

شكراً لتحميلك هذا الملف من موقع المناهج العمانية



نموذج إجابة الامتحان النهائي الدور الأول الفترة الصباحية

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تاريخ نشر الملف على موقع المناهج: 06:48:14 2024-01-04

التواصل الاجتماعي بحسب الصف الحادي عشر



روابط مواد الصف الحادي عشر على تلغرام

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المزيد من الملفات بحسب الصف الحادي عشر والمادة لغة انجليزية في الفصل الأول

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LISTENING 1 (7 mks)						
1.	<input type="radio"/>	on a trip	<input type="radio"/>	at the dental clinic	<input checked="" type="radio"/>	at the library
2.	<input type="radio"/>	convenient	<input checked="" type="radio"/>	dangerous	<input type="radio"/>	time- saving
3.	<input checked="" type="radio"/>	talking with David	<input type="radio"/>	watching TV programme	<input type="radio"/>	going shopping
4.	<input checked="" type="radio"/>	high cost	<input type="radio"/>	network coverage	<input type="radio"/>	time-consuming
5.	<input type="radio"/>	Nutricook pot	<input type="radio"/>	Ring indoor camera	<input checked="" type="radio"/>	Robot sweeper
6.	<input type="radio"/>	200	<input checked="" type="radio"/>	400	<input type="radio"/>	600
7.	<input type="radio"/>	affordable	<input checked="" type="radio"/>	innovative	<input type="radio"/>	safe

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

LISTENING 2 (8 mks)						
Part One						
8.	8 / eight					
9.	August					
10.	(street) parties, (garden) concerts, (outdoor) theatres , music, dances, art, culture <i>(accept one event)</i>					
11.	No enough money					
Part Two						
12.	<input type="radio"/>	street performers	<input checked="" type="radio"/>	shows	<input type="radio"/>	sold tickets
13.	<input type="radio"/>	Fringe	<input type="radio"/>	Book	<input checked="" type="radio"/>	Science
14.	<input checked="" type="radio"/>	90	<input type="radio"/>	100	<input type="radio"/>	270
15.	<input type="radio"/>	circus and concerts	<input checked="" type="radio"/>	debates and discussions	<input type="radio"/>	workshops

Notes: One mark each.

Qs 8-11: (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 any slightly longer, but obviously correct answers.

Qs 12-15: Responses must be indicated clearly.

VCB (2.5 mks)	GRM (2.5 mks)
1. hang 2. moody 3. gesture 4. faulty 5. encounter	6. am 7. did 8. were 9. to 10. was
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.</i>

GRM/ VCB (5 mks)								
11.	<input type="radio"/>	confusing	<input checked="" type="radio"/>	important	<input type="radio"/>	selfish	<input type="radio"/>	dishonest
12.	<input type="radio"/>	of	<input type="radio"/>	on	<input checked="" type="radio"/>	to	<input type="radio"/>	for
13.	<input type="radio"/>	transition	<input type="radio"/>	conflict	<input checked="" type="radio"/>	habit	<input type="radio"/>	stage
14.	<input checked="" type="radio"/>	Have	<input type="radio"/>	has	<input type="radio"/>	having	<input type="radio"/>	had
15.	<input type="radio"/>	financial	<input type="radio"/>	practical	<input type="radio"/>	global	<input checked="" type="radio"/>	emotional
16.	<input type="radio"/>	was	<input checked="" type="radio"/>	are	<input type="radio"/>	were	<input type="radio"/>	been
17.	<input checked="" type="radio"/>	independent	<input type="radio"/>	angry	<input type="radio"/>	embarrassed	<input type="radio"/>	reluctant
18.	<input type="radio"/>	is preferring	<input type="radio"/>	had preferred	<input type="radio"/>	preferred	<input checked="" type="radio"/>	prefer
19.	<input type="radio"/>	from	<input checked="" type="radio"/>	with	<input type="radio"/>	of	<input type="radio"/>	on
20.	<input type="radio"/>	angrily	<input type="radio"/>	quickly	<input checked="" type="radio"/>	carefully	<input type="radio"/>	nervously
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>								

READING 1 (5 mks)		READING 2 (7 mks)			
True	False				
1.	<input checked="" type="radio"/>	<input type="radio"/>	psychological progress	<input checked="" type="radio"/> body movement	<input type="radio"/> vision
2.	<input type="radio"/>	<input checked="" type="radio"/>	treat stroke patients	<input checked="" type="radio"/> read x-rays	<input type="radio"/> make decisions
3.	<input checked="" type="radio"/>	<input type="radio"/>	25%	<input checked="" type="radio"/> 27%	<input type="radio"/> 37%
4.	<input type="radio"/>	<input checked="" type="radio"/>	interactive	<input checked="" type="radio"/> action	<input type="radio"/> violent
5.	<input type="radio"/>	<input checked="" type="radio"/>	forget horrible experience	<input type="radio"/> Improve speed	<input type="radio"/> control their hands
		<input checked="" type="radio"/>	decreased	<input type="radio"/> increased	<input type="radio"/> didn't affect
		<input type="radio"/>	uses timer	<input type="radio"/> turns off notification	<input checked="" type="radio"/> uses 20 20 20 strategy

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

READING 3 (8 mks)

Task One

13. Summer 2007/ summer/ 2007 / Sunday
 14. A fish/ huge fish/ type of fish
 15. the bus was late
 16. Watching whales / whale watching

Task Two

17. Boston Virginia Rhode Island
 18. train car bus
 19. ate dinner in Central Park saw a historical place went fishing
 20. late tired scared

Notes: One mark each.

Qs 13-16: (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 any slightly longer, but obviously correct answers.

Qs 17-20: Responses must be indicated clearly.

WRITING (GENERAL NOTES)

- The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.
- There may be different individual ways of approaching a task, but a basic requirement for all answers is that they are relevant.
- If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.
- However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (not zero) should be awarded.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

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> EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR 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><u>No attempt at the task</u>: EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense</p>

Note 1: The task is to write a **letter/ an e-mail**, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks. **PROCEDURE:** Each marker marks the content of the e-mail according to the Rating Scale — then, if either the greeting or the closing are missing, **deduct one mark** from the content-score.

Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.