------------------|-----------------------------------|-------------------------------|
| 11. | <input type="radio"/> up        | <input type="radio"/> of       | <input type="radio"/> with        | <input type="radio"/> to      |
| 12. | <input type="radio"/> easy      | <input type="radio"/> normal   | <input type="radio"/> tough       | <input type="radio"/> great   |
| 13. | <input type="radio"/> raise     | <input type="radio"/> paint    | <input type="radio"/> collapse    | <input type="radio"/> shine   |
| 14. | <input type="radio"/> to        | <input type="radio"/> of       | <input type="radio"/> in          | <input type="radio"/> on      |
| 15. | <input type="radio"/> as        | <input type="radio"/> but      | <input type="radio"/> or          | <input type="radio"/> if      |
| 16. | <input type="radio"/> were      | <input type="radio"/> are      | <input type="radio"/> is          | <input type="radio"/> was     |
| 17. | <input type="radio"/> miss      | <input type="radio"/> travel   | <input type="radio"/> dissolve    | <input type="radio"/> gather  |
| 18. | <input type="radio"/> in        | <input type="radio"/> off      | <input type="radio"/> on          | <input type="radio"/> with    |
| 19. | <input type="radio"/> disappear | <input type="radio"/> hold     | <input type="radio"/> manufacture | <input type="radio"/> destroy |
| 20. | <input type="radio"/> worse     | <input type="radio"/> dreadful | <input type="radio"/> awful       | <input type="radio"/> better  |



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SCORE**

<b>10</b>

**GRAMMAR/VOCABULARY (Items 11–20)****(5 marks)**

For each item, shade in the bubble  next to the correct option.

**Avatar** is a fiction film which was awarded three <sup>(11)</sup> \_\_\_\_\_. It was released in the United States <sup>(12)</sup> \_\_\_\_\_ 18<sup>th</sup> December 2009. It has earned more <sup>(13)</sup> \_\_\_\_\_ 2 billion dollars. The film's <sup>(14)</sup> \_\_\_\_\_ was written by James Cameron. It is <sup>(15)</sup> \_\_\_\_\_ because teenagers like it too much. The sounds <sup>(16)</sup> \_\_\_\_\_ lightening encourage directors <sup>(17)</sup> \_\_\_\_\_ use new techniques such as 3D. In addition, designing the <sup>(18)</sup> \_\_\_\_\_ of the film took two years of work. The main <sup>(19)</sup> \_\_\_\_\_ are Neytiri and Jake. They fought together to save Neytiri homeland from Selfridge <sup>(20)</sup> \_\_\_\_\_ was willing to destroy the Navi civilization.

- |     |                                |                                   |                                     |                                  |
|-----|--------------------------------|-----------------------------------|-------------------------------------|----------------------------------|
| 11. | <input type="radio"/> prizes   | <input type="radio"/> troubles    | <input type="radio"/> notes         | <input type="radio"/> plays      |
| 12. | <input type="radio"/> in       | <input type="radio"/> on          | <input type="radio"/> at            | <input type="radio"/> of         |
| 13. | <input type="radio"/> that     | <input type="radio"/> few         | <input type="radio"/> than          | <input type="radio"/> less       |
| 14. | <input type="radio"/> stage    | <input type="radio"/> script      | <input type="radio"/> actor         | <input type="radio"/> show       |
| 15. | <input type="radio"/> ugly     | <input type="radio"/> kind        | <input type="radio"/> popular       | <input type="radio"/> rude       |
| 16. | <input type="radio"/> and      | <input type="radio"/> but         | <input type="radio"/> however       | <input type="radio"/> so         |
| 17. | <input type="radio"/> must     | <input type="radio"/> can         | <input type="radio"/> should        | <input type="radio"/> to         |
| 18. | <input type="radio"/> costumes | <input type="radio"/> performance | <input type="radio"/> audience      | <input type="radio"/> puppets    |
| 19. | <input type="radio"/> players  | <input type="radio"/> workers     | <input type="radio"/> photographers | <input type="radio"/> characters |
| 20. | <input type="radio"/> where    | <input type="radio"/> who         | <input type="radio"/> what          | <input type="radio"/> when       |



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SCORE

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**GRAMMAR/VOCABULARY (Items 11–20)****(5 marks)**

For each item, shade in the bubble  next to the correct option.

Mr. Bean is a fictional(11)\_\_\_\_\_from the British comedy programmes. It was created by Rowan Atkinson who(12)\_\_\_\_\_ born in London in 1955. He produced the series of "Mr. Bean" which (13)\_\_\_\_\_with the "Pilot" in 1990(14)\_\_\_\_\_ ended with "The Best Bits of Mr. Bean" in 1995. The TV (15)\_\_\_\_\_ focused on the British life style with. Rowan Atkins was listed as one (16)\_\_\_\_\_ the 50 funniest(17)\_\_\_\_\_ in the British comedy in 2003. He is (18)\_\_\_\_\_ very brilliant performer. Lots of people like his comedy (19)\_\_\_\_\_. For that, he received many (20)\_\_\_\_\_ for his work.

- |     |                                   |                                 |                                   |                                 |
|-----|-----------------------------------|---------------------------------|-----------------------------------|---------------------------------|
| 11. | <input type="radio"/> tourism     | <input type="radio"/> language  | <input type="radio"/> neighbour   | <input type="radio"/> character |
| 12. | <input type="radio"/> was         | <input type="radio"/> is        | <input type="radio"/> are         | <input type="radio"/> were      |
| 13. | <input type="radio"/> start       | <input type="radio"/> started   | <input type="radio"/> starts      | <input type="radio"/> starting  |
| 14. | <input type="radio"/> as          | <input type="radio"/> or        | <input type="radio"/> and         | <input type="radio"/> because   |
| 15. | <input type="radio"/> stage       | <input type="radio"/> tour      | <input type="radio"/> show        | <input type="radio"/> sailor    |
| 16. | <input type="radio"/> with        | <input type="radio"/> so        | <input type="radio"/> to          | <input type="radio"/> of        |
| 17. | <input type="radio"/> actors      | <input type="radio"/> dentists  | <input type="radio"/> tour guides | <input type="radio"/> sailors   |
| 18. | <input type="radio"/> at          | <input type="radio"/> a         | <input type="radio"/> an          | <input type="radio"/> the       |
| 19. | <input type="radio"/> performance | <input type="radio"/> architect | <input type="radio"/> cinema      | <input type="radio"/> journey   |
| 20. | <input type="radio"/> passports   | <input type="radio"/> dreams    | <input type="radio"/> awards      | <input type="radio"/> tours     |



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<b>10</b>

**GRAMMAR/VOCABULARY (Items 11–20)**

**(5 marks)**

For each item, shade in the bubble  next to the correct option.

teachers (11)\_\_\_\_\_ students learn new things. They (12)\_\_\_\_\_ lessons, answer questions, (13)\_\_\_\_\_ help students understand difficult topics. Teachers prepare lesson plans and activities (14)\_\_\_\_\_make learning fun and interesting. (15)\_\_\_\_\_ also grade assignments and tests to (16)\_\_\_\_\_ how well students are doing. Being a teacher (17)\_\_\_\_\_patience, kindness, and good communication skills. It's (18)\_\_\_\_\_ rewarding job (19)\_\_\_\_\_you get to see students grow and succeed. Now, if you have a chance, (20)\_\_\_\_\_you be a teacher?

- |     |                                |                                |                                |                                |
|-----|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 11. | <input type="radio"/> helps    | <input type="radio"/> help     | <input type="radio"/> helped   | <input type="radio"/> helping  |
| 12. | <input type="radio"/> explore  | <input type="radio"/> contract | <input type="radio"/> nominate | <input type="radio"/> explain  |
| 13. | <input type="radio"/> as       | <input type="radio"/> and      | <input type="radio"/> but      | <input type="radio"/> however  |
| 14. | <input type="radio"/> to       | <input type="radio"/> for      | <input type="radio"/> in       | <input type="radio"/> on       |
| 15. | <input type="radio"/> She      | <input type="radio"/> We       | <input type="radio"/> They     | <input type="radio"/> I        |
| 16. | <input type="radio"/> relax    | <input type="radio"/> employ   | <input type="radio"/> see      | <input type="radio"/> organise |
| 17. | <input type="radio"/> requires | <input type="radio"/> smuggle  | <input type="radio"/> thrill   | <input type="radio"/> visit    |
| 18. | <input type="radio"/> the      | <input type="radio"/> a        | <input type="radio"/> an       | <input type="radio"/> under    |
| 19. | <input type="radio"/> because  | <input type="radio"/> also     | <input type="radio"/> moreover | <input type="radio"/> first    |
| 20. | <input type="radio"/> would    | <input type="radio"/> are      | <input type="radio"/> were     | <input type="radio"/> will     |



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<b>10</b>

**GRAMMAR/VOCABULARY (Items 11–20)****(5 marks)**

For each item, shade in the bubble  next to the correct option.

Munira <sup>(11)</sup> \_\_\_\_\_ as a nurse at Khoula Hospital, <sup>(12)</sup> \_\_\_\_\_ is in Muscat. She likes her job <sup>(13)</sup> \_\_\_\_\_ it is helpful and caring. She believes that nursing is a very important <sup>(14)</sup> \_\_\_\_\_ in our society. She feels happy that she can <sup>(15)</sup> \_\_\_\_\_ people. She works <sup>(16)</sup> \_\_\_\_\_ night and sometime during the day. The working day is eight <sup>(17)</sup> \_\_\_\_\_ long. Every day, she makes sure that the <sup>(18)</sup> \_\_\_\_\_ are comfortable and have taken their medicine and eaten their food. She said <sup>(19)</sup> \_\_\_\_\_ she is enjoying her work and there is <sup>(20)</sup> \_\_\_\_\_ she dislikes about her work.

- |     |                                  |                                |                                  |                                |
|-----|----------------------------------|--------------------------------|----------------------------------|--------------------------------|
| 11. | <input type="radio"/> work       | <input type="radio"/> works    | <input type="radio"/> working    | <input type="radio"/> is work  |
| 12. | <input type="radio"/> which      | <input type="radio"/> who      | <input type="radio"/> where      | <input type="radio"/> how      |
| 13. | <input type="radio"/> because    | <input type="radio"/> but      | <input type="radio"/> so         | <input type="radio"/> or       |
| 14. | <input type="radio"/> culture    | <input type="radio"/> idea     | <input type="radio"/> job        | <input type="radio"/> tourism  |
| 15. | <input type="radio"/> helping    | <input type="radio"/> helps    | <input type="radio"/> helped     | <input type="radio"/> help     |
| 16. | <input type="radio"/> in         | <input type="radio"/> on       | <input type="radio"/> at         | <input type="radio"/> of       |
| 17. | <input type="radio"/> days       | <input type="radio"/> weeks    | <input type="radio"/> years      | <input type="radio"/> hours    |
| 18. | <input type="radio"/> players    | <input type="radio"/> students | <input type="radio"/> patients   | <input type="radio"/> doctors  |
| 19. | <input type="radio"/> which      | <input type="radio"/> who      | <input type="radio"/> that       | <input type="radio"/> where    |
| 20. | <input type="radio"/> everything | <input type="radio"/> nothing  | <input type="radio"/> everywhere | <input type="radio"/> everyone |



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10

**GRAMMAR/VOCABULARY (Items 11–20)**

**(5 marks)**

For each item, shade in the bubble  next to the correct option.

Omani halwa is an important part of our (11) \_\_\_\_\_. It is important because Omanis offer (12) \_\_\_\_\_ halwa and coffee to show their hospitality. It is served in (13) \_\_\_\_\_ events like weddings and Eid. Halwa is a delicious sweet (14) \_\_\_\_\_ with water, sugar, ghee, wheat starch, rose water (15) \_\_\_\_\_ nuts. These ingredients are cooked together in a large cooper (16) \_\_\_\_\_ and cooked for two hours. Halwa really is a symbol of our culture and our (17) \_\_\_\_\_. Some (18) \_\_\_\_\_ take halwa as a gift for their families when they go back to (19) \_\_\_\_\_ countries. Omani halwa spreads everywhere and becomes a famous (20) \_\_\_\_\_ for anyone who visits Oman.

11.	<input type="radio"/>	picture	<input type="radio"/>	court	<input type="radio"/>	culture	<input type="radio"/>	information
12.	<input type="radio"/>	visitors	<input type="radio"/>	students	<input type="radio"/>	children	<input type="radio"/>	hosts
13.	<input type="radio"/>	special	<input type="radio"/>	ugly	<input type="radio"/>	normal	<input type="radio"/>	black
14.	<input type="radio"/>	given	<input type="radio"/>	made	<input type="radio"/>	eaten	<input type="radio"/>	designed
15.	<input type="radio"/>	and	<input type="radio"/>	so	<input type="radio"/>	if	<input type="radio"/>	to
16.	<input type="radio"/>	plate	<input type="radio"/>	pot	<input type="radio"/>	jug	<input type="radio"/>	cup
17.	<input type="radio"/>	ability	<input type="radio"/>	host	<input type="radio"/>	hospital	<input type="radio"/>	hospitality
18.	<input type="radio"/>	citizens	<input type="radio"/>	tourists	<input type="radio"/>	villagers	<input type="radio"/>	tourism
19.	<input type="radio"/>	the	<input type="radio"/>	they	<input type="radio"/>	their	<input type="radio"/>	them
20.	<input type="radio"/>	mug	<input type="radio"/>	culture	<input type="radio"/>	dish	<input type="radio"/>	drink



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SCORE**

<b>10</b>

**GRAMMAR/VOCABULARY (Items 11–20)****(5 marks)**

For each item, shade in the bubble  next to the correct option.

Culture is (11) \_\_\_\_\_ interesting aspect of society. It shapes (12) \_\_\_\_\_ we are and how we interact with the world around us. It also (13) \_\_\_\_\_ traditions, beliefs, art, and language that have been passed down through (14) \_\_\_\_\_. Respecting culture means honoring (15) \_\_\_\_\_ valuing these differences, even if they may be unfamiliar to us. (16) \_\_\_\_\_ comes into play when we understand that our actions can (17) \_\_\_\_\_ others within a cultural context. It is crucial to be mindful of how our words and behaviors affect those around (18) \_\_\_\_\_, showing respect for our beliefs and (19) \_\_\_\_\_. By embracing culture with respect and taking responsibility for our actions, we can create a more inclusive and (20) \_\_\_\_\_ community where everyone feels valued and understood.

- |     |                                |                                     |                                 |                                      |
|-----|--------------------------------|-------------------------------------|---------------------------------|--------------------------------------|
| 11. | <input type="radio"/> this     | <input type="radio"/> the           | <input type="radio"/> a         | <input type="radio"/> an             |
| 12. | <input type="radio"/> which    | <input type="radio"/> what          | <input type="radio"/> who       | <input type="radio"/> that           |
| 13. | <input type="radio"/> excludes | <input type="radio"/> involves      | <input type="radio"/> takes     | <input type="radio"/> divides        |
| 14. | <input type="radio"/> people   | <input type="radio"/> generations   | <input type="radio"/> friends   | <input type="radio"/> parents        |
| 15. | <input type="radio"/> and      | <input type="radio"/> with          | <input type="radio"/> because   | <input type="radio"/> so             |
| 16. | <input type="radio"/> Interest | <input type="radio"/> Entertainment | <input type="radio"/> Rights    | <input type="radio"/> Responsibility |
| 17. | <input type="radio"/> impact   | <input type="radio"/> impacts       | <input type="radio"/> impacted  | <input type="radio"/> impacting      |
| 18. | <input type="radio"/> us       | <input type="radio"/> them          | <input type="radio"/> their     | <input type="radio"/> our            |
| 19. | <input type="radio"/> dreams   | <input type="radio"/> languages     | <input type="radio"/> food      | <input type="radio"/> traditions     |
| 20. | <input type="radio"/> friendly | <input type="radio"/> harmful       | <input type="radio"/> disliking | <input type="radio"/> unfriendly     |



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<b>10</b>

**GRAMMAR/VOCABULARY (Items 11–20)****(5 marks)**

For each item, shade in the bubble  next to the correct option.

Last Saturday, my brother, <sup>(11)</sup> \_\_\_\_\_ is twenty years old, and I went to cinema to watch a <sup>(12)</sup> \_\_\_\_\_. As we entered the place, my brother couldn't <sup>(13)</sup> \_\_\_\_\_ his money wallet. He looked at <sup>(14)</sup> \_\_\_\_\_ sadly. He said that he <sup>(15)</sup> \_\_\_\_\_ forgotten his wallet. Then, we went back home and it started to rain <sup>(16)</sup> \_\_\_\_\_. When we arrived, my mother <sup>(17)</sup> \_\_\_\_\_ there. We walked into the living room and it was full of <sup>(18)</sup> \_\_\_\_\_ balloons and a cake. Suddenly, all my brothers, sisters, father and mother <sup>(19)</sup> \_\_\_\_\_, "Congratulation! You won the script writing <sup>(20)</sup> \_\_\_\_\_." It seemed they had arranged everything earlier.

- |     |                                   |                                 |                                   |                               |
|-----|-----------------------------------|---------------------------------|-----------------------------------|-------------------------------|
| 11. | <input type="radio"/> who         | <input type="radio"/> which     | <input type="radio"/> where       | <input type="radio"/> when    |
| 12. | <input type="radio"/> play        | <input type="radio"/> game      | <input type="radio"/> video       | <input type="radio"/> film    |
| 13. | <input type="radio"/> found       | <input type="radio"/> find      | <input type="radio"/> finds       | <input type="radio"/> finding |
| 14. | <input type="radio"/> her         | <input type="radio"/> him       | <input type="radio"/> me          | <input type="radio"/> us      |
| 15. | <input type="radio"/> has         | <input type="radio"/> have      | <input type="radio"/> had         | <input type="radio"/> having  |
| 16. | <input type="radio"/> excitedly   | <input type="radio"/> heavily   | <input type="radio"/> angrily     | <input type="radio"/> happily |
| 17. | <input type="radio"/> is          | <input type="radio"/> are       | <input type="radio"/> was         | <input type="radio"/> were    |
| 18. | <input type="radio"/> colourful   | <input type="radio"/> strong    | <input type="radio"/> fierce      | <input type="radio"/> ragged  |
| 19. | <input type="radio"/> ordered     | <input type="radio"/> requested | <input type="radio"/> asked       | <input type="radio"/> shouted |
| 20. | <input type="radio"/> competition | <input type="radio"/> play      | <input type="radio"/> performance | <input type="radio"/> puppet  |



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