

أسئلة الامتحان النهائي الرسمي الدور الأول الفترة الصباحية



تم تحميل هذا الملف من موقع المناهج العمانية

موقع فايلاتي ⇨ المناهج العمانية ⇨ الصف التاسع ⇨ لغة انجليزية ⇨ الفصل الثاني ⇨ ملفات متنوعة ⇨ الملف

تاريخ إضافة الملف على موقع المناهج: 15:01:12 2025-06-01

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

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف التاسع



صفحة المناهج
العمانية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الثاني

تجميع امتحانات نهائية سابقة في اللغة من سلسلة فيثاغورث

1

تجميع قواعد اللغة

2

قواعد وتدريبات عليها من اختبارات تجريبية

3

كتيب القواعد والمفردات (أسئلة من امتحانات نهائية 2023-2024 مع الإجابات)

4

دليل الاستماع (أسئلة امتحانات نهائية سابقة مع نماذج الإجابة)

5



GRADE NINE — ENGLISH LANGUAGE
SEMESTER TWO, 2024/2025, FIRST SESSION
Morning Schools

MARKING GUIDE
TOTAL MARKS: 40
page 1 of 4

LISTENING 1 (5 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 checked="" 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 checked="" 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"/>

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

LISTENING 2 (5 mks)			
6.	<input type="radio"/> 1994	<input checked="" type="radio"/> 2001	<input type="radio"/> 2006
7.	<input type="radio"/> Bahrain	<input type="radio"/> Kuwait	<input checked="" type="radio"/> Iraq
8.	<input type="radio"/> Omani	<input checked="" type="radio"/> Persian	<input type="radio"/> Turkish
9.	<input type="radio"/> 2	<input type="radio"/> 4	<input checked="" type="radio"/> 5
10.	<input checked="" type="radio"/> Saturday	<input type="radio"/> Sunday	<input type="radio"/> Monday

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

GRM/ VCB (10 mks)		
1. <input checked="" type="radio"/> applying	<input type="radio"/> reading	<input type="radio"/> hunting
2. <input type="radio"/> should	<input type="radio"/> must	<input checked="" type="radio"/> have
3. <input type="radio"/> stages	<input checked="" type="radio"/> skills	<input type="radio"/> symbols
4. <input checked="" type="radio"/> who	<input type="radio"/> which	<input type="radio"/> where
5. <input checked="" type="radio"/> documents	<input type="radio"/> employees	<input type="radio"/> engines
6. <input type="radio"/> go	<input checked="" type="radio"/> going to	<input type="radio"/> going
7. <input type="radio"/> form	<input type="radio"/> report	<input checked="" type="radio"/> interview
8. <input type="radio"/> contracts	<input checked="" type="radio"/> certificates	<input type="radio"/> products
9. <input checked="" type="radio"/> important	<input type="radio"/> nervous	<input type="radio"/> social
10. <input type="radio"/> what	<input type="radio"/> why	<input checked="" type="radio"/> when

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

READING 1 (4 mks)						READING 2 (6 mks)	
	A	B	C	D	E	F	
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5. Aysha Al Harthi
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Dark Star Hotel
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	7. They were dirty/ were dirty/ dirty
4.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. The hotel receptionist/ The receptionist
							9. swimming pool and internet
							10. (ensure) better services

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

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



WRITING 1 (5 mks)	
5	<ul style="list-style-type: none">– Expresses opinions on topics in a lively, convincing way.– Supports all points effectively with relevant evidence and detail.– Essays are very well-organised, clear and coherent.– A varied range of grammar and vocabulary with a very good level of accuracy.
4	<ul style="list-style-type: none">– Expresses opinions on topics in a reasonably convincing way.– Supports most points with relevant evidence and detail.– Essays are generally well-organised and, for the most part, clear and coherent.– A fair range of grammar and vocabulary with a good level of accuracy.
3	<ul style="list-style-type: none">– Expresses opinions on topics, in a somewhat limited way.– Is inconsistent in supporting points with relevant evidence and detail.– Essays are poorly organised but are still reasonably clear and coherent.– A limited range of grammar and vocabulary with a reasonable level of accuracy.
2	<ul style="list-style-type: none">– Expresses opinions on topics, but the results are clearly inadequate.– Is generally weak in supporting points with relevant evidence.– Essays lack organisation, lacking in coherence and sometimes unclear.– A very limited range of grammar and vocabulary with frequent errors.
1	<ul style="list-style-type: none">– Makes only very feeble attempts to express opinions on topics.– Fails to support points with any relevant evidence.– Essays are incoherent and confusing.– Extremely limited range of grammar and vocabulary with frequent serious errors.
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"> – Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
4	<ul style="list-style-type: none"> – Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
3	<ul style="list-style-type: none"> – Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
2	<ul style="list-style-type: none"> – Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
1	<ul style="list-style-type: none"> – Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><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.</p>

* **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.