

تم رفع الملف

عبر

موقع الكتاب 24

للعودة الى الموقع اكتب في بحث جوجل

موقع الكتاب 24



[alktab24.online](http://alktab24.online)



# إجابة 53 سؤالاً من أسئلة نهاية العام على الوحدة السادسة منهج الشهادة الإعدادية

إعداد: صفحة مراجعة اللغة الإنجليزية لمرحلة الشهادة الإعدادية  
العام الدراسي: 2025-2026

جمع وتنسيق: طارق



موقع المعلم التعليمي

**True or False Questions:**

Q1) I like ~~an~~ ice-cream.

A) True      B) **False**

Q2) A doctor is someone who helps sick people and usually works in a hospital or surgery.

A) **True**      B) False

Q3) "I created a real-time warning device that patients wear on their wrists." Dr. Tarhuni said.

A) **True**      B) False

Q4) Use "the" when you are talking about a particular thing.

A) **True**      B) False

Q5) Use (a and an) before jobs e.g. I want to be a teacher.

A) **True**      B) False

Q6) Don't use a, an or the before the names of school subjects.

A) **True**      B) False

Q7) "Will" expresses a definite fact or opinion about the future.

A) **True**      B) False

Q9) I'm going to leave school as soon as I'm 16. (The speaker has made a plan).

A) **True**      B) False

Q10) You can add information after who, which or that.

A) **True**      B) False

Q11) I am good at ~~a~~ history.

A) True      B) **False**

Q12) Dr. Wadea Tarhoni's main message is "prevention is better than cure"

A) **True**      B) False

Q13) We use "a" and "an" when we are talking about one **particular** thing in a general way.

A) True      B) **False**

Q14) They want to be ~~a~~ doctors.

A) True      B) **False**



### Multiple Choice Questions (MCQ):

Q15) She needs some fresh ..... milk.

- A) **zero article**      B) a      C) the      D) an

Q16) I like ..... ice-cream.

- A) a      B) both      C) an      D) **neither 'a' nor 'an'**

Q17) We use the pronouns who, that or which to explain which person or thing we're talking .....

- A) **about**      B) with      C) to      D) for

Q18) He's going to leave school as soon as he's 16.

- A) present cont.      B) past cont.      C) **future**      D) present

Q19) ..... is on your left.

- A) **The school**      B) A school  
C) School      D) Nothing from the answers above

Q20) My house is ..... the park.

- A) **next to**      B) straight on      C) long      D) past

Q21) You can add ..... after who, that or which.

- A) photos      B) pictures      C) **information**      D) painting

Q22) Dr. Wadea Tarhoni ..... at Tripoli University.

- A) studied      B) **studied**      C) study      D) studying

Q23) Use " ..... " when you are talking about a particular thing.

- A) an      B) **the**      C) a      D) any

Q24) A ..... has to work with animals.

- A) doctor      B) dentist      C) teacher      D) **vet**

Q25) Can you tell me how to get to .....?

- A) Giving directions      B) Talking about football scores  
C) **Asking for directions**      D) Giving reasons

Q26) designs websites.

- A) A painter      B) An author      C) **A web designer**      D) A photographer



Q27) I liked ..... meat that we had for dinner last night.

- A) **the**            B) a            C) don't use a or an    D) All of the above answers are wrong

Q28) ..... customers.

- A) Run            B) **Help**            C) Take            D) Put out

Q29) I have to be home at 10 o'clock or my father ..... be angry.

- A) willing            B) **will**            C) going to            D) will to

Q30) A ..... Is someone who takes care of sick animals.

- A) **vet**            B) dentist            C) footballer            D) pilot

Q31) Can I have ..... apple?

- A) a            B) **an**            C) No article            D) both (A) and (B)

Q32) Dr. Wadea was inspired by his father's success so he decided to be a .....

- A) teacher            B) painter            C) pilot            D) **doctor**

Q33) Dr. Wadea studied medicine at the university of .....

- A) Toronto            B) **Tripoli**            C) Tunisia            D) Canada

Q34) A ..... is someone who flies a plane.

- A) **pilot**            B) policeman            C) teacher            D) waiter

Q35) When you get to the blue house ..... left.

- A) **turn**            B) next to            C) straight on            D) long

Q36) After the match, we ..... eat in a restaurant because we ..... be very hungry.

- A) will / are going to            B) **are going to / will**            C) going to / won't            D) wont / will

Q37) We use ..... to give more information about people and things.

- A) **relative pronouns**            B) going to + infinitive  
C) possessive adjectives            D) adverbs

Q38) ..... transmits the patient's heartbeat to hospital and when the heart beats are irregular, a warning signal is sent.

- A) The hospital staff            B) The loop monitor  
C) **The cardio-phone**            D) An ambulance

Q39) ..... to saving lives, this new invention has reduced the burden on emergency departments in many hospitals.

- A) **In addition**            B) Which            C) Who            D) So



Q40) That's the dog ..... frightened my little sister.

- A) who the      B) the      C) who      D) **that**

Q41) I like ..... apples that grow in our garden.

- A) an or the      B) **the**      C) don't use a, an, or the      D) an

Q42) ..... is someone who works in a garage and repairs cars and vans.

- A) A web designer      B) **A mechanic**      C) An architect      D) An astronaut

Q43) ..... are relative pronouns.

- A) **Who, which, that**      B) And, or, but      C) he, she, it      D) is, am, are

Q44) Don't use a, an or the.

- A) When you are talking about a particular thing.      B) **Before the names of places.**  
C) When you are talking about one thing in general way.      D) Before jobs.

Q45) Rida's wife works in ..... same office. She says ..... work is very boring.

- A) /-/      B) a-a      C) **the - the**      D) the - a

Q46) ..... sick people.

- A) Put out      B) give up      C) Repair      D) **Take care of**

Q47) I'm going to go to university. I want to be a doctor.

- A) **The speaker has made a plan**  
B) The speaker is giving an opinion  
C) The speaker is a doctor  
D) The speaker is talking about something in the future that is certain.

Q48) ..... cars

- A) **Repair**      B) Read      C) Need      D) Help

Q49) I do not like..... milk.

- A) an      B) **no article**      C) the      D) a

Q50) ..... sun is shining.

- A) No article      B) An      C) **The**      D) A

Q51) That's the man .....came last in the race.

- A) when      B) which      C) **who**      D) when



Q52) Someone who flies in a rocket.

- A) a pilot                      B) **an astronaut**                      C) a painter                      D) a vet

Q53) Dr. Wadea Tarhuni is a leading Libyan .....

- A) nurse                      B) **cardiologist**                      C) vet                      D) dentist

\*\*\*\*\*نهاية الأسئلة\*\*\*\*\*



صفحة مراجعة اللغة الإنجليزية لمرحلة الشهادة الإعدادية

موقع المعلم التعليمي

إعداد: صفحة مراجعة اللغة الإنجليزية لرحلة الشهادة الإعدادية.

## Lesson Plans for 9<sup>th</sup> Grade / Unit 7

Teacher's Name:

Date:

Grade:

9<sup>th</sup>

Class:

Lesson Title:

**Lesson 1: Countries of the World**

No. of Students:

<b>Aims:</b>	<ul style="list-style-type: none"><li>To reactivate and expand vocabulary: names of countries and adjectives derived from them.</li></ul>
<b>Materials:</b>	<ul style="list-style-type: none"><li>Course Book page 84</li><li>Workbook page 72</li><li>Track 24</li></ul>
<b>Language:</b>	<ul style="list-style-type: none"><li>Present perfect tense</li></ul>
<b>Vocabulary:</b>	souvenir, Australia, Egypt, Pyramid, Eiffel Tower, jigsaw puzzle, Kimono, Big Ben
<b>Warmer:</b>	<ul style="list-style-type: none"><li>Ask for volunteers to tell you where they have been on holiday or where they would like to go and why.</li><li>Record these on the board and find out what is the most popular holiday destination. (<u>8 minutes</u>)</li></ul>
<b>Procedures:</b>	(CB.A) Talk about the pictures. ( <u>8 minutes</u> ) (CB.B) Track 24 Now listen and check your ideas. ( <u>12 minutes</u> ) (CB.C) What other names of countries do you know? Try to think of one for each letter of the alphabet. ( <u>8 minutes</u> ) (WB.A) Complete the table. ( <u>9 minutes</u> ) ( <b>Rounding off</b> ) Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

صفحة مراجعة اللغة الإنجليزية لرحلة الشهادة الإعدادية تتمنى لكم التوفيق

إعداد: صفحة مراجعة اللغة الإنجليزية لرحلة الشهادة الإعدادية.

## Lesson Plans for 9<sup>th</sup> Grade / Unit 7

Teacher's Name:

Date:

Grade:

9<sup>th</sup>

Class:

Lesson Title:

Lesson 2: Different Countries,  
Different Customs

No. of Students:

<b>Aims:</b>	<ul style="list-style-type: none"><li>To practise scanning two paragraphs for information.</li><li>To find time adverbials and work out where they occur in sentences.</li><li>To write one or two sentences about self.</li><li>To write a parallel guided paragraph.</li></ul>
<b>Materials:</b>	<ul style="list-style-type: none"><li>Course Book page 85</li><li>Workbook pages 72–73</li></ul>
<b>Language:</b>	<ul style="list-style-type: none"><li>Definite and indefinite adverbials of time.</li></ul>
<b>Vocabulary:</b>	custom, get around, flat (adj), rickshaw, extremely, crowded, climate, definite, indefinite
<b>Warmer:</b>	<ul style="list-style-type: none"><li>Read the lesson title and present custom.</li><li>Explain the skill purpose of this lesson: finding information quickly, and ask the students how they should do this.</li><li>Elicit or remind the students of the following:<ol style="list-style-type: none"><li>1) Don't start reading from the beginning.</li><li>2) First, think of what kind of information is needed and use clues. For example, if names of people or places are needed, look for words beginning with capital letters.</li><li>3) Search the text – let your eyes move quickly over the words until you find what you are looking for. Then slow down and read the sentence with the word in it more carefully. (10 minutes)</li></ol></li></ul>
<b>Procedures:</b>	<p>(CB.A) Find names of the following in the texts very quickly. (15 minutes)</p> <p>(WB.A) Write answers to these questions about yourself and your country. (10 minutes)</p> <p>(WB.B) Use your answers to write a paragraph in your notebook about some customs in Libya. (10 minutes)</p> <p>(Rounding off) Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.</p>

صفحة مراجعة اللغة الإنجليزية لرحلة الشهادة الإعدادية تتمنى لكم التوفيق

إعداد: صفحة مراجعة اللغة الإنجليزية لرحلة الشهادة الإعدادية.

## Lesson Plans for 9<sup>th</sup> Grade / Unit 7

Teacher's Name:

Date:

Grade:

9<sup>th</sup>

Class:

Lesson Title:

Lesson 3: Travel Adventures

No. of Students:

<b>Aims:</b>	<ul style="list-style-type: none"><li>To read for specific and detailed information.</li><li>To work out meanings.</li><li>To work out language rules from observation.</li></ul>
<b>Materials:</b>	<ul style="list-style-type: none"><li>Course Book page 86</li><li>Workbook pages 73–74</li></ul>
<b>Language:</b>	<ul style="list-style-type: none"><li>Definite and zero article with geographical features</li></ul>
<b>Vocabulary:</b>	on horseback, hot-air balloon, adventurer, series (television ~), natural feature, stunning, Lake Victoria, Nasser, Aswan, Asyut, Cairo, Mediterranean, Himalayas, China, Niger, Sahara, foothills, Everest, Atlantic, ocean, rescue, unexpected
<b>Warmer:</b>	<ul style="list-style-type: none"><li>Ask the students to tell you how they travel to school: on foot, by bike, car, bus or train or another means of transport and draw up a list on the board.</li><li>Then ask them to tell you as many other forms of transport they can think of.</li><li>Write these on the board, too. (5 minutes)</li></ul>
<b>Procedures:</b>	<p>(CB.A) How are the people in the three pictures travelling? Why do people choose to travel in these ways? (8 minutes)</p> <p>(CB.B) Read about three travel programmes and answer these questions. (8 minutes)</p> <p>(WB.A) Read the sentences about each programme on page 86 of your Course Book. Mark them true (T) or false (F). (8 minutes)</p> <p>(WB.B) Find these words in the text. What can you replace them with? (6 minutes)</p> <p>(WB.C) Complete the chart. Find the names of continents, waterways, etc. in the text on page 86. Add more examples if you can. (10 minutes)</p> <p>(Rounding off) Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.</p>

صفحة مراجعة اللغة الإنجليزية لرحلة الشهادة الإعدادية تتمنى لكم التوفيق

إعداد: صفحة مراجعة اللغة الإنجليزية لمرحلة الشهادة الإعدادية.

## Lesson Plans for 9<sup>th</sup> Grade / Unit 7

Teacher's Name:

Date:

Grade:

9<sup>th</sup>

Class:

Lesson Title:

**Lesson 4: How? Where? When?**

No. of Students:

<b>Aims:</b>	<ul style="list-style-type: none"><li>To understand the use of adverbs and adverbials in a text to add interest.</li><li>To study adverbs and adverbials and practice using them.</li><li>To understand word order with adverbs and adverbials.</li></ul>
<b>Materials:</b>	<ul style="list-style-type: none"><li>Course Book page 87</li><li>Workbook pages 75–76</li></ul>
<b>Language:</b>	<ul style="list-style-type: none"><li>Adverbs and adverbials of time, frequency, manner and place</li></ul>
<b>Vocabulary:</b>	patiently, all day
<b>Warmer:</b>	<ul style="list-style-type: none"><li>Ask the students how many means of transport they can remember listing from Lesson 3.</li><li>Ask individual students to write an answer on the board. Confirm spelling.</li><li>Read through the Adverbs and adverbials grammar point.</li><li>Focus on the two example sentences with quickly and on Tuesday.</li><li>Ask students to give several alternatives (e.g., slowly, on Wednesday).</li><li>Explain that they need to find eight adverbs or adverbials in the text in Lesson 3, page 86.</li><li>Go through the Week 1 programme with the students.</li><li>Stop reading after He travels by boat for most of his journey. Ask Which words tell us something about how, where or when he travels? (Answer: by boat).</li><li>Get students to find seven other examples in the text. <b>(10 minutes)</b></li></ul>
<b>Procedures:</b>	<p>(CB.A) Use words from each speech bubble to say sentences. Check your partner's sentences. <b>(15 minutes)</b></p> <p>(WB.A) Complete the paragraphs. Choose the correct adverbs from the box. <b>(10 minutes)</b></p> <p>(WB.B) Put these words and phrases in order to make sentences. <b>(10 minutes)</b></p> <p><b>(Rounding off)</b> Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.</p>

صفحة مراجعة اللغة الإنجليزية لمرحلة الشهادة الإعدادية تتمنى لكم التوفيق

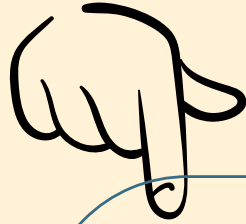
تم رفع الملف

عبر

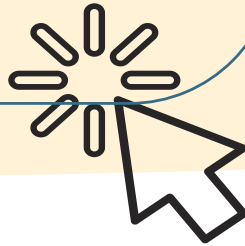
موقع الكتاب 24

للعودة الى الموقع اكتب في بحث جوجل

موقع الكتاب 24



[alktab24.online](http://alktab24.online)



## Lesson Plans for 9<sup>th</sup> Grade / Unit 7

Teacher's Name:

Date:

Grade: 9<sup>th</sup>

Class:

Lesson Title: **Lesson 5: I'm sorry.**

No. of Students:

<b>Aims:</b>	<ul style="list-style-type: none"><li>To listen for gist, language and details.</li><li>To introduce and practice words and phrases of apology.</li></ul>
<b>Materials:</b>	<ul style="list-style-type: none"><li>Course Book page 88</li><li>Workbook pages 77–78</li><li>Track 25</li></ul>
<b>Language:</b>	<ul style="list-style-type: none"><li>Apologizing, review of past simple and present perfect tenses.</li></ul>
<b>Vocabulary:</b>	Don't mention it. Pardon?
<b>Warmer:</b>	<ul style="list-style-type: none"><li>Ask students to look at the pictures and suggest what is happening in each one.</li><li>Accept any reasonable ideas, but do not confirm at this point. <b>(8 minutes)</b></li></ul>
<b>Procedures:</b>	<p>(CB.A) Track 25 Listen and number the pictures in the order you hear the conversations. <b>(8 minutes)</b></p> <p>(CB.B) Use the photos to role-play conversations with your partner. Swap roles and repeat. <b>(8 minutes)</b></p> <p>(WB.A) Read the dialogues using apologetic language. Choose the correct words. <b>(6 minutes)</b></p> <p>(WB.B) Use the words in the box to complete the sentences. <b>(6 minutes)</b></p> <p>(WB.C) Read sentences A and B and answer the questions. <b>(4 minutes)</b></p> <p>(WB.D) Use the verbs in brackets to complete these sentences with the correct tense: past simple or present perfect. <b>(5 minutes)</b></p> <p><b>(Rounding off)</b> Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.</p>

## Lesson Plans for 9<sup>th</sup> Grade / Unit 7

Teacher's Name:

Date:

Grade:

9<sup>th</sup>

Class:

Lesson Title:

Lesson 6: Two African Countries

No. of Students:

Aims:	<ul style="list-style-type: none"><li>To read factual texts for detail and work out meanings.</li></ul>
Materials:	<ul style="list-style-type: none"><li>Course Book page 89</li><li>Workbook pages 79–80</li></ul>
Language:	<ul style="list-style-type: none"><li>(Not Applicable).</li></ul>
Vocabulary:	Libya, Sudan, Tripoli, Benghazi, currency, record (v), narrow, northern, cattle, ancient, Khartoum, source, export (n), crop (n), refinery, gum
Warmer:	<ul style="list-style-type: none"><li>Say sentences relating to the previous lesson and get the students to give you an appropriate response, e.g., Did you bring back the pen I lent you yesterday? and the response, e.g., Oh, sorry, I forgot.</li><li>Once the students understand what they have to do, allow them to look back at the previous lesson in their Course Books and Workbooks and practise asking and answering in pairs. (6 minutes)</li></ul>
Procedures:	<p>(CB.A) What do you know about these countries? (10 minutes)</p> <p>(CB.B) Read the texts and do the Workbook exercises. (3 minutes)</p> <p>(WB.A) Find the answers to these questions about Libya and Sudan quickly in the lists on page 89 of your Course Book. Write short answers. (8 minutes)</p> <p>(WB.B) Now read the texts and mark these sentences true (T) or false (F). (6 minutes)</p> <p>(WB.C) Correct the false sentences. (6 minutes)</p> <p>(WB.D) Find words in the texts to match these definitions. (6 minutes)</p> <p>(Rounding off) Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.</p>

## Lesson Plans for 9<sup>th</sup> Grade / Unit 7

Teacher's Name:

Date:

Grade:

9<sup>th</sup>

Class:

Lesson Title:

**Lesson 7: How many mobile phones are produced**

No. of Students:

<b>Aims:</b>	<ul style="list-style-type: none"><li>To develop reading skills using headlines and details.</li></ul>
<b>Materials:</b>	<ul style="list-style-type: none"><li>Course Book page 90</li><li>Workbook pages 80–81</li></ul>
<b>Language:</b>	<ul style="list-style-type: none"><li>Present and past passives</li></ul>
<b>Vocabulary:</b>	manufacture, rise, Slovakian, barrel
<b>Warmer:</b>	<ul style="list-style-type: none"><li>Start the lesson with books closed.</li><li>Ask the question from the lesson title How many mobile phones are produced every day?</li><li>Ask students to guess the number. Accept any reasonable figure.</li><li>Ask is the question mainly interested in the number of phones or who makes the phones? (Answer: the number).</li><li>Ask how many mobile phones are produced every day? Again.</li><li>Elicit the fact that this is a passive sentence, and get students to identify the verb form used in this question (Answer: are produced).</li><li>Explain that in this lesson the focus is on using passive structures in the present and past tense. (5 minutes)</li></ul>
<b>Procedures:</b>	<p>(CB.A) Read and match the sentences to the headlines. (12 minutes)</p> <p>(WB.A) Use the prompts to write two sentences. The first should be in the past passive and the second should be in the present passive. (10 minutes)</p> <p>(WB.B) Look at page 90 of your Course Book again and answer the questions. Write full sentences. (12 minutes)</p> <p>(Rounding off) Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.</p>

## Lesson Plans for 9<sup>th</sup> Grade / Unit 7

Teacher's Name:

Date:

Grade:

9<sup>th</sup>

Class:

Lesson Title:

**Lesson 8: Life is Like a Cup of Coffee**

No. of Students:

<b>Aims:</b>	<ul style="list-style-type: none"><li>To read for pleasure.</li></ul>
<b>Materials:</b>	<ul style="list-style-type: none"><li>Course Book page 91</li><li>Workbook pages 82–83</li></ul>
<b>Language:</b>	<ul style="list-style-type: none"><li>(Not Applicable).</li></ul>
<b>Vocabulary:</b>	alumni, rickshaw, complaints, stress, quality, eyeing, define
<b>Warmer:</b>	<ul style="list-style-type: none"><li>Direct the students to the lesson title on page 91 and the photo.</li><li>Ask them what they think the text will be about.</li><li>Present the idea of a moral message within a story.</li><li>Ask In what ways could life be like a cup of coffee?</li><li>Accept any of their ideas. (6 minutes)</li></ul>
<b>Procedures:</b>	<p>(CB.A) Read the following story and try to answer the questions. (10 minutes)</p> <p>(WB.A) Complete the table. (6 minutes)</p> <p>(WB.B) Write the opposites. (5 minutes)</p> <p>(WB.C) Change the adjectives in the box to adverbs. Then use them to complete the sentences. (5 minutes)</p> <p>(WB.D) Complete the storytime table. (7 minutes)</p> <p>(WB.E) Use the words in the box to complete the sentences. (6 minutes)</p> <p>(Rounding off) Elicit further examples of all the language in bullet points 1 to 6. For the first bullet point, ask individual students to give an example of a sentence which is true for them using a definite time adverb. Then ask another student to give an example of a sentence true for them using an indefinite time adverb. Note: Part of the purpose of the list on the Round up page is to encourage students by showing them how much they have achieved.</p>