

## امتحان تجريبي مع نموذج الإجابة الدورة الأولى



### تم تحميل هذا الملف من موقع المناهج العمانية

موقع فايلاتي ← المناهج العمانية ← الصف الثامن ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2025-05-23 11:49:40

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

المزيد من مادة  
لغة انجليزية:

إعداد: رقية جمعة الجعفري

### التواصل الاجتماعي حسب الصف الثامن



صفحة المناهج  
العمانية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

تدريبات مراجعة الاختبار القصير الأول مع نموذج الإجابة

1

تدريبات مراجعة الاختبار القصير الأول

2

الامتحان النهائي الرسمي الدور الأول الفترة الصباحية في محافظة الداخلية

3

الامتحان النهائي الرسمي الدور الأول الفترة الصباحية في محافظة شمال الباطنة

4

الامتحان النهائي الرسمي الدور الأول الفترة الصباحية في محافظة الظاهرة

5



## ENGLISH LANGUAGE TEST

### GRADE EIGHT

### Mock Exam

Academic Year \_ 2024/2025

Semester Two \_ First Session

GOVERNORATE:

Name			
School		Class	

Write your answers on the Test Paper

Time: 2 hours

Pages: 10

ELEMENT		Marks		Signature with Name	
		In Numbers	In Words	First Marker	Second Marker
LISTENING	10				
GRM/VCB	10				
READING	10				
WRITING	10				
TOTAL	40				

LISTENING 1 (Items 1–5)

(5 marks)

You are going to hear five short texts about **means of transport**. Match the pictures with the texts. For each text, shade in the bubble ☐ under the correct option.

A



B



C



D



E



F



Text	Pictures					
	A	B	C	D	E	F
1.	<input 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 type="radio"/>	<input type="radio"/>
3.	<input 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 type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**LISTENING 2 (Items 6–10)****(5 marks)**

You are going to hear **a text** about **Shuwa**.

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

6. Shuwa is a \_\_\_\_\_ Omani dish.

☐ crunchy

☐ traditional

☐ modern

7. It can be made with meat or \_\_\_\_\_.

☐ beef

☐ chicken

☐ lamb

8. Shuwa is cooked in one or \_\_\_\_\_.

☐ two days

☐ three days

☐ a week

9. The meat is cooked \_\_\_\_\_.

☐ slowly

☐ quickly

☐ softly

10. It is a \_\_\_\_\_ meal.

☐ tasteless

☐ delicious

☐ terrible

**LISTENING  
SCORE**

**10**

**GRAMMAR/VOCABULARY (Items 1-10)****(10 marks)**

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

We have taken a trip to the <sup>(1)</sup> \_\_\_\_\_. It <sup>(2)</sup> \_\_\_\_\_ been so exciting!  
 We have seen <sup>(3)</sup> \_\_\_\_\_ beautiful corals under the water. I have also found  
 lots of curved <sup>(4)</sup> \_\_\_\_\_ on the beach. My sister hasn't found any  
<sup>(5)</sup> \_\_\_\_\_, but I think she will find some soon. We have met a friendly  
<sup>(6)</sup> \_\_\_\_\_ who has told us about diving with sea animals. He has seen a  
 frightening <sup>(7)</sup> \_\_\_\_\_ before, but we haven't seen any. Maybe we  
<sup>(8)</sup> \_\_\_\_\_ see one tomorrow when we go on a boat trip. We haven't had  
<sup>(9)</sup> \_\_\_\_\_ bad weather. The sun has shined all day, and we have taken some  
 amazing photos. This <sup>(10)</sup> \_\_\_\_\_ has been great, and I will always remember  
 it!

- |     |                              |                               |                                |
|-----|------------------------------|-------------------------------|--------------------------------|
| 1.  | <input type="radio"/> ocean  | <input type="radio"/> land    | <input type="radio"/> island   |
| 2.  | <input type="radio"/> had    | <input type="radio"/> has     | <input type="radio"/> have     |
| 3.  | <input type="radio"/> any    | <input type="radio"/> some    | <input type="radio"/> an       |
| 4.  | <input type="radio"/> fish   | <input type="radio"/> corals  | <input type="radio"/> shells   |
| 5.  | <input type="radio"/> yet    | <input type="radio"/> already | <input type="radio"/> always   |
| 6.  | <input type="radio"/> guide  | <input type="radio"/> surfer  | <input type="radio"/> diver    |
| 7.  | <input type="radio"/> turtle | <input type="radio"/> shark   | <input type="radio"/> fish     |
| 8.  | <input type="radio"/> any    | <input type="radio"/> a       | <input type="radio"/> some     |
| 9.  | <input type="radio"/> are    | <input type="radio"/> will    | <input type="radio"/> going to |
| 10. | <input type="radio"/> stay   | <input type="radio"/> hotel   | <input type="radio"/> trip     |

**GRM/VCB  
SCORE**

**READING 1 (Items 1–4)****(4 marks)**


Match the four texts on the left with the texts in the box. There are **TWO** extra texts in the box.)

1. A group of Omani explorers are going on an expedition.
2. My sisters and I went to that coffee shop.
3. The trip to Al Ashkhara beach was fantastic.
4. He stopped at the shop and parked his bicycle near the door.

<b>A.</b>	We ordered a Spanish Latte. It was bitter.
<b>B.</b>	The boy rode his bicycle down the hill with a big smile on his face.
<b>C.</b>	They chose Wadi Bani Khalid as it is a great area to discover. They experience an exciting adventure.
<b>D.</b>	He has no time to travel with his friends.
<b>E.</b>	The whole family got relaxed. We had a wonderful time there because the weather was amazing.
<b>F.</b>	They were sad because of the news they got.

**READING 2 (Items 5–10)****(6 marks)***Read the text. Then complete the task.*

Dear Maria,

I hope you're doing well. I wanted to share something interesting with you today; something that's very close to my heart which is my favorite food.

If I had to choose one dish that I could never get tired of, it would definitely be chocolate ice cream. There's something about its creamy texture and rich, sweet flavor that I find irresistible. Especially on a hot summer afternoon, a bowl of chocolate ice cream is the perfect treat to cool down and lift my mood.

I also enjoy trying different toppings like sprinkles, caramel sauce, or even fresh strawberries. It's amazing how a simple dessert can become a little adventure in taste!

What about you, Maria? Do you enjoy ice cream as much as I do, or is there another type of food that makes your mouth water? I'd love to know what your favorite dish is and why you like it. Maybe you could even describe its taste and when you usually eat it.

Looking forward to hearing from you soon!

Warm wishes,

Sarah

**READING 2 (continued)**

For each question, write a short answer (**not more than FOUR WORDS or a NUMBER**).

5. Who is the email from?

---

6. What is Sarah's favorite food?

---

7. Why does Sarah like chocolate ice cream?

---

8. When does Sarah prefer to eat ice cream?

---

9. What toppings does Sarah enjoy adding to her ice cream?

---

10. How does Sarah feel when she eats her favorite food?

---

**READING  
SCORE**

**10**



WRITING 1

(5 marks)

Write at least **60 words** on the following topic:

**“Public transports reduce the traffic jam”**

Do you agree or not? Give your reasons.

Your writing should be **clear, convincing** and **well-organised**.

Handwriting practice lines for the writing task.

Marker A	Marker A	Average

**WRITING 2****(5 marks)**

Write a story of at least **60 words** based on the following pictures. You can use the words in the box to help you. You can also put in more details to make your story lively and interesting.

<i>passport</i>	<i>plane</i>	<i>flight</i>	<i>arrive</i>
<i>map</i>	<i>explore</i>	<i>Tower</i>	<i>interesting</i>

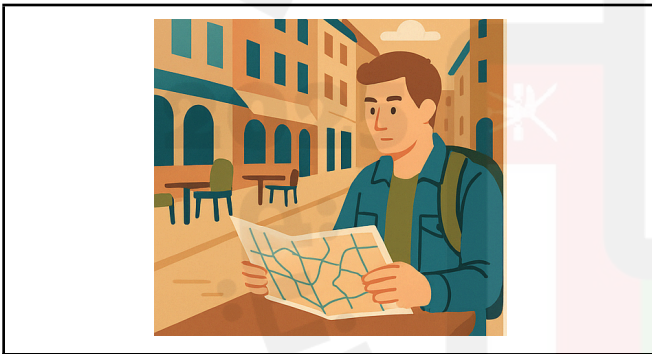
①



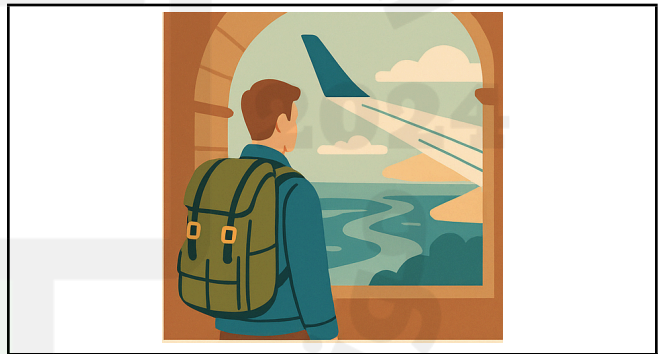
②



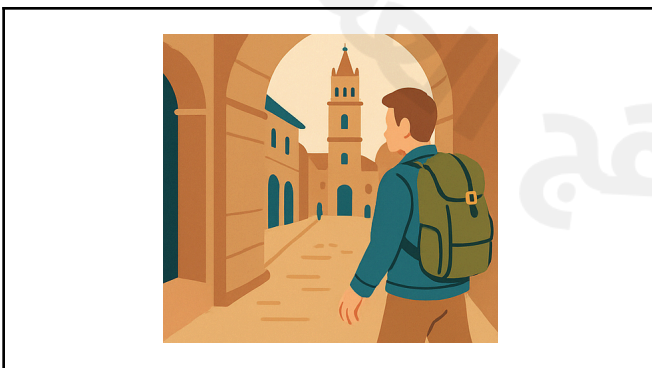
③



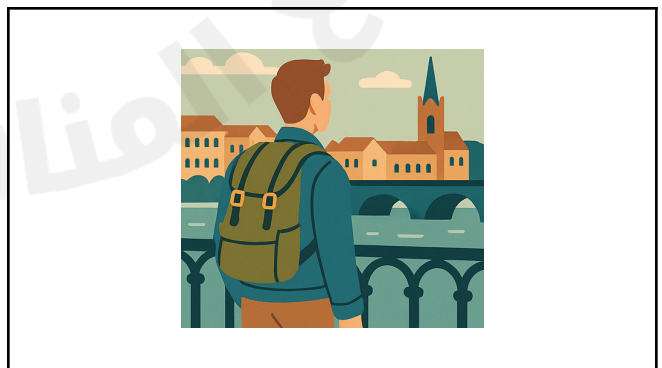
④



⑤



⑥



2025 2024

**WRITING  
SCORE**

**10**

## Listening Scripts

### Listening 1

(items 1-5)

(5 marks)

You are going to hear five short texts about Smart Food. Match the pictures with the texts. For each text, shade in the bubble ☐ under the correct option.

1. It is a long, narrow boat. It is used in Venice to carry people through the canals.
  2. It is a big truck. It carries heavy things from one place to another.
  3. It is an underground train. It helps people travel quickly around the city.
  4. They have small wheels on the bottom. People wear them to roll and play on smooth floors.
  5. It is a fast vehicle that flies into space. It carries astronauts and satellites high above the Earth.
- 

### Listening 2

(items 6-10)

(5 marks)

You are going to hear a text about Shuwa.

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

Shuwa is a traditional Omani dish made with meat, like lamb or goat. The meat is marinated with spices, garlic, and oil. Then, it is wrapped in banana or palm leaves and cooked in a special underground oven for one or two days.

Shuwa is a very important dish during Eid and other celebrations. Families prepare it together and wait patiently for the meat to cook slowly. When ready, the meat is soft, delicious, and shared with family and friends.



**GRADE EIGHT — ENGLISH LANGUAGE**  
**SEMESTER TWO, 2024/2025, FIRST SESSION**  
**GOVERNORATE:**

**MARKING GUIDE**  
**TOTAL MARKS: 40**  
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\*\*\*\*\*

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

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

LISTENING 2 (5 mks)					
6.	<input type="radio"/> crunchy	<input checked="" type="radio"/> traditional	<input type="radio"/> chewy		
7.	<input type="radio"/> beef	<input type="radio"/> chicken	<input checked="" type="radio"/> lamb		
8.	<input checked="" type="radio"/> two days	<input type="radio"/> three days	<input type="radio"/> a week		
9.	<input checked="" type="radio"/> slowly	<input type="radio"/> quickly	<input type="radio"/> softly		
10.	<input type="radio"/> tasteless	<input checked="" type="radio"/> delicious	<input type="radio"/> terrible		

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

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GRM/ VCB (10 mks)		
1. <input checked="" type="radio"/> ocean	<input type="radio"/> land	<input type="radio"/> island
2. <input type="radio"/> had	<input checked="" type="radio"/> has	<input type="radio"/> have
3. <input type="radio"/> any	<input checked="" type="radio"/> some	<input type="radio"/> an
4. <input type="radio"/> fish	<input type="radio"/> corals	<input checked="" type="radio"/> shells
5. <input checked="" type="radio"/> yet	<input type="radio"/> already	<input type="radio"/> always
6. <input type="radio"/> guide	<input type="radio"/> surfer	<input checked="" type="radio"/> diver
7. <input type="radio"/> turtle	<input checked="" type="radio"/> shark	<input type="radio"/> fish
8. <input type="radio"/> are	<input checked="" type="radio"/> will	<input type="radio"/> going to
9. <input checked="" type="radio"/> any	<input type="radio"/> a	<input type="radio"/> some
10. <input type="radio"/> stay	<input type="radio"/> hotel	<input checked="" type="radio"/> trip
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

READING 1 (4 mks)						READING 2 (6 mks)	
	A	B	C	D	E	F	
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. from Sarah
2.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Chocolate ice cream
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	7. because of its creamy texture and rich, sweet flavor/ It lifts her mood
4.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. On a hot summer afternoon
							9. She enjoys sprinkles, caramel sauce, and fresh strawberries.
							10. She feels happy./ Happy
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						<i>Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i>	

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2024/2025, 1<sup>st</sup> Session: Marking Guide

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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>- Expresses 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	<u>No attempt at the task</u> : <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.

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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> : EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR 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.