مذكرة نماذج وتدريبات اختبارات

تم تحميل هذا الملف من موقع المناهج العمانية	
موقع فايلاتي ⇦ المناهج العمانية ⇦ الصف التاسع ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ ملفات متنوعة ⇦ الملف	
تاريخ إضافة الملف على موقع المناهج: 2026-10-09 21:24:03	
المزيد من مادة لغة انجليزية:	ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس
	إعداد: الهاشم طالب الهاشمي

التواصل الاجتماعي بحسب الصف التاسع					
صفحة المناهج العمانية على فيسبوك					

المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الأول	
1	ملخص شامل مع أسئلة Write & Think
2	جميع المفردات المطلوبة مع الترجمة
3	مراجعة مفردات الوحدة الأولى: الهوية
4	مراجعة قواعد ومفردات الوحدة الأولى: الهوية
5	اختبار القراءة test Reading

تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على Store App (آبل)	تطبيق المناهج على Play Google (أندرويد)

ENGLISH
TODAY
A BRIGHTER
TOMORROW

IBHAR CENTRE
For English Language Learning

Learn
Practice
Improve

مذكرة نماذج وتدريبات
اختبارات الصف التاسع

وثيقة التقييم الجديدة 2026

المنهج الجديد

Grade 9 English Tests & Practice

- GRAMMAR
- VOCABULARY
- READING
- WRITING
- LISTENING

Explore
a Wider
World

Knowledge
Builds
Confidence

BETTER
ENGLISH
BRIGHTER
FUTURES

By:

T. AL Hashim Talib AL Hashimi

ENGLISH TODAY. A BRIGHTER TOMORROW.

Fileae.com

ENGLISH TODAY
A BRIGHTER TOMORROW

IBHAR CENTRE

For English Language Learning

Learn Practice Improve

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7 Writing Section – Part Two
8 Answer Key
9 Memorization Words
10 Study Methods

Knowledge Builds Confidence

Explore a Wider World

BETTER ENGLISH BRIGHTER FUTURES

By:

T. AL Hashim Talib AL Hashimi

ENGLISH TODAY. A BRIGHTER TOMORROW.

تجدون الملفات الصوتية للجزء الأول والثاني هنا:

رابط ملفات الاستماع الأول:

https://drive.google.com/drive/folders/1D3jjL8e2TwPAh7VHHynu5qfRjh1olz0e?usp=drive_link

رابط ملفات الاستماع الثاني:

https://drive.google.com/drive/folders/1l3zeg2SeFMkv7oL1gwbQV7RQwrosX7Hd?usp=drive_link

Good luck!

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موقع فايلاتي العمانية

Listen
Practice
Improve

ENGLISH
TODAY
A BRIGHTER
TOMORROW

Listening

Part 1

GRADE 9 | ENGLISH

Good
Listeners
Go Further

- Listen Carefully
- Think about the Details
- Choose the Correct Answer

Learn
Practice
Improve
Succeed

Small
Steps
Big
Achievements

KNOWLEDGE
BUILDS
CONFIDENCE

LISTEN TODAY
A BRIGHTER TOMORROW

Listening Part 1 – Test 1

Listening – Part 1 (5 marks)

You will hear five short texts. Each text is spoken by one person.
For each text, there is one question and three pictures (A, B and C).
Choose the correct picture (A, **B or** C).
You will hear each text **twice.**

1. Where is the speaker going this afternoon?

A

B

C

2. What did the speaker buy?

A

B

C

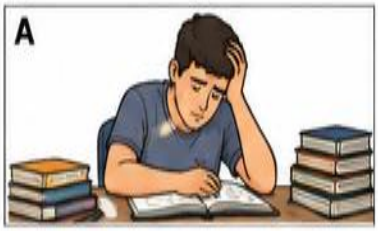
3. How did the speaker travel to the city?

A

B

C

4. What is the speaker's main problem?

A 

B

C

5. What will the speaker do this weekend?

A

B

C

Listening Part 1 – Test 2

Listening – Part 1 (5 marks)

You will hear five short texts. Each text is spoken by one person.
For each text, there is one question and three pictures (A, B and C).
Choose the correct picture (A, B or C).
You will hear each text **twice**.

Good luck! ☺
Listen carefully and choose the best picture.

1. What time will the speaker meet his friend?

A

B

C

2. What is the speaker going to do this evening?

A

B

C

3. How will the speaker travel to the airport?

A

B

C

4. What does the speaker need to buy?

A

B

C

5. Where did the speaker go last weekend?

A

B

C

Listening Part 1 – Test 3

Listening – Part 1 (5 marks)

You will hear five short texts. Each text is spoken by one person.
For each text, there is one question and three pictures (A, B and C).
Choose the correct picture (A, B or C).
You will hear each text **twice**.

Do your best! ☺
Listen carefully and choose the best picture.

1. What is the speaker's favourite subject this year?

A

B

C

2. Where is the speaker going tomorrow morning?

A

B

C

3. What will the speaker do after school?

A

B

C

4. What is the speaker's main problem?

A

B

C

5. What does the speaker plan to do this weekend?

A

B

C

Listening Part 1 – Test 4

Listening – Part 1 (5 marks)

You will hear five short texts. Each text is spoken by one person.
For each text, there is one question and three pictures (A, B and C).
Choose the correct picture (A, B or C).
You will hear each text **twice**.

Keep going! ☺
Listen carefully and choose the best picture.

1. What is the weather like today?

A

B

C

2. What did the speaker eat for lunch?

A

B

C

3. How is the speaker going to school tomorrow?

A

B

C

4. What does the speaker want to buy?

A

B

C

5. Where will the speaker go this weekend?

A

B

C

Listening Part 1 – Test 5

Listening – Part 1 (5 marks)

You will hear five short texts. Each text is spoken by one person.
For each text, there is one question and three pictures (A, B and C).
Choose the correct picture (A, B or C).
You will hear each text **twice**.

You can do it! ☺
Listen carefully and choose the best picture.

1. What time does the speaker plan to leave home?

A

B

C

2. What is the speaker going to do this afternoon?

A

B

C

3. How will the speaker travel to the city?

A

B

C

4. What does the speaker need to buy?

A

B

C

5. Where did the speaker go last weekend?

A

B

C

Listen
Practice
Improve

SMALL
STEPS
BIG
ACHIEVEMENTS

UNIT/SECTION
2

Listening

Part 2

GRADE 9 | ENGLISH

ENGLISH
TODAY
A BRIGHTER
TOMORROW

Good
Listening
Leads to
Greater
Opportunities

- Listen for details
- Understand the full meaning
- Choose the correct answer

Same
Skills
Stronger
Results

KNOWLEDGE
BUILDS
CONFIDENCE

LISTEN TODAY
A BRIGHTER TOMCRROW

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Listening Part 2 – Test 1

Listening – Part 2 (5 marks)

- You will hear an interview between two people.
- You will hear the recording **twice**.
- For each question, choose the correct answer (A, B or C).
- There is one mark for each question.

Listen carefully and choose the best answer ☺

1 **Why did Salim join the technology club?**

A. He wanted to play computer games. **B.** He became interested in robots and AI. **C.** His friends asked him to join.

---

2 **Which club activity did Salim enjoy the most?**

A. Building a robot. **B.** Designing an app. **C.** Using virtual reality.

---

3 **What is Salim trying to change at home?**

A. He wants to use his phone less before sleeping. **B.** He wants to stop using his laptop for homework. **C.** He wants to watch more educational videos.

---

4 **What does Salim say about using the internet for schoolwork?**

A. Students should copy useful answers. **B.** Technology should support learning. **C.** Online information is usually unreliable.

---

5 **What job is Salim now interested in?**

A. Doctor. **B.** Teacher. **C.** Engineer.

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Listening Part 2 – Test 2

Listening – Part 2 (5 marks)

- You will hear an interview between two people.
- You will hear the recording **twice.**
- For each question, choose the correct answer (A, B or C).
- There is **one** mark for each question.

Listen carefully and choose the best answer ☺

1 **Why did the teachers choose Nizwa for the trip?**

A. To learn history **B.** It was closer **C.** Students chose it

---

2 **What did Khalid do at the market?**

A. Bought gifts **B.** Took photos **C.** Sold food

---

3 **What was Khalid's favourite place?**

A. The fort **B.** The restaurant **C.** The market

---

4 **What happened on the way home?**

A. Bus problem **B.** They got lost **C.** Driver was late

---

5 **What does Khalid want to do next time?**

A. Go with family **B.** Stay at the fort **C.** Go by car

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Listening Part 2 – Test 3

Listening – Part 2 (5 marks)

- You will hear an interview between two people.
- You will hear the recording **twice.**
- For each question, choose the correct answer (A, B or C).
- There is **one** mark for each question.

1 **Who gave Hamad the camera?**

A. His father **B.** His uncle **C.** His teacher

---

2 **When does Hamad usually attend the club?**

A. Tuesday **B.** Thursday **C.** Friday

---

3 **What does Hamad like photographing most?**

A. People **B.** Animals **C.** Nature

---

4 **What did Hamad learn is most important?**

A. Light **B.** Camera price **C.** Computer skills

---

5 **What does Hamad plan to study?**

A. Photography **B.** Engineering **C.** Art

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Listening Part 2 – Test 4

Listening – Part 2 (5 marks)

- You will hear an interview between two people.
- You will hear the recording **twice**.
- For each question, choose the correct answer (**A, B or C**).
- There is **one** mark for each question.

1 **Who told Hashim about the project?**

A. His friend **B.** His teacher **C.** His brother

---

2 **What does Hashim enjoy most?**

A. Planting trees **B.** Cleaning classrooms **C.** Making posters

---

3 **What was Hashim's first problem?**

A. Hot weather **B.** No gloves **C.** Heavy bags

---

4 **What has Hashim learnt?**

A. Small actions matter **B.** School projects are easy **C.** Trees grow quickly

---

5 **Where will the group go next month?**

A. A beach **B.** A museum **C.** A park

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Listening Part 2 – Test 5

Listening – Part 2 (5 marks)

- You will hear an interview between two people.
- You will hear the recording **twice**.
- For each question, choose the correct answer (**A, B or C**).
- There is **one** mark for each question.

1 **Why did Talib join the club?**

A. To meet friends **B.** To learn cooking **C.** To play football

2 **When does the club meet?**

A. Monday **B.** Tuesday **C.** Thursday

3 **What does Talib like making most?**

A. Soup **B.** Cake **C.** Pizza

4 **What was difficult for Talib?**

A. Cutting vegetables **B.** Washing dishes **C.** Reading recipes

5 **What does Talib want to learn next?**

A. Italian food **B.** Omani food **C.** Indian food

Learn New Words

EXPLORE
PRACTICE
GROW
SUCCEED

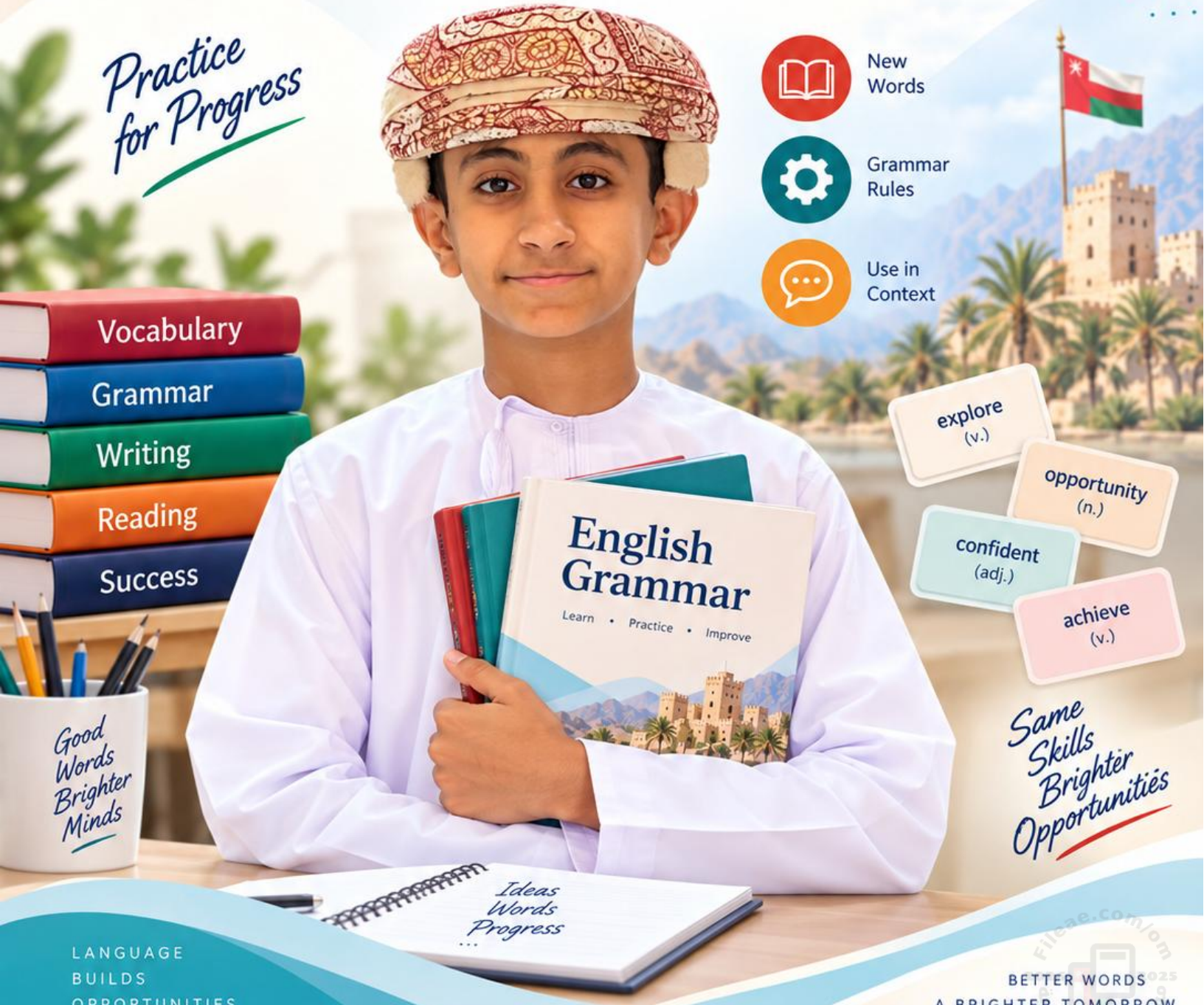
Grammar & Vocabulary

Build Strong Grammar

WORDS
IDEAS
BETTER
FUTURES

GRADE 9 | ENGLISH

Practice for Progress



Same Skills Brighter Opportunities

LANGUAGE
BUILDS
OPPORTUNITIES

BETTER WORDS
A BRIGHTER TOMORROW

GRAMMAR / VOCABULARY 01

(1–10) — 10 marks

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

My friend Salim is very (1) _____ and enjoys working with other students. He is especially interested (2) _____ technology, so he joined the school technology club. The club usually (3) _____ on Tuesdays. Now, members (4) _____ on a smart-home project. Their teacher always (5) _____ new ideas clearly, and the students enjoy (6) _____ to him. Last week, while they (7) _____ a robot, the power suddenly (8) _____. Salim thinks technology (9) _____ change our lives, and students (10) _____ learn how to use it safely.

No.	A	B	C	D
1	○ sociable	○ rude	○ lazy	○ noisy
2	○ at	○ on	○ in	○ of
3	○ meet	○ meets	○ is meeting	○ met
4	○ work	○ worked	○ works	○ are working
5	○ listens	○ says	○ explains	○ speaks
6	○ listen	○ listening	○ listened	○ to listen
7	○ test	○ tested	○ are testing	○ were testing
8	○ went off	○ set up	○ turned up	○ switched on
9	○ did	○ will	○ was	○ has
10	○ did	○ are	○ should	○ were

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GRAMMAR / VOCABULARY 02

(1–10) — 10 marks

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

Last Saturday, Hashim visited a science exhibition. While he (1) _____ around the hall, he (2) _____ a robot speaking to visitors. He was really (3) _____ about the machine and asked the guide to (4) _____ how it worked. The guide said it could (5) _____ several languages. Hashim (6) _____ a photo and later (7) _____ it online. He thinks robots (8) _____ become common, but people (9) _____ use technology responsibly and switch devices (10) _____ when they are not needed.

No.	A	B	C	D
1	○ walked	○ was walking	○ walks	○ is walking
2	○ saw	○ was seeing	○ sees	○ see
3	○ lazy	○ rude	○ excited	○ serious
4	○ repeat	○ translate	○ explain	○ pronounce
5	○ listen	○ hear	○ tell	○ speak
6	○ take	○ takes	○ took	○ was taking
7	○ protected	○ posted	○ translated	○ received
8	○ is	○ was	○ going	○ will
9	○ did	○ should	○ were	○ are
10	○ at	○ in	○ off	○ up

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GRAMMAR / VOCABULARY 03

(1–10) — 10 marks

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

Maha is a very (1) _____ student who loves meeting new people. She (2) _____ spends her breaks with friends, but this week she (3) _____ for an important science competition. She is interested (4) _____ technology and is brilliant (5) _____ solving problems. Her teacher says she is also very (6) _____. Now, Maha (7) _____ on a small robot, and she often (8) _____ after school because she (9) _____ to finish it (10) _____ Thursday.

No.	A	B	C	D
1	○ sociable	○ rude	○ lazy	○ unpleasant
2	○ never	○ usually	○ tomorrow	○ now
3	○ prepares	○ prepared	○ is preparing	○ prepare
4	○ at	○ in	○ on	○ with
5	○ of	○ with	○ at	○ about
6	○ confident	○ noisy	○ lazy	○ rude
7	○ works	○ worked	○ is working	○ work
8	○ stays	○ staying	○ stay	○ is stay
9	○ wanting	○ want	○ wants	○ wanted
10	○ before	○ during	○ from	○ since

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GRAMMAR / VOCABULARY 04

(1–10) — 10 marks

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

Last summer, Ali (1) _____ to France with his family. While they (2) _____ in Paris, he tried to (3) _____ French whenever possible. At first, he found it difficult to (4) _____ local people because they (5) _____ quickly. One waiter (6) _____ some new words (7) _____ him, and Ali enjoyed (8) _____ them. By the end of the trip, he could (9) _____ more confidently and (10) _____ that listening was very important.

No.	A	B	C	D
1	○ travels	○ travelled	○ travelling	○ travel
2	○ stay	○ stayed	○ were staying	○ are staying
3	○ speak	○ tell	○ listen	○ hear
4	○ pronounce	○ repeat	○ understand	○ translate
5	○ speak	○ spoke	○ were speak	○ speaking
6	○ listened	○ explained	○ pronounced	○ heard
7	○ at	○ on	○ to	○ of
8	○ learn	○ learning	○ learnt	○ to learning
9	○ communicate	○ communicated	○ communicating	○ communicates
10	○ realised	○ realise	○ was realising	○ realises

GRAMMAR / VOCABULARY 05

(1–10) — 10 marks

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

Yesterday, Huda (1) _____ home when she (2) _____ a young tourist looking confused. He (3) _____ to find the bus station, but he could not (4) _____ the signs. Huda (5) _____ the directions to him and showed him the correct road. The tourist was (6) _____ pleased and thanked her. Huda felt (7) _____ brilliant because she had helped someone. Later, she (8) _____ her family about the experience and (9) _____ it had (10) _____ her day.

No.	A	B	C	D
1	○ walked	○ was walking	○ walks	○ is walking
2	○ sees	○ was seeing	○ saw	○ see
3	○ tried	○ was trying	○ tries	○ is try
4	○ understand	○ understanding	○ understood	○ understands
5	○ explained	○ listened	○ translated	○ heard
6	○ extremely	○ absolute	○ completely	○ rarely
7	○ absolutely	○ very	○ hardly	○ slightly
8	○ said	○ spoke	○ told	○ listened
9	○ talked	○ said	○ heard	○ spoke
10	○ make	○ making	○ made	○ makes

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GRAMMAR / VOCABULARY 06

(1–10) — 10 marks

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

Our school (1) _____ open a new technology room next month. The room (2) _____ have tablets, smart speakers and virtual-reality equipment. The first lesson (3) _____ at nine o'clock on Monday, and our class (4) _____ the teacher there. I think everyone (5) _____ enjoy it. Students must (6) _____ on the devices carefully, and they (7) _____ switch (8) _____ off when they finish. We (9) _____ learn how modern technology (10) _____.

No.	A	B	C	D
1	○ going to	○ is going to	○ will going	○ is go to
2	○ will	○ was	○ did	○ has
3	○ start	○ is starting always	○ starts	○ started
4	○ meets	○ met	○ is meeting	○ meeting
5	○ will	○ am	○ did	○ was
6	○ switch	○ switching	○ switched	○ switches
7	○ did	○ should	○ were	○ are
8	○ it	○ they	○ them	○ their
9	○ are going to	○ was going to	○ going	○ have
10	○ work	○ works	○ working	○ worked

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GRAMMAR / VOCABULARY 07

(1–10) — 10 marks

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

Salim wants to make his bedroom smarter. He has bought a smart (1) _____, but he does not know how to (2) _____ it up. His brother says he (3) _____ read the instructions first. He (4) _____ also download the company's (5) _____ and connect the (6) _____ to his phone. Salim thinks he (7) _____ use it to control the lights. He should switch everything (8) _____ before (9) _____ the house to (10) _____ energy.

No.	A	B	C	D
1	○ speaker	○ passport	○ stadium	○ valley
2	○ go	○ set	○ turn	○ come
3	○ should	○ was	○ did	○ has
4	○ could	○ is	○ has	○ does
5	○ app	○ battery	○ screen	○ robot
6	○ culture	○ device	○ community	○ activity
7	○ will	○ was	○ did	○ has
8	○ up	○ at	○ off	○ in
9	○ leave	○ leaving	○ left	○ leaves
10	○ save	○ saving	○ saved	○ saves

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موقع فايلاتي العالمي

GRAMMAR / VOCABULARY 08

(1–10) — 10 marks

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

Last week, our class (1) _____ a technology exhibition. While we (2) _____ around, a guide showed us several new devices. I was especially (3) _____ (4) _____ a lifelike robot that could (5) _____ three languages. The guide (6) _____ how it worked and (7) _____ us that robots (8) _____ probably become more common. My friend wanted to buy a smart device, but I (9) _____ waiting because new versions are (10) _____ to appear next year.

No.	A	B	C	D
1	○ visit	○ visited	○ visits	○ visiting
2	○ walk	○ walked	○ were walking	○ are walking
3	○ interested	○ rude	○ frightened	○ lazy
4	○ at	○ of	○ with	○ in
5	○ speak	○ tell	○ listen	○ say to
6	○ explained	○ listened	○ heard	○ pronounced
7	○ said	○ told	○ spoke	○ talked
8	○ are	○ did	○ will	○ were
9	○ suggested	○ listened	○ understood	○ translated
10	○ going	○ go	○ gone	○ goes

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Read, Think, Grow

EXPLORE
PRACTICE
GROW
SUCCEED

Reading

Part 1

GRADE 9 | ENGLISH

Knowledge Builds Confidence

GOOD
READERS
BUILD
BRIGHT
FUTURES

A Brighter Tomorrow Through Reading

Great Readers See a Bigger World

READING
OPENS
NEW
OPPORTUNITIES

SAME SKILLS
A BRIGHTER TOMORROW

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READING – PART 1 — TEST 1

(4 marks)

Read about four students who want to join an after-school activity. Then read the five activities (A–E). Match each student with the most suitable activity. There is ONE extra activity.

Students:

1. Salim
Salim is interested in computers and enjoys solving problems. He wants to work with other students on a practical project and would like to create something using modern technology.

2. Huda
Huda loves taking photographs of buildings and natural places. She wants to improve her creative skills but prefers an activity that does not involve competitive sport.

3. Ahmed
Ahmed is very active and sociable. He enjoys team games and wants to become fitter while meeting new people. He is free on Monday and Wednesday afternoons.

4. Mariam
Mariam loves reading and creating stories. She is quite shy and prefers a calm environment where she can work quietly and then share her ideas with others.

Activities

A. Photography Club
Learn how to take better pictures of people, buildings and nature. We often leave the classroom to practice outdoors. Students learn about light, cameras and simple editing. You can bring your own camera or borrow one from the club.

B. Creative Writing Club
Do you enjoy creating characters and stories? We meet in the library every Wednesday. Students write quietly before sharing their work in a small friendly group. Our teacher also gives advice on making stories clearer and more interesting.

C. Technology Workshop
Work in teams to discover how computers and robots work. Members will programme a simple machine and create a small digital project this term. No

previous experience is necessary, but students should enjoy solving problems and learning practical skills.

D. Weekend Hiking Club
Spend Saturday mornings walking through valleys and mountain areas. Members should enjoy challenging outdoor activities and be ready to walk for several hours. Comfortable shoes and plenty of water are necessary for every trip.

E. Basketball Club
Our team practises every Monday and Wednesday after school. Beginners are welcome. The coach teaches basic basketball skills and helps everyone improve their fitness. It is also a great opportunity to cooperate with others and make new friends.

Answer Grid

Student	A	B	C	D	E
1	○	○	○	○	○
2	○	○	○	○	○
3	○	○	○	○	○
4	○	○	○	○	○

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READING – PART 1 — TEST 2

(4 marks)

Read about four students looking for an English course. Match each student with the most suitable course (A–E). There is ONE extra course.

Students:

1. Hashim
Hashim knows plenty of grammar, but he becomes nervous when speaking English. He wants lots of opportunities to have real conversations and become more confident.

2. Amal
Amal enjoys reading about other countries and already understands English quite well. She wants challenging texts and opportunities to discuss different cultures and opinions.

3. Khalid
Khalid often watches English films and videos. He wants to improve his listening and learn expressions people use naturally, but he does not want much written homework.

4. Fatma
Fatma finds English pronunciation difficult. She wants a teacher who can help her with sounds, word stress and saying unfamiliar words more clearly.

Courses

A. Movie English
Watch short scenes from films and TV programmes and complete simple listening tasks. Students learn useful phrases from real conversations and discuss what they heard. There is very little writing and no long homework after class.

B. Conversation Club
Become more confident by speaking English in pairs and small groups. Every lesson includes discussions about hobbies, school, travel and everyday life. Grammar mistakes are corrected, when necessary, but speaking and interaction are always the main focus.

C. Grammar Masterclass
This course is for students who want intensive work on tenses, articles and

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sentence structure. Lessons include written exercises, gap-fill activities and weekly homework. Students also take a short grammar test every two weeks.

D. World Reading Group

Read interesting articles and short stories about countries, traditions and cultures. This is suitable for stronger learners who enjoy challenging texts. Students discuss the writer's ideas, compare opinions and discover how languages connect communities.

E. Clear Pronunciation

Learn to pronounce difficult English sounds more accurately. Students practise word stress, read short passages aloud and receive individual feedback. The teacher also explains why many English words are pronounced differently from the way they are written.

Answer Grid

Student	A	B	C	D	E
1	○	○	○	○	○
2	○	○	○	○	○
3	○	○	○	○	○
4	○	○	○	○	○

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READING – PART 1 — TEST 3

(4 marks)

Read about four students who want to buy a technology product. Match each student with the most suitable product (A–E). There is ONE extra product.

Students:

1. Nasser
Nasser often forgets to charge his phone before leaving home. He wants something small that fits in his school bag and can provide extra power during the day.

2. Reem
Reem attends many online lessons at home. She needs to hear clearly without disturbing her family and would also like a microphone for speaking during classes.

3. Ali
Ali enjoys running and wants to know how many steps he takes and how fast his heart beats. He does not want to carry his phone while exercising.

4. Sara
Sara's family enjoys listening to music together. She wants a device that everyone can use easily and would prefer to control it by speaking rather than pressing buttons.

Products

A. SmartScreen Tablet
This powerful tablet has a large bright screen for watching films, playing games and completing schoolwork. It can store hundreds of apps and files, but it is quite heavy and is mainly designed for use at home.

B. Study Headphones
These comfortable headphones produce clear sound during online lessons without disturbing anyone nearby. A built-in microphone allows students to answer questions and talk during video calls. The soft ear covers are suitable for long study sessions.

C. Home Voice Speaker
Ask this smart speaker to play songs, set alarms, give information or control other smart devices. Several members of the family can use it, and most functions can be controlled simply by giving spoken instructions.

D. Pocket Power Bank

This small portable battery fits easily into a bag or pocket. Charge it before leaving home and then connect your phone whenever the battery becomes low. It provides enough power to charge most phones more than once.

E. Active Smartwatch

Wear this lightweight device while running or walking. It records steps, distance, heart rate and exercise time without needing your phone. The battery lasts for several days, and all your daily activity appears on the small screen.

Answer Grid

Student	A	B	C	D	E
1	○	○	○	○	○
2	○	○	○	○	○
3	○	○	○	○	○
4	○	○	○	○	○

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READING – PART 1 — TEST 4

(4 marks)

Read about four people looking for a place to visit. Match each person with the most suitable place (A–E). There is ONE extra place.

People:

1. Talib
Talib loves history and old buildings. He wants to learn something about Oman's past and would also like plenty of opportunities to take interesting photographs.

2. Noor
Noor loves science and modern technology. She prefers being indoors and wants somewhere where she can experiment and try interactive activities instead of only looking at displays.

3. Abdullah
Abdullah is energetic and enjoys difficult outdoor activities. He wants to walk for several hours, explore the mountains and see impressive views from high places.

4. Aisha
Aisha is interested in wildlife and nature. She wants an easy outdoor activity where she can learn about plants and animals without doing anything dangerous or exhausting.

Places

A. Heritage Fort
Explore traditional rooms, towers and historical objects at this famous Omani fort. Guides explain how people lived there in the past. Visitors can also enjoy excellent views and take photographs of the fort and surrounding traditional buildings.

B. Green Nature Centre
Walk along easy outdoor paths and learn about local plants, birds and wildlife. Guides explain how animals survive in different environments. The paths are suitable for most visitors and there are several quiet places for watching birds.

C. Mountain Adventure
Spend a full day following mountain trails and climbing rocky paths. Some routes take several hours and require plenty of energy. Participants should bring strong shoes and water, but the views across the valleys are absolutely fantastic.

D. Shopping and Food Festival
Visit city shops offering special prices on clothes, electronics and gifts. There are many cafés and restaurants, plus live entertainment in the evening. This is ideal for visitors who prefer shopping and busy city activities.

E. Future Science Centre
Discover robots, virtual reality and new inventions at this modern indoor centre. Visitors can control machines, carry out simple experiments and test interactive technology. Most displays are designed for visitors to touch, try and explore themselves.

Answer Grid

Person	A	B	C	D	E
1	○	○	○	○	○
2	○	○	○	○	○
3	○	○	○	○	○
4	○	○	○	○	○

READING – PART 1 — TEST 5

(4 marks)

Read about four students who want to volunteer. Match each student with the most suitable opportunity (A–E). There is ONE extra opportunity.

Students:

1. Mariam
Mariam enjoys talking to older people and wants to help people in her community. She can give one hour of her time on Wednesday afternoons.

2. Yusuf
Yusuf is confident with computers and apps. He would like to use his technology skills to help younger students and prefers working indoors after school.

3. Mohammed
Mohammed loves animals but cannot have a pet at home. He wants practical experience looking after animals and is available every Saturday morning.

4. Rana
Rana cares about protecting the environment. She likes practical outdoor work and would especially enjoy planting things that make the school area greener.

Opportunities

A. Sports Event Helpers
Help teachers organise our annual school sports day. Volunteers prepare equipment, guide teams and record competition results. Students need to be available for one complete Saturday and should enjoy working around sporting activities.

B. Animal Care Team
Spend Saturday morning helping at a local animal centre. Volunteers prepare food, clean areas and care for cats and other small animals. No previous experience is required, but you should be patient and comfortable around animals.

C. Digital Helpers
Support younger students who find school technology difficult. Volunteers show them how to log in, upload homework, use educational apps and solve simple computer problems. Sessions take place indoors after normal school lessons.

D. Green School Group

Help improve our school grounds by planting trees and flowers, cleaning outdoor spaces and learning about protecting the environment. This is ideal for students who enjoy practical work outside and want to make a visible difference.

E. Community Café

Every Wednesday afternoon, students serve tea and snacks to older visitors at the community centre. Volunteers also spend time chatting with them. Friendly students who can offer one hour each week are especially welcome.

Answer Grid

Student	A	B	C	D	E
1	○	○	○	○	○
2	○	○	○	○	○
3	○	○	○	○	○
4	○	○	○	○	○

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READING – PART 1 — TEST 6

(4 marks)

Read about four students looking for an evening class. Match each student with the most suitable class (A–E). There is ONE extra class.

Students:

1. Hamad
Hamad loves films but wants to learn how they are actually made. He would like to work with other students and produce a short video himself.

2. Faisal
Faisal enjoys preparing food for his family. He wants to discover some new recipes and prefers a course where he can practise cooking rather than only watch.

3. Zahra
Zahra is very active and loves exercising with friends. Because the weather is extremely hot, she wants an indoor activity where she can keep fit.

4. Maha
Maha is keen on art and clothes. She wants to create her own design and would especially like to take something home at the end of the lesson.

Classes

A. Cooking Around the World
Learn how to prepare simple meals from several different countries. After watching a short demonstration, students cook their own dish using ingredients provided by the centre. At the end, you can take your food home to share.

B. Make a Movie
Discover how films are planned, recorded and edited. Students work in small teams to create a short video, taking turns behind and in front of the camera. Most of the class is practical rather than simply watching films.

C. Design a T-shirt
Learn how colour, shape and patterns can be used in clothing design. After practising several techniques, each student creates an original T-shirt. All materials are included, and you can take your finished design home.

D. Indoor Fitness Challenge
Exercise in our air-conditioned sports hall while trying different activities each week.

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Some exercises involve teamwork while others are individual challenges. It is ideal for energetic students who enjoy staying active without being outside in the heat.

E. Film Lovers Evening
Watch a complete film every Thursday on our large screen. Afterward, members talk about their favourite characters and scenes while enjoying snacks. There are no practical filmmaking activities and students do not produce their own videos.

Answer Grid

Student	A	B	C	D	E
1	○	○	○	○	○
2	○	○	○	○	○
3	○	○	○	○	○
4	○	○	○	○	○

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READING – PART 1 — TEST 7

(4 marks)

Read about four people planning a holiday. Match each person with the most suitable holiday (A–E). There is ONE extra holiday.

People:

1. Saif
Saif wants a peaceful family holiday beside the sea. He likes swimming but dislikes crowded tourist attractions and does not need many shops or evening activities.

2. Layla
Layla enjoys modern cities, shopping and restaurants. She does not like long walks and wants somewhere with entertainment available after the sun goes down.

3. Rashid
Rashid is interested in local history and culture. He enjoys taking photographs and wants to explore traditional buildings and learn about how people lived in the past.

4. Abeer
Abeer loves nature and can walk for several hours. She wants to escape the hot weather and enjoy cool mountain air and beautiful views.

___*Holidays*___

A. Heritage Town Tour
Walk through an old town filled with traditional houses, historic buildings and local markets. A guide explains the area's history and culture, and visitors have plenty of opportunities to take photographs before visiting a small museum.

B. Water Park Adventure
Spend an exciting day enjoying fast water slides, large swimming pools and other rides. The park is usually crowded during school holidays and is particularly popular with groups of teenagers looking for energetic entertainment.

C. Quiet Coastal Escape
Stay in a peaceful village beside the sea, away from large tourist areas. Families can swim, relax on the beach and enjoy fresh local food. There are only a few small shops and very little evening entertainment.

D. Mountain Walking Break

Enjoy cooler temperatures while exploring mountain trails and valleys. Some walking routes take several hours and offer fantastic views. Visitors need comfortable shoes and water. There are very few shops or busy attractions nearby.

E. Modern City Weekend

Stay close to shopping centres, restaurants, cinemas and entertainment venues. Most places can be reached easily by taxi, so there is little need for long walks. Many cafés and attractions remain open well into the evening.

Answer Grid

Person	A	B	C	D	E
1	○	○	○	○	○
2	○	○	○	○	○
3	○	○	○	○	○
4	○	○	○	○	○

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READING – PART 1 — TEST 8

(4 marks)

Read about four students looking for a workshop. Match each student with the most suitable workshop (A–E). There is ONE extra workshop.

Students:

1. Talib
Talib wants to improve how he speaks in front of other people. He is quite shy and would like practice explaining his ideas clearly and confidently.

2. Hanan
Hanan is interested in artificial intelligence and future technology. She wants to try modern devices and discover how technology may change everyday life.

3. Sami
Sami enjoys learning languages. He wants practical help with pronunciation and would like to practise speaking English with other students during the workshop.

4. Asma
Asma loves writing stories. She wants to learn how to create an exciting atmosphere and use stronger adjectives to make her writing more interesting.

Workshops

A. Creative Storytelling
Learn how to develop an interesting story from beginning to end. Students practise using past tenses, strong adjectives and useful sequencing expressions. You will write a short story and receive feedback on how to make it more engaging.

B. English Communication Lab
Practise common English sounds, pronunciation and useful expressions through pair activities. Students spend plenty of time speaking to each other and receive advice on clearer pronunciation. This workshop is especially useful for language learners.

C. Future Technology Day
Experience virtual reality, smart devices and artificial intelligence through interactive demonstrations. Students can test several technologies and discuss how robots and smart systems may transform homes, education and work in the future.

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D. Confident Presenter

Learn how to organise ideas and speak clearly in front of others. Students begin with short speaking tasks before giving a mini-presentation. The workshop is supportive and particularly suitable for people who feel nervous when speaking publicly.

E. Advanced Grammar Clinic

Review difficult grammar through written exercises on verb tenses, articles and sentence structure. The session focuses mainly on accuracy and completing worksheets, with very little speaking or creative writing.

Answer Grid

Student	A	B	C	D	E
1	○	○	○	○	○
2	○	○	○	○	○
3	○	○	○	○	○
4	○	○	○	○	○

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Read, Think, Grow

EXPLORE
PRACTICE
GROW
SUCCEED

Reading

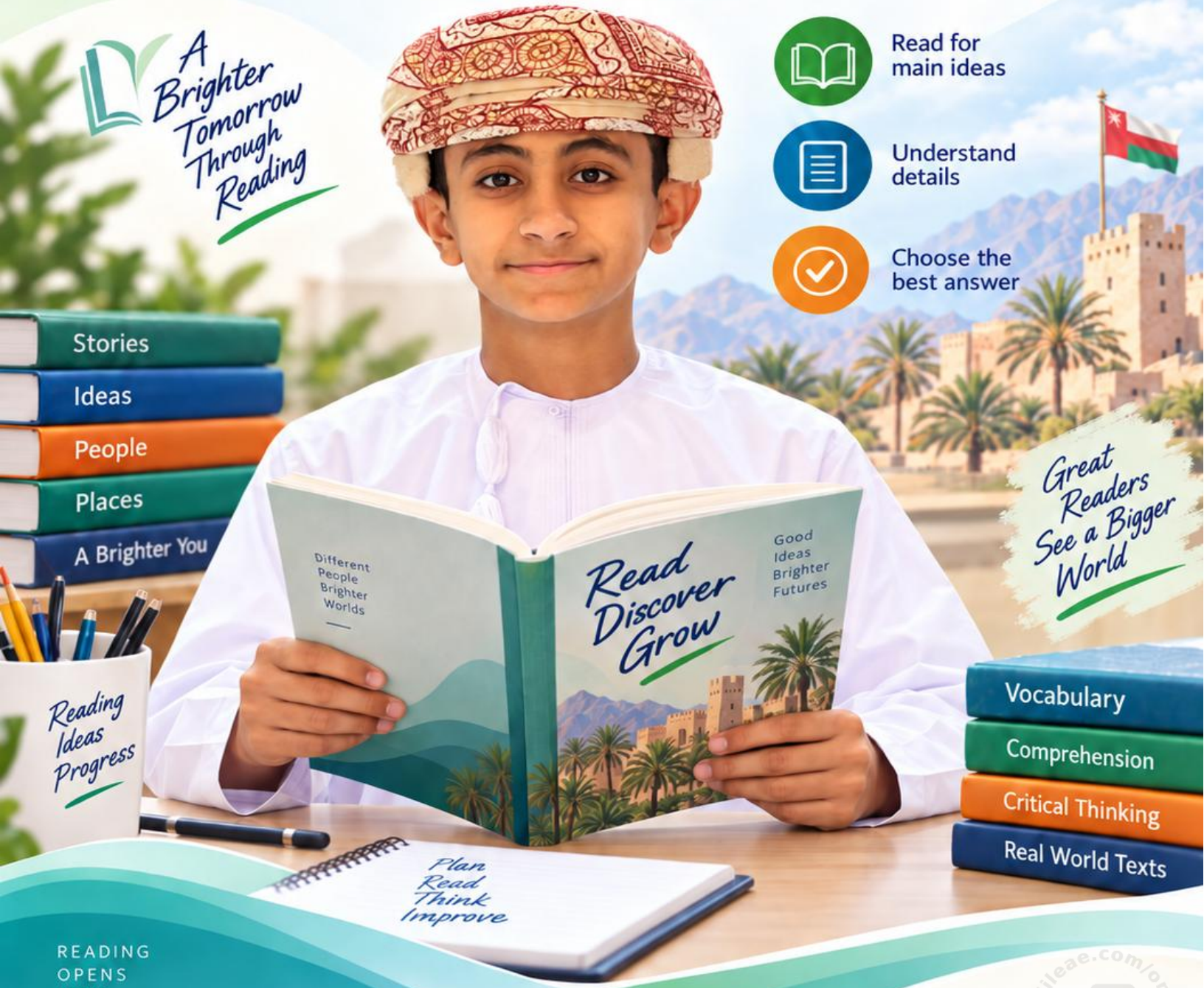
Part 2

GRADE 9 | ENGLISH

Knowledge Builds Confidence

GOOD
READERS
BUILD
BRIGHT
FUTURES

A Brighter Tomorrow Through Reading



Great Readers See a Bigger World

READING
OPENS
NEW
OPPORTUNITIES

SAME SKILLS
A BRIGHTER TOMORROW

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READING – PART 2 — TEST 1

(6 marks)

Read the text. Then answer questions 1–6.

Social Media and Our Identity

Teenagers often use social media to show parts of their identity. They post photos, share opinions and follow people who have similar interests. This can be a positive way to communicate, especially for shy students who may feel more confident online. Social media can also help young people discover new activities and stay connected with friends who live far away.

However, an online profile does not always show the complete person. Someone may only post photographs of exciting days and successful moments. As a result, other people may think that person is always happy, sociable and confident. In real life, the same person may sometimes feel stressed, serious or quiet. Comparing ourselves with perfect-looking online profiles can therefore create unnecessary pressure.

Another concern is the amount of time spent online. A teenager may plan to check one message but then spend an hour watching videos or reading posts. This can reduce time for homework, exercise and face-to-face conversations. On the other hand, completely avoiding social media is not necessary. It is now a normal part of communication for many communities, and it can help students keep in contact with classmates after school.

In my view, social media is useful when teenagers remember that an online identity is only one part of a real person. They should choose carefully what they share, take regular breaks and spend time with people away from screens. A balanced approach allows students to enjoy the benefits of social media without letting it control how they see themselves or others.

Questions

1. How can social media help shy students?

---

2. Why can online profiles give an unrealistic picture of someone's life?

---

3. What activities may teenagers have less time for if they spend too long online?

---

4. Why does the writer say teenagers do not need to stop using social media completely?

---

5. What should teenagers remember about an online identity?

---

6. How can teenagers use social media in a balanced way?

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READING – PART 2 — TEST 2

(6 marks)

Read the text. Then answer questions 1–6.

Can Personality Change?

People have different personalities, and this can affect the activities they enjoy. A confident, sociable student may feel comfortable joining a large sports team or speaking in front of a class. A shy student may prefer reading, drawing or working with a small group. These differences are normal, but problems begin when people decide that personality can never change.

School activities can help students discover new sides of themselves. For example, a quiet student who joins a drama or debate group may slowly become more confident. A very active student may discover that he or she also enjoys calm activities such as photography or creative writing. Trying something unfamiliar can be challenging at first, but it may develop useful skills and create new friendships.

At the same time, students should not feel forced to become completely different people. Someone who is not keen on noisy activities does not need to join every large event. The aim should be to explore interests, not to copy other people. Teachers and families can help by encouraging students to try new experiences while respecting their preferences.

In my opinion, personality should guide our choices but should not limit them. Students can start with an activity that feels comfortable and then gradually try something new. A shy person does not have to become the loudest person in the room, and a sporty person does not need to stop enjoying exercise. The most useful activities are those that help students learn, achieve something and understand themselves better.

Questions

1. Which kind of activities may a shy student prefer?

---

2. How might joining a drama or debate group help a quiet student?

---

3. What might an active student discover by trying new activities?

---

4. Why should students not be forced to become completely different people?

---

5. Who can encourage students to try new experiences?

---

6. How does the writer think personality should affect our choices?

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READING – PART 2 — TEST 3

(6 marks)

Read the text. Then answer questions 1–6.

Translation Apps and Communication

Good communication is more than knowing many words in a language. People also need to listen carefully, explain ideas clearly and understand that different cultures may communicate in different ways. For this reason, learning another language can be valuable even when translation apps are available on every phone.

Translation technology is useful in many situations. A traveller can quickly check the meaning of a sign, translate a short message or hear how a word is pronounced. This can make communication easier and reduce stress. Students can also use digital tools to discover vocabulary, compare expressions in different languages and prepare for real conversations before they speak to someone.

However, apps cannot always understand the full meaning of a conversation. A sentence may have a different meaning depending on the situation, the speaker's tone or the local culture. Technology can also make learners lazy if they translate every sentence instead of trying to understand it themselves. Someone who depends completely on an app may struggle when the battery is empty or there is no internet connection.

I believe translation apps should support language learning rather than replace it. Students can use an app to check a difficult word, but they should still practise speaking, listening and explaining ideas to real people. Learning a language also teaches us about another community and helps us understand different ways of thinking. Technology may become more accurate in the future, but successful communication will still require

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patience, attention and a willingness to understand the person on the other side.

Questions

1. How can translation apps help a traveller?

---

2. Why may an app misunderstand the meaning of a conversation?

---

3. When might someone who depends completely on an app have problems?

---

4. How does the writer think translation apps should be used?

---

5. What can people learn from studying another language besides vocabulary?

---

6. What qualities will people still need for successful communication in the future?

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READING – PART 2 — TEST 4

(6 marks)

Read the text. Then answer questions 1–6.

Protecting Local Languages

Languages are an important part of culture and identity. They carry stories, traditions and ways of thinking from one generation to the next. Yet some local languages around the world are now at risk because fewer young people use them in everyday life. This raises an important question: should communities work actively to protect them?

There are strong reasons to do so. When a language disappears, old songs, stories and knowledge may become difficult to understand. Older people may also lose an important way of communicating with younger family members. Schools, local groups and digital projects can help by recording speakers, teaching children and creating online dictionaries or videos.

On the other hand, protecting a language is not always easy. Young people often need widely spoken languages for education, work and travel. They may feel that learning a small local language takes time away from other subjects. A language cannot survive only because it is recorded in a museum or stored on a computer; people need real reasons to speak it.

In my view, communities should protect local languages while also helping young people learn international languages. The two goals do not have to compete. A student can speak one language at home, another at school and perhaps learn a third for travel or work. Modern technology can also make preservation more practical by creating digital lessons and recordings. The most important point is that young people understand why their language matters and have opportunities to use it. A living language connects people with both their background and their community.

Questions

1. Why are some local languages at risk?

---

2. What may become difficult to understand when a language disappears?

---

3. How can schools and local groups help protect a language?

---

4. Why is recording a language not enough to keep it alive?

---

5. How can young people learn both local and international languages?

---

6. What does a living language connect people with?

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READING – PART 2 — TEST 5

(6 marks)

Read the text. Then answer questions 1–6.

Technology in the Classroom

Technology is becoming more common in classrooms. Students now use tablets, educational apps and online platforms to read, research and complete tasks. Some schools are also experimenting with AI assistants that can explain ideas or give students practice questions. These tools can make learning more interactive, but they also create new challenges.

One advantage is that digital resources can be changed to suit different learners. A student who does not understand a topic can watch an explanation again, while another student can move on to a more difficult activity. Teachers can also share material quickly and give feedback without waiting for the next lesson.

However, devices can easily become a distraction. A student may open a learning app and then switch to games or social media. Technology also cannot replace every part of school life. Discussion, teamwork and direct communication with a teacher remain important. Students need to learn how to explain their ideas, listen to others and solve problems together.

AI assistants require especially careful use. They can offer suggestions, but students should not simply copy an answer they do not understand. If learners depend on technology for every task, they may stop developing their own skills.

In my opinion, schools should continue using digital tools, but teachers should decide when they are genuinely useful. Technology works best when it supports a clear learning goal. Students also need rules about responsible use and regular activities that do not involve screens. The future classroom will probably be more digital, but good learning will still depend on curious students and skilled teachers.

Questions

1. What digital tools are students using in classrooms?

---

2. How can digital resources help students with different learning needs?

---

3. Why can devices become a distraction during lessons?

---

4. What parts of school life cannot technology completely replace?

---

5. Why should students use AI assistants carefully?

---

6. What will good learning still depend on in the future?

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READING – PART 2 — TEST 6

(6 marks)

Read the text. Then answer questions 1–6.

Are Smart Homes Really Better?

Smart-home technology is designed to make everyday life easier. A smart speaker can play music, switch lights on and off or control the air conditioning. Other devices can send a message when someone is at the door or allow people to change settings from an app. These systems are becoming more common, but are they always worth using?

For many families, the main advantage is convenience. Someone can turn down the air conditioning without leaving a chair or switching off a forgotten light from another room. Smart systems may also help people use less electricity because devices can be programmed to turn off when they are not needed. This can save both energy and money.

There are disadvantages too. Smart devices need electricity, internet access and regular updates. If the system goes off or the internet stops working, simple tasks may suddenly become difficult. Setting up several connected devices can also be confusing, especially for people who are not confident with technology.

Another issue is dependence. People may become so used to controlling everything through an app or voice command that they feel uncomfortable when technology fails. For this reason, families should understand how their devices work and keep simple alternatives available.

In my opinion, a smart home can be useful if people choose devices for real needs rather than buying technology simply because it is new. A few well-chosen devices may improve comfort and reduce energy use. The best system is not necessarily the one with the most technology, but the one that makes daily life simpler without creating new problems.

Questions

1. What things can a smart speaker control in the home?

---

2. How can smart systems help families save energy?

---

3. Why may simple tasks become difficult when a smart system fails?

---

4. Who may find setting up connected devices difficult?

---

5. What should families consider before buying smart devices?

---

6. What does the writer think makes a good smart-home system?

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READING – PART 2 — TEST 7

(6 marks)

Read the text. Then answer questions 1–6.

Virtual Reality at School

Virtual reality allows users to enter a digital world by wearing special equipment. It is already used for games, but it may also become an important tool in education. Students could explore an ancient building, travel through the human body or practice a difficult task without leaving the classroom.

The greatest advantage of virtual reality is that learning can become highly interactive. Instead of only reading about a place, students can look around it and examine details. This may help them remember information and make lessons more exciting. Virtual experiences can also give students access to places that are far away, expensive or unsafe to visit in real life.

However, virtual reality has limits. Headsets and other equipment can be expensive, and schools may not have enough devices for every student. Some users also feel uncomfortable after wearing a headset for a long time. Most importantly, a digital version of a place cannot completely replace the experience of visiting the real location and communicating with people there.

Teachers therefore need to decide when virtual reality adds something valuable to a lesson. Using it simply because it looks impressive may waste time. A normal book, video or classroom discussion may sometimes be more effective.

I think virtual reality will become more common in schools, but it should be one learning tool among many. It is most useful when it allows students to explore something they could not easily experience otherwise. Technology can make learning more lifelike and memorable, but good teaching still depends on choosing the right method for each lesson.

Questions

1. What could students explore using virtual reality?

---

2. How may virtual reality help students remember information?

---

3. Which kinds of places can virtual experiences give students access to?

---

4. What problems may schools have when using virtual reality?

---

5. Why can a digital visit not completely replace a real one?

---

6. When does the writer think virtual reality is most useful?

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READING – PART 2 — TEST 8

(6 marks)

Read the text. Then answer questions 1–6.

Robots and Future Jobs

Robots and artificial intelligence are developing quickly, and many people wonder how they will change future jobs. Machines can already complete repeated tasks, answer simple questions and work in places that may be dangerous for humans. Some people therefore worry that robots will take too many jobs.

There is a real reason for concern. If a machine can complete a task faster and more cheaply, some companies may need fewer workers. Jobs that involve the same actions every day may change significantly. Workers could have to learn new skills or move into different types of employment.

However, new technology can also create opportunities. Someone must design, build, set up and repair robots. AI systems also need people who understand the problem they are meant to solve. In many jobs, machines may support workers instead of replacing them. For example, a robot could carry heavy materials while a person makes decisions and communicates with customers.

Schools can prepare students by developing skills that are difficult for machines to copy. These include creativity, teamwork, communication and the ability to solve unfamiliar problems. Learning about technology is also important because future workers will probably use digital systems in many different careers.

In my opinion, it is impossible to predict exactly which jobs will exist in twenty years. Instead of being frightened of every new machine, students should become flexible learners. Robots will certainly transform some kinds of work, but humans will still be needed to create ideas, understand other people and make responsible decisions.

Questions

1. Why might some companies need fewer workers in the future?

---

2. What may workers have to do when jobs change?

---

3. What new kinds of work can robots create?

---

4. How might robots support people instead of replacing them?

---

5. Which skills should schools help students develop for the future?

---

6. How does the writer think students should prepare for future changes?

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Write, Think, Grow

Writing

Part 1

GRADE 9 | ENGLISH

Good Writers Build Bright Futures

WORDS
IDEAS
PEOPLE
BETTER
TOMORROWS

Practice Makes Progress

WRITING
OPENS
NEW
POSSIBILITIES

SAME SKILLS
A BRIGHTER TOMORROW

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Question 1

Write at least 100 words.

Write a story about **a school day that you will never forget**.
Say what happened, who was with you and how you felt.

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Question 2

Write at least 100 words.

Write a story about **a time when you helped someone**.
Explain what the problem was, what you did and what happened in the end.

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Question 3

Write at least 100 words.

Write a story about **a trip with your family or school**.
Say where you went, what you did and what you enjoyed most.

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Question 5

Write at least 100 words.

Write a story about **your first day in a new club or activity**.
Say why you joined, what happened there and whether you enjoyed it.

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Question 6

Write at least 100 words.

Write a story about **a time when you lost something important**.
Say what you lost, where you looked for it and how you found it.

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Question 7

Write at least 100 words.

Write a story about **a day when something unexpected happened at school**.
Explain what happened, what you did and how the day ended.

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Question 8

Write at least 100 words.

Write a story about **a new friend you met**.
Say where you met, what you did together and why you became friends.

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Question 9

Write at least 100 words.

Write a story about **a time when you tried something new**.
Explain what you tried, why you decided to try it and what happened.

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Question 10

Write at least 100 words.

Write a story about **a special day with your family or friends**.
Say where you went, what you did and why the day was special.

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Write, Think, Grow

Writing

Part 2

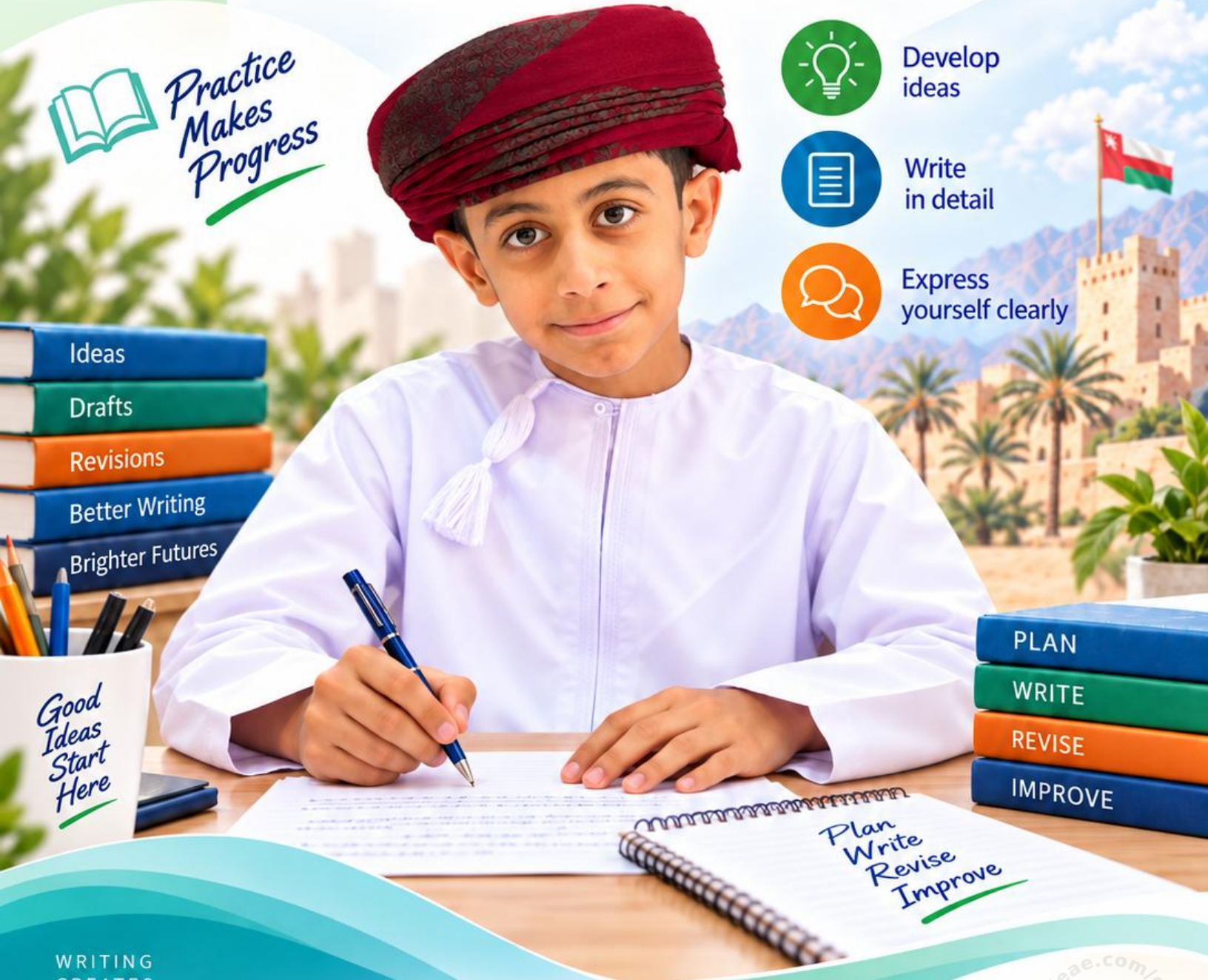
GRADE 9 | ENGLISH

Good Writers Build Bright Futures

WORDS
IDEAS
PEOPLE
BETTER
TOMORROWS

Practice Makes Progress

- Develop ideas
- Write in detail
- Express yourself clearly



WRITING
CREATES
REAL
OPPORTUNITIES

SAME SKILLS
BRIGHTER FUTURES

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Question 1

Write at least 100 words.

Your friend Ahmed wants to know about **your favorite school activity**.

Write an email to Ahmed. In your email:

- say what the activity is
- explain why you like it
- Describe what you usually do

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Question 2

Write at least 100 words.

Your friend Mariam wants to know about **a new club you joined**.

Write an email to Mariam. In your email:

- say which club you joined
- explain why you joined it
- Describe what you do there

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Question 3

Write at least 100 words.

Your friend Salim wants to know about **a school trip you enjoyed**.

Write an email to Salim. In your email:

- say where you went
- Describe what you did
- Explain what you enjoyed most

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Question 4

Write at least 100 words.

Your friend Huda wants to buy **a new smart device**.

Write an email to Huda. In your email:

- suggest a device
- explain why it is useful
- give advice about using it safely

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Question 5

Write at least 100 words.

Your friend Khalid wants to improve his English.

Write an email to Khalid. In your email:

- suggest ways to improve his English
- explain which activity is most useful
- Give him some advice

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Question 6

Write at least 100 words.

Your friend Fatma wants to know about **your favorite hobby**.

Write an email to Fatma. In your email:

- say what your hobby is
- explain when you started it
- say why you enjoy it

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Question 7

Write at least 100 words.

Your friend Nasser is spending too much time on his phone.

Write an email to Nasser. In your email:

- explain why too much phone use can be a problem
- suggest two other activities
- Give him some advice

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Question 8

Write at least 100 words.

Your friend Reem wants to visit **an interesting place in Oman**.

Write an email to Reem. In your email:

- suggest a place to visit
- describe what she can do there
- explain why you recommend it

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Question 9

Write at least 100 words.

Your friend Ali wants to know **how technology may change life in the future**.

Write an email to Ali. In your email:

- Describe one future technology
- explain how it may help people
- give your opinion about it

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Question 10

Write at least 100 words.

Your friend Sara wants advice about **choosing an after-school activity**.

Write an email to Sara. In your email:

- suggest an activity
- explain why it is suitable for her
- Tell her what she should do before joining

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