

تمارين القواعد والمفردات في محافظة جنوب الباطنة



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تاريخ إضافة الملف على موقع المناهج: 2025-05-31 16:01:10

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

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف العاشر



صفحة المناهج
العمانية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف العاشر والمادة لغة انجليزية في الفصل الثاني

الامتحان النهائي الرسمي الدور الأول مع الحل

1

برزنتيشن عرض بوربوينت عن الفضاء The space pptx

2

برزنتيشن عن ولاية نزوى

3

نموذج إجابة الامتحان الرسمي الفترة الصباحية

4

اختبار قصير ثاني TEST PRACTICE 2 مع نموذج الإجابة

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سلطنة عُمان

وزارة التربية والتعليم

المديرية العامة للتربية والتعليم

بمحافظة جنوب الشرقية

مدرسة الرفعة للتعليم الأساسي للبنات (٨-١٠)

GRAMMAR & VOCABULARY PRACTICE

(Key answers)

GRADE10

Second Semester

2024-2025

Prepared By:

T. Shaikha ALBahloli
T. Khadeeja AIMashaikhi
T. Iman AISawai

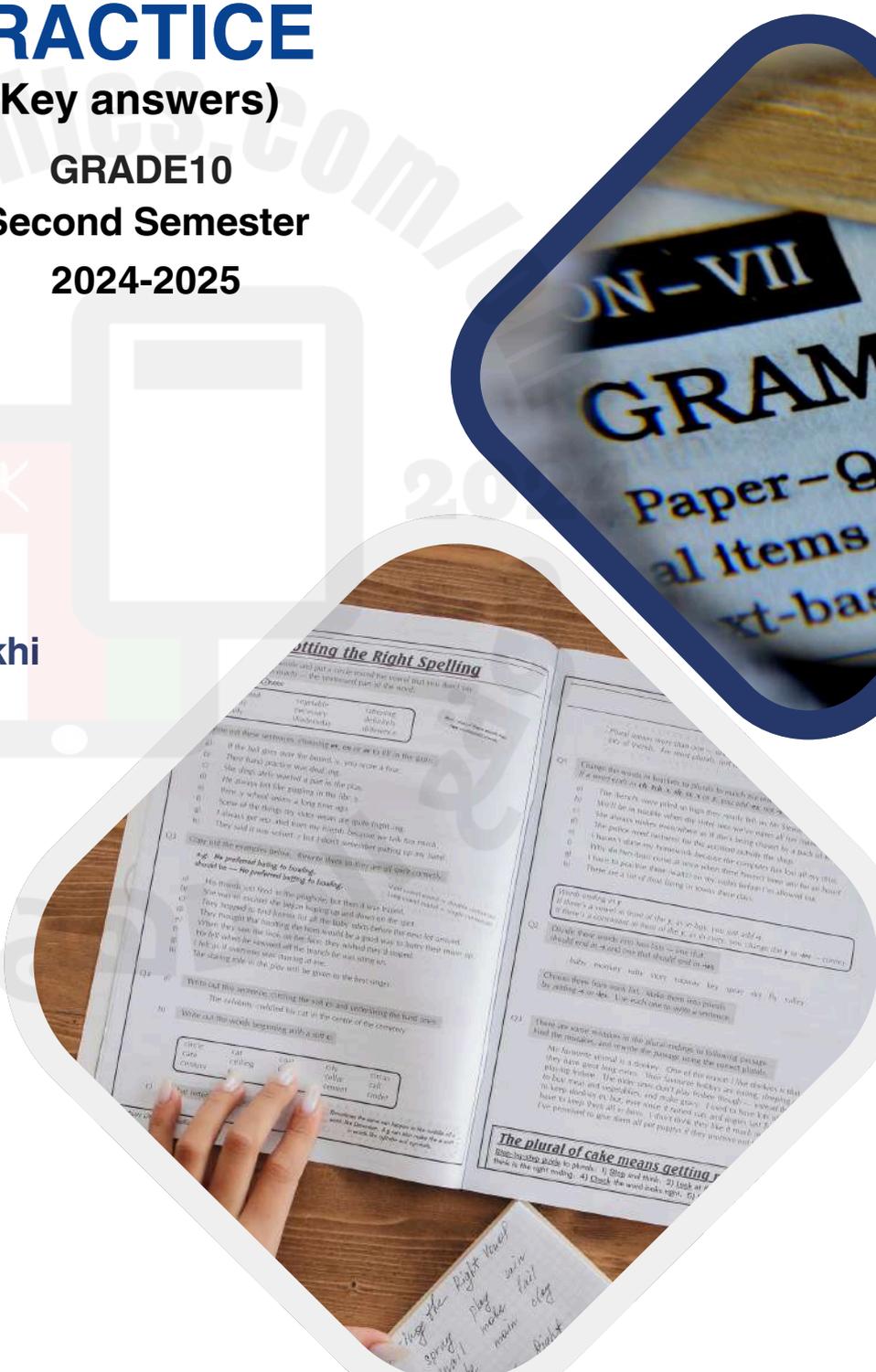


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Unit 1: Stories

Vocabulary Task (1)

(Items 1-5)

(5 marks)

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

One of the most popular story (1)_____among teenagers is mystery because it keeps them guessing and predicting the events until the end. The (2)_____ of a mystery often includes solving a crime or discovering a secret, which makes the (3)_____ more exciting and full of suspense. In these stories, the main (4)_____, such as a detective or investigator, tries to find an evidence to solve the puzzle. At the end, the character finds the (5)_____of the mystery and the story ends.

- 1- genres fiction stage
- 2- comic plot panel
- 3- story fable legend
- 4- moral character president
- 5- setting climax solution

Unit 1: Stories

Vocabulary Task (2)

(Items 1-5)

(5 marks)

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

In the deep blue sea , there was a huge sea (1)_____ that lived under the waves. It had long, massive (2)_____ that took everything that came closer to it .One day, a brave (3)_____ sat sail on his ship to explore the ocean. He was known of his sailing expertise. In addition, he had a very loyal (4)_____ consisting of 10 men and they were so eager to discover the (5)_____ of the oceans. As they sailed, they kept watch, hoping to see a glimpse of anything strange. Suddenly, a monster appeared, and everyone was both scared and amazed by its size!

- | | | | |
|----|--------------------------------------------|------------------------------------------|---------------------------------------|
| 1- | <input checked="" type="radio"/> monster | <input type="radio"/> scientist | <input type="radio"/> bear |
| 2- | <input checked="" type="radio"/> tentacle | <input type="radio"/> tunnel | <input type="radio"/> path |
| 3- | <input type="radio"/> scientist | <input checked="" type="radio"/> captain | <input type="radio"/> president |
| 4- | <input type="radio"/> ghost | <input type="radio"/> ship | <input checked="" type="radio"/> crew |
| 5- | <input checked="" type="radio"/> mystiries | <input type="radio"/> genres | <input type="radio"/> similies |

Unit 1: Stories

Vocabulary Task (3)

(Items 1-5)

(5 marks)

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

Alex loved spending his weekends reading his favorite (1) _____ books. Each story was filled with adventures and colorful characters. Alex always tried to (2) _____ for hidden morals in the story. He enjoys reading the (3) _____ in each panel. Sometimes he feels sad when a friend (4) _____ his friend when he needs his help. That's why he prefers reading (5) _____ comics that make him laugh and feel happy.

- 1- comic plot tunnel
- 2- look run whisper
- 3- monster tentacle speech bubbles
- 4- abandons whispers draws
- 5- comedy horror legend

Unit 1: Stories

Grammar Task (1)

(Items 1-5)



(5 marks)

For each item, shade in the bubble under the correct option.

Speaker A: Hey, did you hear about the fire in the old building last night?

Speaker B: Yes! It was shocking. I walked / was walking home when I saw the smoke.

Speaker A: Really? I already got / had already gotten home when my friend called to tell me about it.

Speaker B: People said the fire started / had started an hour before the firefighters arrived.

Speaker A: Yeah, by the time they got there, the fire spread / had spread) to the second floor.

Speaker B: That's scary. Do they know what caused / had caused the fire?

Speaker A: Not yet, but some say it might have been an electrical problem.

Unit 1: Stories

Grammar Task(2)

(Items 1-5)

(5 marks)

For each item, shade in the bubble under the correct option.

Speaker A: Did you hear about Jake's trip to Italy?

Speaker B: Yeah! He told me all about it. He visited / was visiting Rome when he lost his passport.

Speaker A: Oh no! That must have been stressful. He already booked / had already booked his return ticket before that happened, right?

Speaker B: Yes, luckily! But he spent / had spent hours at the embassy before getting a new one.

Speaker A: That sounds exhausting. What was he doing when he realized it was missing?

Speaker B: He ate / was eating at a café when he checked his bag and saw it was gone.

Speaker A: Wow. Did they know if someone take / had taken it, or did he just lose it?

Speaker B: He's not sure, but he thinks it might have been stolen.

Unit 1: Stories

Grammar Task (3)

(Items 1-5)

(5 marks)

For each item, shade in the bubble under the correct option.

Speaker A: Did you hear about Emma's performance at the talent show?

Speaker B: Yes! She **said** / **have said** that stepping onto the stage felt like jumping into a cold pool.

Speaker A: That sounds amazing!

Speaker B: She also **mentions** / **mentioned** that the stage was so big, it felt like standing in a giant's room."

Speaker A: I can only imagine how thrilling that must have been!

Speaker B: Yeh. Actually she added that the audience **were clapping** / **are clapping** so loudly, it sounded like a hundred hands clapping at once.

Speaker A: It must have been an unforgettable experience.

Speaker B: Yes, indeed. I think she should **sing** / **sang** more often in our school.

Speaker A: It sounds a great idea!

Speaker B: By doing that she **will get** / **got** more practice and increase her self confidence.

Unit2:Healthy lifestyle

Vocabulary Task (4)

(Items 1-5)

(5 marks)

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

Having a healthy lifestyle is important to avoid getting sick. Eating a balanced diet can help to stay strong and be away of (1)_____. However, if a person experiences (2)_____ like cough or headache, it is important to seek advice from a doctor. The illness may be caused by virus, so the sick person needs (3)_____ to cure the pain. Following healthy lifestyle helps to get better fast, but (4)_____ lifestyle can increase the chance of getting ill or developing a more (5)_____ condition.

- 1- diseases food feelings
- 2- pharmcy symptoms tablets
- 3- stress medicine illness
- 4- painful active unhealthy
- 5- serious relaxed healthy

Unit2:Healthy lifestyle

Vocabulary Task (5)

(Items 1-5)

(5 marks)

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

If you feel down or are struggling with depression, it's important to get some advice from a health (1)_____. One cause of feeling this way it can be the lack of physical activities. Regular exercise can help improve your (2)_____ and reduce the symptoms of depression. It's also essential to pay attention to the nutrients you get in your (3)_____, as poor nutrition can contribute to obesity, which is another problem that can affect your body and your (4)_____ health. Participating in sport and staying active can help (5)_____ the risks of obesity.

- 1- teacher guide specialist
- 2- skill mood level
- 3- pain diet habit
- 4- mental careful harmful
- 5- maintain increase reduce

Unit2:Healthy lifestyle

Vocabulary Task (6)

(Items 1-5)

(5 marks)

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

When a patient with a fever often feels tired and weak, it is important for the body to get enough (1)_____. Without rest, the body can struggle to fight the illness. To improve health, it's better to have a healthy lifestyle with good (2) _____ like eating nutritious food, staying active, and avoiding harmful behaviors. In some cases, tablets can reduce a fever or help to (3) _____. However, it's always recommended to follow the doctor's (4)_____. If your condition is not improving, don't hesitate to see a doctor who can (5)_____ you and decide better treatment for your health.

- 1- stress sleep tablets
- 2- habits problems obesity
- 3- recover feel check
- 4- result lifestyle advice
- 5- affect weigh examine

Unit2:Healthy lifestyle

Grammar Task (4)

(Items 1-5)

(5 marks)

For each item, shade in the bubble under the correct option.

Speaker A: Last weekend I met my friend who has left the country for 10 years. He has changed and has become very .

Speaker B: Really! It seems that he couldn't do anything to stay healthy.

Speaker A: (1)..... Where/ What do you do to stay health?

Speaker B: I eat healthy food, do sport and drink enough water.

Speaker A: Do you do sport everyday? What about eating junk food?

Speaker B: Yes, I (2) do/ don't. Eating unhealthy food can harm your physical and mental health.

Speaker A: How (3) does / can I improve my health?

Speaker B: You should eat healthy food, exercise everyday ,sleep early and avoid smoking.

Speaker A: (4) Are / Is sleeping really important for health?

Speaker B: Yes , it is. This is what you (5) should / would do.

Unit2:Healthy lifestyle

Grammar Task (5)

(Items 1-5)

(5 marks)

For each item, shade in the bubble under the correct option.

Speaker A: Hello Basim, (1) How/ Why are you?

Speaker B: Fine, thank you. (2) What/ Which about you? You haven't been looking so well recently. Is there something wrong?

Speaker A: Yes, Actually I took my brother to the hospital due to stomach ache.

Speaker B: (3)..... Who / When did you take him?

Speaker A: Yesterday at 9:00 p.m

Speaker B: How (4) are / is he right now?

Speaker A: All he has to do is to stop eating unhealthy food, but sadly he said (5)..... then/ that he couldn't stop.

Speaker B: Any food he eats is very important to keep him healthy. I hope he will be fine soon.

Unit2:Healthy lifestyle

Grammar Task (6)

(Items 1-5)

(5 marks)

For each item, shade in the bubble under the correct option.

Speaker A: Hi Rashid, (1) Why / What were you absent yesterday?

Speaker B: I was sick and I couldn't come to the school.

Speaker A: Are you fine now?

Speaker B: Yes, I (2)..... am / are.

Speaker A: We had a quiz yesterday.

Speaker B: (3) How/ Which subject?

Speaker A: It was math.

Speaker B: Was it difficult?

Speaker A: No, it (4) was / wasn't.

Speaker B: (5) Did / Does you answer all the questions?

Speaker A: Yes I did.

Speaker B: Grezt!

Unit3:The Future of Transport

Vocabulary Task (7)

(Items 1-5)

(5 marks)

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

Having advanced transportation systems will make travel faster and more efficient in the future. Scientists are working on new (1)_____ to reduce travel time and pollution. One example is the (2)_____, a high-speed train that moves through a vacuum tube. Another futuristic invention is the (3)_____, a small personal flying device powered by jet engines. Using (4)_____ energy, vehicles can become more eco-friendly and reduce carbon emissions. If these innovations are successful, future transport will be faster, safer, and (5)_____ for the environment.

- 1- technologies bicycles tickets
- 2- hyperloop spaceship truck
- 3- subway jetpack elevator
- 4- steam gas solar
- 5- harmful sustainable dangerous

Unit3:The Future of Transport

Vocabulary (8)

(Items 1-5)

(5 marks)

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

Many future transportation methods will focus on reducing pollution and saving energy. One possible innovation is the use of (1)_____ to power cars, reducing the need for fossil fuels. Scientists are also working on (2)_____ vehicles that can fly above the ground and avoid traffic. Additionally, new (3)_____ will be built to make space travel more common for ordinary people. If these ideas become real, traveling will be much faster and (4)_____ than it is today. However, some people worry that these new technologies might be (5)_____ if they are not tested properly.

- 1- solar panels fuel plastic
- 2- bicycles hovercrafts trains
- 3- space elevators buses tunnels
- 4- gloomy slower efficient
- 5- dangerous safe easy

Unit3:The Future of Transport

Vocabulary Task (9)

(Items 1-5)

(5 marks)

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

In the future, transportation will be more advanced and efficient. Scientists are developing (1)_____ that can travel at extremely high speeds using vacuum tubes. This can help to reduce road (2)_____ and make travel much faster. Some vehicles will use (3)_____ technology to float above tracks, reducing friction and increasing speed. Additionally, (4)_____ cars will allow people to travel safely without the need for a driver. These innovations will make transportation more convenient, (5)_____, and eco-friendly.

- 1- hyperloop bicycle bridge
- 2- energy energy congestion
- 3- magnetic slow heavy
- 4- automated noisy manual
- 5- huge efficient difficult

Unit3:The Future of Transport

Grammar Task (7)

(Items 1-5)

(5 marks)

For each item, shade in the bubble under the correct option.

Speaker A: Hi Sara, have you heard about the new robots at the tech show?

I think robots (1) will / are going to replace human workers one day.

Speaker B: That's scary! But you might be right. Some experts say robots will (2)..... take / took many jobs soon.

Speaker A: Definitely! There are some countries have already started using robots in hospitals, schools, and homes.

Speaker B: Yeah, and people surely (3) are / is going to learn new skills to keep up. They have to be ready.

Speaker A: But most of people (4) has to / may not like the changes.

Speaker B: Exactly. The future is going to (5)..... is / be full of surprises.

Unit3:The Future of Transport

Grammar Task (8)

(Items 1-5)

(5 marks)

For each item, shade in the bubble under the correct option.

Speaker A: What do you think life (1)..... will / is going to look like in 50 years?

Speaker B: Well, I believe people (2) does / could live in smart homes with AI systems helping with everything.

Speaker A: That sounds great. Do you think students (3) will / are going to go to school virtually from anywhere?

Speaker B: Maybe! Schools will (4) become / became more digital.

Speaker A: And who knows, we (5) would / may even have personal flying cars!

Speaker B: I love that idea! No more traffic jams.

Speaker A: Haha yes, and maybe food will be printed using 3D printers.

Speaker B: Now that would be cool. The future is really exciting!

Unit3:The Future of Transport

Grammar Task (9)

(Items 1-5)

(5 marks)

For each item, shade in the bubble under the correct option.

Speaker A: In the future, I think people (1)..... will / are going to live on Mars! Can you imagine living on another planet?

Speaker B: That's interesting ! Scientists will (2)..... found / find a way to build safe cities there. It's their plan.

Speaker A: What about flying cars? Do you think we (3) will/ are going to use them soon ?

Speaker B: Maybe , I read a report many cities (4) is / are going to test flying cars next year.

Speaker A: That sounds amazing ! I'm really curious how technology may (5) change / changes our lives in ways we can't even imagine.

Speaker B: Yeah, and maybe we'll be able to travel anywhere in minutes.

Speaker A: Exactly. The future has endless possibilities.

Unit4: Entrepreneurship

Vocabulary Task (10)

(Items 1-5)

(5 marks)

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

Entrepreneurship is the process of running a new (1) in order to make a financial profit. It involves taking risks and developing a strong plan to (2) your business successfully. Also, it requires skills to persuade (3) in order to find your business. It is very (4) to identify gaps and opportunities in the market. This will give you a clear understanding of your (5)..... and help you develop a product or service that meets their needs and help you to market it well.

- 1- target business skill
- 2- luanch give provide
- 3- leaders teachers investors
- 4- local essential financial
- 5- customers founders partners

Unit4: Entrepreneurship

Vocabulary Task (11)

(Items 1-5)

(5 marks)

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

A strong financial plan helps a founder design successful product that fits the (1)..... . It is important to understand the customers' needs that leads to better quality, higher (2)..... and long term success. To grow business must constantly improve, adapt and support the (3) A founder's desire to succeed drives (4) and strong financial decisions. It also ensures steady progress and (5)..... market expansion.

- 1- market identity risk
- 2- brand profit design
- 3- employees interviewers founders
- 4- company target innovation
- 5- develop request sell

Unit4: Entrepreneurship

Vocabulary (12)

(Items 1-5)

(5 marks)

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

Starting a new project requires a clear marketing plan and good financial support. To ensure high (1) , businesses must focus on their target market and build a (2)..... brand. it is important to secure (3)..... because it comes with risk and challenges. To have well-known brand, companies must (4)..... consumers that their product is good quality and respond to their (5)..... wisely.

- 1- decision loan quality
- 2- low strong design
- 3- funding economy sector
- 4- encounter overcome persuade
- 5- concept request guarantee

Unit4: Entrepreneurship

Grammar Task (10)

(Items 1-5)

(5 marks)

For each item, shade in the bubble under the correct option.

Speaker A: I'm so bored. There's (1)..... something / nothing
to do this weekend!

Speaker B: Why don't we go (2) somewhere / nowhere
fun, like the amusement park?

Speaker A: That's a great idea! I hope (3)..... no one/ someone
else has already planned to go because it gets crowded.

Speaker B: Don't worry, I don't think (4) anyone / everyone
we know is going.

Speaker A: Cool. Let's tell (5)..... anyone / everyone in our
group and make it a day out!

Let me know if you'd like an answer key or a version ready for print!

Unit4: Entrepreneurship

Grammar Task (11)

(Items 1-5)

(5 marks)

For each item, shade in the bubble under the correct option.

Speaker A: I'm so hungry! We need to find (1)..... somewhere / **nothing** to eat before the movie starts.

Speaker B: Yeah, but I don't know (2) nowhere / anywhere nearby that has good food. Do you?

Speaker A: Not really. Maybe (3)..... someone / anyone can recommend a good place.

Speaker B: Good idea! I hope there's (4) everything/ something open this late.

Speaker A: There has to be! Otherwise, we'll have (5)..... nobody / nowhere to go, and I'll be starving during the movie!

Unit4: Entrepreneurship

Grammar Task (12)

(Items 1-5)

(5 marks)

For each item, shade in the bubble under the correct option.

Speaker A: I'm very tired. I need to go (1)..... **somewhere** / **something** to relax.

Speaker B: I heard (2)..... **nobody** / **someone** talking about a new place near our town would you like to go?

Speaker A: Sure! It will be a great idea!

Speaker B: So keep (3)..... **anyone** / **everything** aside and be ready to go.

Speaker A: Alright but I have to take (4)..... **something** / **nothing** with me before I leave.

Speaker B: Take your time, but don't tell (5)..... **anybody** / **anywhere**.