

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 العاشر اضغط هنا

<https://almanahj.com/om/10>

* للحصول على جميع أوراق الصف العاشر في مادة لغة انجليزية ولجميع الفصول, اضغط هنا

<https://almanahj.com/om/10english>

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

<https://almanahj.com/om/10english1>

* لتحميل كتب جميع المواد في جميع الفصول للـ الصف العاشر اضغط هنا

<https://almanahj.com/om/grade10>

للتحدث إلى بوت على تلغرام: اضغط هنا

https://t.me/omcourse_bot

GRADE TEN (BATINA NORTH)
 ENGLISH LANGUAGE
 SEMESTER ONE, 2019/2020, FIRST SESSION

MARKING GUIDE
 TOTAL MARKS: 60
 page 1 of 5

LISTENING 1 (7 mks)					
1.	<input type="radio"/> student	<input checked="" type="radio"/> teacher	<input type="radio"/> writer		
2.	<input type="radio"/> For Whom the Bell Tolls	<input type="radio"/> The Old Man and the Sea	<input checked="" type="radio"/> The Sun Also Rises		
3.	<input checked="" type="radio"/> 1940	<input type="radio"/> 1943	<input type="radio"/> 1954		
4.	<input checked="" type="radio"/> American	<input type="radio"/> Italian	<input type="radio"/> Spanish		
5.	<input type="radio"/> big prize	<input checked="" type="radio"/> civil war	<input type="radio"/> famous person		
6.	<input type="radio"/> busy	<input type="radio"/> dead	<input checked="" type="radio"/> sick		
7.	<input type="radio"/> an email	<input type="radio"/> a phone call	<input checked="" type="radio"/> a text message		
<i>Notes: One mark each. Responses must be indicated clearly.</i>					

LISTENING 2 (8 mks)	
Task one	
8. Her mother 9. Across India 10. 12 years 11. (Her) rope	<p><i>Notes:</i> (i) One mark each.</p> <p>(ii) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</p> <p>(iii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.</p>

Listening 2 Task Two		
	True	False
12..	<input checked="" type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input checked="" type="radio"/>
14.	<input type="radio"/>	<input checked="" type="radio"/>
15.	<input type="radio"/>	<input checked="" type="radio"/>
<i>Notes: One mark each. Responses must be indicated clearly.</i>		

VOCABULARY (5 mks)

- | | | | | |
|----|---|---|--|--|
| 1. | <input type="radio"/> devastating | <input checked="" type="radio"/> prosperous | <input type="radio"/> unpopular | <input type="radio"/> collapsed |
| 2. | <input checked="" type="radio"/> Archaeologists | <input type="radio"/> Designers | <input type="radio"/> Bloggers | <input type="radio"/> Managers |
| 3. | <input type="radio"/> floods | <input type="radio"/> heavy rains | <input type="radio"/> famine | <input checked="" type="radio"/> drought |
| 4. | <input type="radio"/> resource | <input checked="" type="radio"/> disaster | <input type="radio"/> energy | <input type="radio"/> power |
| 5. | <input type="radio"/> appearance | <input type="radio"/> discovery | <input checked="" type="radio"/> disappearance | <input type="radio"/> survival |

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

GRAMMAR 1 (2.5 mks)

- | | | | | | | | | | | |
|----|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|-----------------------|----------------------------------|
| | to | will | can | in | won't | also | has | didn't | is | but |
| 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"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <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"/> |
| 3. | <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 type="radio"/> | <input checked="" type="radio"/> |
| 4. | <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"/> | <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"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

GRAMMAR 2 (2.5 mks)

- | | | | | |
|-----|---|-------------------------------------|---------------------------------------|---|
| 6. | <input type="radio"/> like | <input checked="" type="radio"/> as | <input type="radio"/> an | <input type="radio"/> some |
| 7. | <input checked="" type="radio"/> due to | <input type="radio"/> because | <input type="radio"/> consequently | <input type="radio"/> so |
| 8. | <input type="radio"/> spoke | <input type="radio"/> speak | <input type="radio"/> speaking | <input checked="" type="radio"/> spoken |
| 9. | <input type="radio"/> be | <input type="radio"/> being | <input checked="" type="radio"/> been | <input type="radio"/> done |
| 10. | <input checked="" type="radio"/> would | <input type="radio"/> has | <input type="radio"/> was | <input type="radio"/> had |

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

READING 1 (10 mks)

- | | | | |
|----|---|--|--|
| 1. | <input checked="" type="radio"/> landfill sites | <input type="radio"/> charity shops | <input type="radio"/> companies |
| 2. | <input type="radio"/> deliberately cause | <input type="radio"/> are aware of | <input checked="" type="radio"/> are not aware of |
| 3. | <input checked="" type="radio"/> big amounts of | <input type="radio"/> small amounts of | <input type="radio"/> all |
| 4. | <input type="radio"/> Britain | <input checked="" type="radio"/> Canada | <input type="radio"/> the US |
| 5. | <input type="radio"/> using credit cards | <input checked="" type="radio"/> overspending | <input type="radio"/> saving |
| 6. | <input type="radio"/> buy new items | <input type="radio"/> sell items they already have | <input checked="" type="radio"/> fix items they already have |

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

7. poor/bad quality
8. environment
9. the US
10. 55,000

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

READING 2 (10 mks)

11. destroyed many schools
12. afraid of Taliban
13. to hide her identity
14. 3/three girls
15. 2014
16. England

	True	False
--	-------------	--------------

- | | | |
|-----|----------------------------------|----------------------------------|
| 17. | <input type="radio"/> | <input checked="" type="radio"/> |
| 18. | <input type="radio"/> | <input checked="" type="radio"/> |
| 19. | <input type="radio"/> | <input checked="" type="radio"/> |
| 20. | <input checked="" type="radio"/> | <input type="radio"/> |

Notes: One mark each.

Qs 11-16: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. **HOWEVER**, use common sense for slightly longer, but obviously correct answers.

Qs 17-20: Responses must be indicated clearly.

WRITING 1 (5 mks)	
5	<ul style="list-style-type: none"> _ Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – 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"> – Presents relevant information with reasonable success. _ Good use of details and examples. – 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"> – Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. –Writing is not 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"> – Attempts to present information, but the results are obviously inadequate. _ poor use of details and examples. – 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"> – Presents very little relevant information indeed. _ No use of details and examples. – 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 topic) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> - Message to the intended reader(s) is <u>very clear</u>. - Writing clearly succeeds in achieving its intended purpose. - Writing are very well-organised, clear and coherent - A varied range of grammar and vocabulary, with a very good level of accuracy.
8	<ul style="list-style-type: none"> - Message to the intended reader(s) is fairly clear. - Writing has reasonable success in achieving its intended purpose. - Writing is generally well-organised, and mostly clear and coherent - A fair range of grammar and vocabulary, with a good level of accuracy.
6	<ul style="list-style-type: none"> -Message to the intended reader(s) is partially clear. - Writing has only partially achieved its intended purpose. -Writing is not well-organised, but is still reasonably clear and coherent - A limited range of grammar and vocabulary, with a reasonable level of accuracy.
4	<ul style="list-style-type: none"> -Message to the intended reader(s) is mostly unclear. - Writing has only very limited success in achieving its intended purpose. - Writing is poorly-organised, and often unclear. - A very limited range of grammar and vocabulary, and frequent errors.
2	<ul style="list-style-type: none"> -Message to the intended reader(s) is unclear. - Writing clearly fails to achieve its intended purpose. - Writing is incoherent and confusing. - Extremely limited range of grammar and vocabulary, and frequent serious errors.
0	<p><i>No attempt at the task:</i> <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>