

تم تحميل هذا الملف من موقع المناهج العُمانية



\* للحصول على أوراق عمل لجميع الصفوف وجميع المواد اضغط هنا

<https://almanahj.com/om>

\* للحصول على أوراق عمل لجميع مواد الصف الثامن اضغط هنا

<https://almanahj.com/om/8>

\* للحصول على جميع أوراق الصف الثامن في مادة لغة انجليزية وجميع الفصول, اضغط هنا

<https://almanahj.com/om/8english>

\* للحصول على أوراق عمل لجميع مواد الصف الثامن في مادة لغة انجليزية الخاصة بـ الفصل الأول اضغط هنا

<https://almanahj.com/om/8english1>

\* لتحميل كتب جميع المواد في جميع الفصول للـ الصف الثامن اضغط هنا

<https://almanahj.com/om/grade8>

للتحدث إلى بوت على تلغرام: اضغط هنا

[https://t.me/omcourse\\_bot](https://t.me/omcourse_bot)

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LISTENING 1 (5 mks)						
	A	B	C	D	E	F
1.	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5.	<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.*

LISTENING 2 (5 mks)			
6.	<input type="radio"/> 112	<input checked="" type="radio"/> 120	<input type="radio"/> 20
7.	<input checked="" type="radio"/> 1996	<input type="radio"/> 1969	<input type="radio"/> 1960
8.	<input checked="" type="radio"/> Green	<input type="radio"/> Loggerhead	<input type="radio"/> Olive Ridley
9.	<input type="radio"/> children	<input type="radio"/> tourists	<input checked="" type="radio"/> fishermen
10.	<input type="radio"/> Winter	<input type="radio"/> Spring	<input checked="" type="radio"/> Summer

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

VCB (2.5 mks)								
	CDs	cancer	together	mobiles	farmer	student	famous	businessmen
1.	<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"/>
2.	<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"/>
3.	<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"/>
4.	<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"/>
5.	<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"/>

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

## GRM (2.5 mks)

6. me  
7. than  
8. of  
9. was  
10. used

Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.

## GRM/ VCB (5 mks)

11.	<input type="radio"/>	to	<input type="radio"/>	than	<input checked="" type="radio"/>	the	<input type="radio"/>	an
12.	<input type="radio"/>	On	<input type="radio"/>	At	<input checked="" type="radio"/>	In	<input type="radio"/>	Of
13.	<input checked="" type="radio"/>	speak	<input type="radio"/>	play	<input type="radio"/>	hunt	<input type="radio"/>	think
14.	<input type="radio"/>	calls	<input checked="" type="radio"/>	called	<input type="radio"/>	calling	<input type="radio"/>	call
15.	<input type="radio"/>	bigger than	<input checked="" type="radio"/>	biggest	<input type="radio"/>	bigger	<input type="radio"/>	big
16.	<input checked="" type="radio"/>	sleeping	<input type="radio"/>	travelling	<input type="radio"/>	winning	<input type="radio"/>	building
17.	<input type="radio"/>	factories	<input type="radio"/>	hospitals	<input type="radio"/>	bags	<input checked="" type="radio"/>	centres
18.	<input type="radio"/>	trees	<input checked="" type="radio"/>	houses	<input type="radio"/>	meals	<input type="radio"/>	shoes
19.	<input type="radio"/>	for	<input checked="" type="radio"/>	by	<input type="radio"/>	into	<input type="radio"/>	is
20.	<input type="radio"/>	traditional	<input type="radio"/>	wrong	<input type="radio"/>	wild	<input checked="" type="radio"/>	modern

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

READING 1 (4 mks)							READING 2 (6 mks)	
	A	B	C	D	E	F	5.	board games
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	6.	it needs logical thinking
2.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7.	Armenia
3.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8.	never/ nothing/ none /zero
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	9.	to learn karate
							10.	1000 / one thousand/ a thousand OR
<u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u> .							<u>Notes:</u> One mark each. Complete accuracy in grammar and spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.	

WRITING 1 (5 mks)	
5	<ul style="list-style-type: none"> <li>-Expresses opinions on topics in a lively, convincing way.</li> <li>- Supports all points effectively with relevant evidence and detail.</li> <li>- Essays are very well-organised, clear and coherent.</li> <li>- A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
4	<ul style="list-style-type: none"> <li>- Expresses opinions on topics in a reasonably convincing way.</li> <li>- Supports most points with relevant evidence and detail.</li> <li>- Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>- A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
3	<ul style="list-style-type: none"> <li>- expresses opinions on topics, in a somewhat limited way.</li> <li>- Is inconsistent in supporting points with relevant evidence and detail.</li> <li>- Essays are poorly- organised, but are still reasonably clear and coherent.</li> <li>- A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
2	<ul style="list-style-type: none"> <li>-Express opinions on topics, but the results are clearly inadequate.</li> <li>- Is generally weak in supporting points with relevant evidence.</li> <li>- Essays lack organization, lacking in coherence and sometimes unclear.</li> <li>- A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
1	<ul style="list-style-type: none"> <li>-Makes only very feeble attempts to express opinions on topics.</li> <li>- Fails to support points with any relevant evidence.</li> <li>- Essays are incoherent and confusing.</li> <li>- Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
0	<i>No attempt at the task: EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense</i>

WRITING 2 (5 mks)	
5	<ul style="list-style-type: none"> <li>– Produces narratives which are fully successful in engaging the reader.</li> <li>– Lively, effective use of appropriate detail.</li> <li>– Writing is very well-structured, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy</li> </ul>
4	<ul style="list-style-type: none"> <li>– Produces narratives which are reasonably successful in engaging the reader.</li> <li>– Generally good use of appropriate detail.</li> <li>– Writing is generally well-structured, and mostly clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Produces narratives which are only partially successful in engaging the reader.</li> <li>– Somewhat limited use of appropriate detail.</li> <li>– Writing is well-structured, but is still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
2	<ul style="list-style-type: none"> <li>– Produces narratives which have very limited success in engaging the reader.</li> <li>– Inadequate use of appropriate detail.</li> <li>– Writing is poorly-structured, and often unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
1	<ul style="list-style-type: none"> <li>– Produces narratives which fail entirely to engage the reader.</li> <li>– Little or no use of appropriate detail.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
0	<u>No attempt at the task</u> : <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense

\* **NOTE:** In WRITING 2, test-writers actually have two different task-options to choose from (**Picture Story** or **Task Instructions**) when preparing the exam-paper. However, as both of these require student to produce a **narrative** text, the same Rating Scale can be used, whichever type of task they use.