

شكراً لتحميلك هذا الملف من موقع المناهج العمانية



نموذج إجابة الامتحان النهائي الدور الأول الفترة الصباحية لمحافظة جنوب الباطنة

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تاريخ نشر الملف على موقع المناهج: 07:36:35 2024-01-03

التواصل الاجتماعي بحسب الصف الثامن



روابط مواد الصف الثامن على تلغرام

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المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الأول

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المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الأول

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LISTENING 1 (5 mks)						
	gardening	diving	fishing	camping	drawing	skiing
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

*Notes: One mark each. Responses must be indicated clearly.*

LISTENING 2 (5 mks)	VCB (2.5 mks)
6. (a) scientist	1. <u>bor<u>ing</u></u>
7. (in) Poland	2. <u>town</u>
8. (10) ten years old	3. <u>hun<u>t</u></u>
9. To study science	4. <u>vis<u>it</u></u>
10. (in) 1903	5. <u>lar<u>ge</u></u>

*Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be clearly and convincingly correct.*

*Notes: Half-a-mark each. Spelling must be correct.*

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GRM (2.5 mks)										
	has	will	very	most	was	but	more	is	because	than
6.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Notes: Half-a-mark each. Responses must be indicated clearly.*

GRM/ VCB (5 mks)				
11.	<input type="radio"/> were	<input type="radio"/> have	<input checked="" type="radio"/> used	<input type="radio"/> did
12.	<input checked="" type="radio"/> In	<input type="radio"/> On	<input type="radio"/> At	<input type="radio"/> Of
13.	<input checked="" type="radio"/> invented	<input type="radio"/> destroyed	<input type="radio"/> protected	<input type="radio"/> cooked
14.	<input type="radio"/> because	<input type="radio"/> and	<input checked="" type="radio"/> but	<input type="radio"/> if
15.	<input type="radio"/> shapes	<input checked="" type="radio"/> colours	<input type="radio"/> sizes	<input type="radio"/> weights
16.	<input type="radio"/> is	<input type="radio"/> have	<input type="radio"/> are	<input checked="" type="radio"/> has
17.	<input type="radio"/> more	<input type="radio"/> was	<input checked="" type="radio"/> than	<input type="radio"/> the
18.	<input checked="" type="radio"/> time	<input type="radio"/> food	<input type="radio"/> road	<input type="radio"/> wheel
19.	<input type="radio"/> saved	<input checked="" type="radio"/> killed	<input type="radio"/> lived	<input type="radio"/> survived
20.	<input checked="" type="radio"/> pollute	<input type="radio"/> clear	<input type="radio"/> save	<input type="radio"/> help

*Notes: Half-a-mark each. Responses must be indicated clearly.*

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READING 1 (4 mks)						
	A	B	C	D	E	F
1.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Notes: One mark each. Responses must be indicated clearly.*

READING 2 (6 mks)			
5.	<input type="radio"/> healthy	<input type="radio"/> quiet	<input checked="" type="radio"/> modern
6.	<input type="radio"/> cars	<input checked="" type="radio"/> factories	<input type="radio"/> diseases
7.	<input checked="" type="radio"/> very close	<input type="radio"/> too small	<input type="radio"/> crowded
8.	<input checked="" type="radio"/> organic	<input type="radio"/> unhealthy	<input type="radio"/> tasteless
9.	<input type="radio"/> crowded	<input checked="" type="radio"/> safe	<input type="radio"/> polluted
10.	<input checked="" type="radio"/> a few shops	<input type="radio"/> old shops	<input type="radio"/> no shops

*Notes: One mark each. Responses must be indicated clearly.*

WRITING 1 (4 mks)	
<b>4</b>	– Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
<b>3</b>	– Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
<b>2</b>	– Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
<b>1</b>	– A <u>very</u> feeble attempt at the task, presenting very little information. – Language used is extremely limited and/or seriously distorted.
<b>0</b>	<u>No attempt at the task</u> : EITHER Irrelevant (Completely unrelated to the topic/ information provided) OR Just copied from the Q-paper OR Hardly any writing at all, OR Not written in English OR Complete nonsense

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<b>WRITING 2 (6 mks)</b>	
<b>6</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>very clear</u>.</li> <li>– Writing clearly succeeds in achieving its purpose.</li> <li>– Uses language which is very appropriate to reader and context.</li> <li>– A good range of structures and vocabulary, with an excellent level of accuracy.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>fairly clear</u>.</li> <li>– Writing succeeds to a large extent in achieving its purpose.</li> <li>– Uses language which is appropriate to reader and context.</li> <li>– A fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>partially clear</u>.</li> <li>– Writing has reasonable success in achieving its purpose.</li> <li>– There are clear attempts to use language appropriate to reader and context.</li> <li>– Grammar and vocabulary are reasonably correct, though limited in range.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>mixed</u>.</li> <li>– Writing has partially achieved its main purpose.</li> <li>– Some of the language used is inappropriate to reader and context.</li> <li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>mostly unclear</u>.</li> <li>– Writing only has very limited success in achieving its purpose.</li> <li>– There is little evidence of attempts to use appropriate language.</li> <li>– Grammar/Vocabulary contain frequent serious errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– Message to the intended readers(s) is <u>unclear</u>.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– There is no evidence of any attempt to use appropriate language.</li> <li>– The language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions)  <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, <u>OR</u> Not written in English <u>OR</u>  Complete nonsense</p>
<p><b>Note 1:</b> The task is to write a <b>letter/ an e-mail</b>, so students <b>must</b> include a greeting at the start <b>and</b> a closing at the end. If they do not, they will lose marks. <b>PROCEDURE:</b> Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, <b>deduct one mark</b> from the content-score.</p> <p><b>Note 2:</b> No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	