

# بنك أسئلة امتحانية 2023 و 2024



تم تحميل هذا الملف من موقع المناهج العمانية

موقع فايلاطي  $\leftrightarrow$  المناهج العمانية  $\leftrightarrow$  الصف التاسع  $\leftrightarrow$  لغة انجليزية  $\leftrightarrow$  الفصل الثاني  $\leftrightarrow$  ملفات متنوعة  $\leftrightarrow$  الملف

تاريخ إضافة الملف على موقع المناهج: 11:41:27 2026-02-03

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

المزيد من مادة  
لغة انجليزية:

إعداد: آمنة الحديدية

## التواصل الاجتماعي بحسب الصف التاسع



صفحة المناهج  
العمانية على  
فيسبوك

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

بنك أسئلة الإنصات 2024

1

ملف يحتوي على عشرات الأسئلة الامتحانية 2024

2

دليل أسئلة يحتوي على 30 سؤال كتابة وتقدير للطلبة

3

أسئلة الامتحان الرسمي الدور الأول الفترة الصباحية

4

نموذج إجابة أسئلة امتحان اللغة النهائي الرسمي الموحد الدور الأول

5

# GR & VOC

## HANDBOOK

**Grade 9 Semester 2**

الأسئلة من امتحانات 2023م و 2024م

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

(5 marks)

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

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

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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**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**

**10**

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

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

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

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

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

**10**

## GRAMMAR/VOCABULARY (Items 11–20)

(5 marks)

For each item, shade in the bubble **O** 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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**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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**GRM/VCB  
SCORE**

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