

شكراً لتحميلك هذا الملف من موقع المناهج العمانية



نموذج إجابة الامتحان التجريبي الجديد exam mock

موقع المناهج ← المناهج العمانية ← الصف الحادي عشر ← لغة انجليزية ← الفصل الثاني ← الملف

تاريخ نشر الملف على موقع المناهج: 14:03:24 2023-05-09

التواصل الاجتماعي بحسب الصف الحادي عشر



روابط مواد الصف الحادي عشر على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

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

[نموذج إجابة الامتحان النهائي الرسمي الفترة الصباحية](#)

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[مراجعة شاملة للمادة](#)

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LISTENING 1 (7 mks)			
1.	<input type="radio"/> website	<input checked="" type="radio"/> magazine	<input type="radio"/> newspaper
2.	<input type="radio"/> 7	<input type="radio"/> 9	<input checked="" type="radio"/> 5
3.	<input checked="" type="radio"/> often	<input type="radio"/> never	<input type="radio"/> rarely
4.	<input checked="" type="radio"/> college	<input type="radio"/> home	<input type="radio"/> work
5.	<input type="radio"/> food and shelter	<input type="radio"/> money	<input checked="" type="radio"/> good advice
6.	<input type="radio"/> best	<input checked="" type="radio"/> worst	<input type="radio"/> easiest
7.	<input checked="" type="radio"/> 7	<input type="radio"/> 3	<input type="radio"/> 5
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			

LISTENING 2 (8 mks)			
Part One			
8.	New staff		
9.	benefiting the local community		
10.	8 hours		
11.	Feedback		
Part Two			
12.	<input checked="" type="radio"/> Get Working Project	<input type="radio"/> Charity Project	<input type="radio"/> Work Project
13.	<input type="radio"/> education	<input type="radio"/> training	<input checked="" type="radio"/> both education and training
14.	<input checked="" type="radio"/> next month	<input type="radio"/> next day	<input type="radio"/> next hours
15.	<input type="radio"/> parents	<input checked="" type="radio"/> manager	<input type="radio"/> colleague
<i>Notes: One mark each.</i>			
<i>Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for any slightly longer, but <u>obviously correct</u> answers.</i>			
<i>Qs 12-15: Responses must be indicated <u>clearly</u>.</i>			

VCB (2.5 mks)								
	official	setback	money	support	bride	disabled	propose	voluntary
1.	<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"/>
2.	<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"/>
3.	<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"/>
4.	<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"/>
5.	<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"/>

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

GRM/ (2.5 mks)	
6.	last
7.	will
8.	has
9.	have
10.	the

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

GRM/ VCB (5 mks)								
11.	<input type="radio"/>	dangerous	<input type="radio"/>	adventurous	<input checked="" type="radio"/>	traditional	<input type="radio"/>	terrible
12.	<input checked="" type="radio"/>	most	<input type="radio"/>	the	<input type="radio"/>	than	<input type="radio"/>	more
13.	<input type="radio"/>	celebration	<input type="radio"/>	celebrating	<input type="radio"/>	celebrate	<input checked="" type="radio"/>	celebrated
14.	<input type="radio"/>	am	<input checked="" type="radio"/>	are	<input type="radio"/>	was	<input type="radio"/>	is
15.	<input checked="" type="radio"/>	have	<input type="radio"/>	is	<input type="radio"/>	has	<input type="radio"/>	was
16.	<input type="radio"/>	Scientists	<input checked="" type="radio"/>	Musicians	<input type="radio"/>	Authors	<input type="radio"/>	Doctors
17.	<input type="radio"/>	calm	<input type="radio"/>	quiet	<input type="radio"/>	boring	<input checked="" type="radio"/>	spectacular
18.	<input type="radio"/>	why	<input type="radio"/>	who	<input checked="" type="radio"/>	that	<input type="radio"/>	what
19.	<input checked="" type="radio"/>	visitors	<input type="radio"/>	animals	<input type="radio"/>	statues	<input type="radio"/>	objects
20.	<input type="radio"/>	sleep	<input checked="" type="radio"/>	participate	<input type="radio"/>	eat	<input type="radio"/>	dance

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

READING 1 (5 mks)		READING 2 (7 mks)		
True	False			
		6. <input type="radio"/> fresh	<input type="radio"/> first	<input checked="" type="radio"/> final
1.	<input type="radio"/>	<input checked="" type="radio"/> Leeds	<input type="radio"/> Austria	<input type="radio"/> Greece
2.	<input checked="" type="radio"/>	<input checked="" type="radio"/> last	<input type="radio"/> next	<input type="radio"/> same
3.	<input type="radio"/>	<input type="radio"/> a job	<input checked="" type="radio"/> an advice	<input type="radio"/> a charity
4.	<input type="radio"/>	<input type="radio"/> Math	<input type="radio"/> engineering	<input checked="" type="radio"/> languages
5.	<input checked="" type="radio"/>	<input checked="" type="radio"/> family	<input type="radio"/> friend	<input type="radio"/> student
		12. <input type="radio"/> problems	<input checked="" type="radio"/> questions	<input type="radio"/> calls

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

READING 3 (8 mks)		
13.	At 10: 30/ At ten thirty	
14.	Pakistan	
15.	The most inexpensive choice	
16.	5 hours	
17.	<input type="radio"/> number of rooms	<input checked="" type="radio"/> architecture
18.	<input type="radio"/> first hour	<input type="radio"/> first day
19.	<input checked="" type="radio"/> sports	<input type="radio"/> cinemas
20.	<input type="radio"/> camels	<input checked="" type="radio"/> bumpy car
		<input type="radio"/> services
		<input checked="" type="radio"/> second day
		<input type="radio"/> cafes
		<input type="radio"/> Land cruiser

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"> -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"> _Express opinions on topics, but the results are clearly inadequate. - Is generally weak in supporting points with relevant evidence. - Essays lack organization, 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	<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"> – 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
8	<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.
6	<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
4	<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.
2	<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>

ARRIVING AT FINAL SCORES

LST/ RDG: In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

WRITING: In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

- 1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e. just **one level**, the Supervisor/Adjudicator is not required to read the student's response. He/She should simply use the mathematical average of the two scores. (* See below)
- 2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e. **more than one level**, the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark.

CALCULATION OF AVERAGES:

WRT 1		WRT 2	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9
8 / 6	7	8 / 6	7
6 / 4	5	6 / 4	5
4 / 2	3	4 / 2	3
2 / 0	1	2 / 0	1

IMPORTANT NOTE: As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can **only** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator. [* Note: This means that, even though the computer screen shows all the possible final scores, **individual** markers should **only** use those scores which are mentioned in the scale.]

Listening 1 Script:

Laura: You have to look at this survey they've got in my mom's magazine.

Mike: Yeah, go on. What's it about?

Laura: Well, the title is "Are You A Good Friend?" Are you brave enough to try?

Mike: Hmm, I have to go out in a minute. How many questions are there?

Laura: Only five. Number one: How many friends do you prefer to have? A - one or two. B - three to five. C - about 10. D - as many as possible.

Mike: Let's think about that one. I would say I have about three or four good friends and I'm pretty happy with that. Next?

Laura: Right ... number two. When was the last time you forgot a friend's birthday? I never have, this year, once many years ago, I do it quite often. Those are the choices.

Mike: Definitely first answer for me.

Laura: Ooh, you liar! You forgot mine and that was only six months ago.

Mike: Hmm, I forgot about that. I forgot Jamie's and Helen's this year too.

Laura: Ha! No doubt what answer I'm going to put for that one! Number three. Have you ever called a friend of yours at three o'clock in the morning just to chat? And the choices are: Never, once or twice, quite often and the last one is "night-time is for sleeping" and that's definitely the one you should pick, sleepyhead.

Mike: No way! I've spoken to Helen till the early hours on many occasions. Last year when she had all those problems at college, it was me talking to her every night for a week.

Laura: OK, OK, I was just teasing you. I think we can put you down for "often", don't you think? Number 4. Do your friends search for you when they want cheering up, some good advice or someone to listen to them?

Mike: What a terrible question! Those last two options are pretty much the same, wouldn't you say?

Laura: Look, I don't write the questions. Just give me an answer. I think you're getting nervous - you're giving all the wrong answers!

Mike: Very funny! OK, I'd say people come to me more often when they've got a problem as they know I'll give them good advice.

Laura: So that's answer C?

Mike: That's what I said, the answers are the same. I will listen to them but also give advice so it's really the second answer.

Laura: OK, last question.

Mike: I'm happy to hear it...

Laura: How often do you think about your friends? Throughout the day, every day, rarely, only when you need them.

Mike: This is officially the worst magazine survey... ever!

Laura: Come on Mike, this is the last question.

Mike: I think about all of you every waking moment of every single day. All day, every day. That's my answer. Now, I have to go out. I'll see you tonight.

Laura: Give me a serious answer or I can't give the proper results.

Mike: Well, I'm going to have to live without knowing whether I'm a good friend or not. See you at seven.

Laura: Alright, bye.

Thanks for coming everyone. Ok, so this meeting is for new staff and staff who haven't been involved with our volunteering projects yet.

So basically, the idea is that we allow staff to give up some of their work time to help on various charity projects, to benefit the local community.

We've been doing this for the last five years and it's been very successful.

Participating doesn't necessarily involve a huge time commitment. The company will pay for eight hours of your time that can be used over one or two days all at once or spread over several months throughout the year.

There are some staff who enjoy volunteering so much. They also give up their own free time for a couple of hours every week .

It's completely up to you. Obviously, many people will have family commitments and aren't as available as other members of staff.

Feedback from staff has been overwhelmingly positive because they felt they were doing something really useful. Nearly everyone agreed that volunteering made them feel more motivated at work. They also liked building relationships with the people in the local community and felt valued by them. One or two people also said it was a good thing to have on their CV S.

One particularly successful project last year was the Get Working project. This was aimed at helping unemployed people in the area get back to work. Our staff were able to help them improve their telephone skills such as writing down messages and speaking with confidence to potential customers, which they had found quite difficult.

This is something many employers look for in job applicants and something we all do without even thinking about every day at work.

We've got an exciting new project starting this year up until now, we've mainly focused on projects to do with education and training and we'll continue with our reading project in schools and our work with local charities. But we've also agreed to help out on a conservation project in Redfern Park.

So if any of you fancy being outside and getting your hands dirty, this is the project for you.

I also wanted to mention the annual Digital Inclusion Day, which is coming up next month.

The aim of this is to help older people keep up with technology. And this year instead of hosting the event in our own training facility, we're using the IC T Suite at Hill College as it can hold far more people. We've invited over 60 people from the Silver Age Community Center to take part.

So we'll need a lot of volunteers to help with this event. If you're interested in taking part, please go to the volunteering section of our website and complete the relevant form.

We won't be providing any training for this, but you'll be paired with an experienced volunteer if you've never done it before, by the way, don't forget to tell your manager about any volunteering activities you decide to do.