

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 السابع اضغط هنا

<https://almanahj.com/om/7>

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

<https://almanahj.com/om/7english>

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

<https://almanahj.com/om/7english1>

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

<https://almanahj.com/om/grade7>

للتحدث إلى بوت على تلغرام: اضغط هنا

https://t.me/omcourse_bot

LISTENING 1 (5 mks)						
	A	B	C	D	E	F
1.	<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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

LISTENING 2 (5 mks)			
6.	<input checked="" type="radio"/> Asia	<input type="radio"/> Australia	<input type="radio"/> South America
7.	<input checked="" type="radio"/> 4	<input type="radio"/> 12	<input type="radio"/> 80
8.	<input checked="" type="radio"/> longer than	<input type="radio"/> shorter than	<input type="radio"/> the same as
9.	<input type="radio"/> grass	<input type="radio"/> leaves	<input checked="" type="radio"/> meat
10.	<input type="radio"/> fighting with animals	<input type="radio"/> lack of food	<input checked="" type="radio"/> over hunting

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

VCB (2.5 mks)								
	fruit	life	money	sea	time	water	weather	world
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" 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 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.

GRM (2.5 mks)	
6.	much
7.	were
8.	but
9.	at
10.	the
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.</i>	

GRM/ VCB (5 mks)				
11.	<input checked="" type="radio"/> a	<input type="radio"/> an	<input type="radio"/> any	<input type="radio"/> some
12.	<input type="radio"/> arrived	<input type="radio"/> lived	<input type="radio"/> looked	<input checked="" type="radio"/> visited
13.	<input type="radio"/> at	<input type="radio"/> from	<input checked="" type="radio"/> in	<input type="radio"/> on
14.	<input type="radio"/> that	<input checked="" type="radio"/> when	<input type="radio"/> where	<input type="radio"/> which
15.	<input type="radio"/> festival	<input type="radio"/> film	<input type="radio"/> invention	<input checked="" type="radio"/> journey
16.	<input type="radio"/> invited	<input type="radio"/> returned	<input checked="" type="radio"/> stayed	<input type="radio"/> used
17.	<input checked="" type="radio"/> didn't	<input type="radio"/> doesn't	<input type="radio"/> isn't	<input type="radio"/> wasn't
18.	<input checked="" type="radio"/> and	<input type="radio"/> as	<input type="radio"/> but	<input type="radio"/> so
19.	<input type="radio"/> knew	<input type="radio"/> made	<input type="radio"/> told	<input checked="" type="radio"/> wrote
20.	<input checked="" type="radio"/> described	<input type="radio"/> designed	<input type="radio"/> helped	<input type="radio"/> learned
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>				

READING 1 (4 mks)						READING 2 (6 mks)	
	A	B	C	D	E	F	5. David
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	6. (last) June
2.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. 3/three
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. (the) water park
4.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. Spanish
							10. things were expensive
<i>Notes: One mark each. Responses must be indicated clearly.</i>						<i>Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i>	

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>: <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 (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	<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

* **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.