

اختبار مهارات القراءة للغة الإنجليزية



تم تحميل هذا الملف من موقع المناهج العمانية

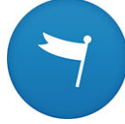
موقع فايلاتي ← المناهج العمانية ← الصف التاسع ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2026-10-20 12:55:54

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:

التواصل الاجتماعي بحسب الصف التاسع



صفحة المناهج
العمانية على
فيسبوك

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

اختبار قصير أول مع دليل المعلم	1
اختبار قصير في مهارات الاستماع والقراءة	2
اختبار قصير 1	3
مذكرة نماذج وتدريبات اختبارات	4
ملخص شامل مع أسئلة Write & Think	5

تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Play Google (أندرويد)

تطبيق المناهج على Store App (آبل)

Reading Test

Total

Name: _____ Class: _____

____/10

Reading 1 • Matching (4 marks)

Read about the four students. Match each student to the most suitable activity, 1–5.
Use each option only once. One option is not needed.

A	Salim is shy but enjoys drawing. He wants a quiet indoor activity on Monday afternoon. He prefers working with one partner and needs the club to provide all the materials he uses.	1	Join our Tuesday afternoon volleyball group on the school field. Beginners learn with a teacher before playing a friendly match. All equipment is provided. Bring comfortable sports clothes and water.
B	Ahmed is sporty and enjoys being active outdoors. He is free on Tuesday afternoon and wants to learn a team game. He is a beginner and does not own any sports equipment.	2	Meet in the library on Monday afternoon to discuss a story with the whole group. Bring your own book and share your opinions. There is no drawing or acting.
C	Yusuf is sociable and loves making people laugh. He wants to perform with other students on Wednesday afternoon. He prefers telling funny stories to singing and needs help becoming more confident on stage.	3	Explore places near the school on Saturday morning photography walks. Bring your own camera. A teacher gives advice about light and subjects while small groups take pictures outdoors.
D	Khalid is keen on photography and likes exploring new places. He can attend only on Saturday morning. He has his own camera and wants advice while taking pictures outdoors with a small group.	4	Come to the art room after lessons on Monday afternoon. Work with a partner to draw pictures for the library. We provide all materials. The room is quiet, and no presentation is required.
		5	Join our Wednesday afternoon drama club to perform funny stories with other students. There is no singing. A teacher helps nervous performers become confident, and everyone has a speaking part.

A	B	C	D

Reading 1

____/4

Reading Test

Name: _____ Class: _____

Reading 2 • Short Answers (6 marks)

Read the text. Answer the questions with short answers.

More than a personality label

At the beginning of the school year, our English teacher asked us to plan an activity afternoon about our interests. We could choose art, sport, photography or drama. I wanted to join the art group because I enjoyed drawing, but I felt shy around students I did not know.

My partner was Bader, a sociable boy who loved telling funny stories. At first, I thought we were too different to work together. He talked a lot, while I preferred a quiet room. Our task was to create a poster showing the different activities that students enjoyed after school.

We soon found a way to share the work. I drew the pictures, and Bader asked classmates about their hobbies. He listened carefully and wrote down their answers. We discovered that some sporty students also liked reading, and several quiet students enjoyed performing in the school drama club.

On the activity day, Bader introduced our poster to visitors. Then he asked me to explain one picture. I was nervous, but he waited patiently while I spoke. After answering a few questions, I felt more confident. Our teacher praised us for helping each other instead of trying to do everything alone.

I think the afternoon taught us more than the names of different hobbies. It showed that one word, such as shy or sporty, cannot describe everything about a person. Giving everyone the same role would not have worked well. By sharing tasks according to our interests, we produced better work and learned something new. Next time, I would like to speak for longer.

1. Which group did the writer want to join?

2. Who was the writer's partner?

3. What did the two boys have to create?

4. How did Bader collect information about classmates' hobbies?

5. Why did the teacher praise the two boys?

6. What would the writer like to do next time?

Reading 2

/6