

## شكراً لتحميلك هذا الملف من موقع المناهج العمانية



## أوراق عمل واختبارات صفية

موقع المناهج ← المناهج العمانية ← الصف السابع ← لغة انجليزية ← الفصل الثاني ← الملف

## التواصل الاجتماعي بحسب الصف السابع



## روابط مواد الصف السابع على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

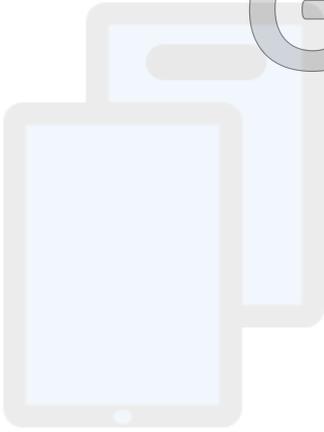
[التربية الاسلامية](#)

## المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الثاني

<a href="#">نموذج إجابة الامتحان النهائي الرسمي بمحافظة شمال الباطنة</a>	1
<a href="#">الامتحان الرسمي النهائي بمحافظة شمال الباطنة</a>	2
<a href="#">امتحان الاستماع الرسمي النهائي لمحافظة جنوب الباطنة</a>	3
<a href="#">الامتحان الرسمي النهائي لمحافظة جنوب الباطنة</a>	4
<a href="#">الامتحان الرسمي النهائي لمحافظة مسقط</a>	5

# My English Portfolio

## GRADE 7

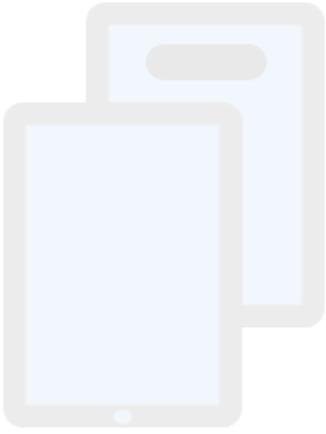


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Semester 2

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Name:-----

Grade : 7/ ----



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# Presentation

Name : .....

Date: .../.../202

Grade : 7/-----

Hello my teacher , hello my friends , this is my presentation for today and I am going to talk about .....



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This is the end of my presentation. I hope you enjoyed it. Thank you for your good attention.

CB Reading( 1 )**READING 1**

(5 marks)

Match the four texts on the left with the texts in the box. Shade in the bubble  under the correct option.

1. Last winter, I visited some mountains in Canada with my family.
2. I liked watching a science fiction movie called "Lost in Space".
3. Al Khalil bin Ahmed wrote the first dictionary of the Arabic language.
4. My uncle has a beautiful garden near his house.
5. Hazem advised me to read a story about an old man who had a sad life.

- |  |
|--|
| <b>A.</b> I find them exciting as investigators try to solve a crime.                              |
| <b>B.</b> I did not read the story because it was boring.  |
| <b>C.</b> It was about life of people living on other planets.                                     |
| <b>D.</b> It was snowing all the day there. We went skiing many times.                             |
| <b>E.</b> Many people visit it to enjoy the smell of flowers and see the different kinds of trees. |
| <b>F.</b> It included different kinds of words, but they were not arranged in alphabetical order.  |

	A	B	C	D	E	F
1.	<input type="radio"/>					
2.	<input type="radio"/>					
3.	<input type="radio"/>					
4.	<input type="radio"/>					
5.	<input type="radio"/>					

CB Reading ( 2 )

Read the text. Then complete the task.

Dear Ali,

Hello! Our family went to spend two weeks' holiday in Egypt. One day, I asked my father to take us to the Sea Museum. There, we saw many different kinds of animals of the sea. I was very happy to see the enormous animals of the sea such as the shark; The blue whale is the biggest animal in the world. The shark is the most dangerous animal because it can smell blood. An octopus can catch divers who dive deep in the sea. It was easy for me to know the shapes and name of those animals because I have an idea about them in my English book, but I knew more on seeing them.

Then we had dinner at a new restaurant by the sea .The waiter gave us the menu to choose from .There were about four waiters to serve customers at the restaurant as it was big. My father and mother began with some chicken soup. They had some very nice fried meat and different kinds of salad .Then the waiter brought them ice cream for dessert .They enjoyed their dinner so much and were so happy. We came back to our country on the 2<sup>nd</sup> of December.

Thanks

Saif

For each question, write a short answer (**not more than FOUR WORDS**).

6. Where did they see different kinds of animals? \_\_\_\_\_
7. Why is the shark the most dangerous animal? \_\_\_\_\_
8. What did the waiter give the family for dessert? \_\_\_\_\_
9. How many waiters were at the restaurant to serve customers? \_\_\_\_\_
10. When did they return to their country? \_\_\_\_\_

## GRAMMAR/VOCABULARY 1

(2½ marks)

Complete the text. For each item, shade in the bubble  under the correct option. (There are five extra words in the box.)

There are many things you can do to <sup>(6)</sup>\_\_\_\_\_ healthy. You can  
<sup>(7)</sup>\_\_\_\_\_ every day and do sports like walking and swimming. You should  
<sup>(8)</sup>\_\_\_\_\_ fresh fruits and vegetables. You must <sup>(9)</sup>\_\_\_\_\_ eating junk  
 food. Finally, it's better to <sup>(10)</sup>\_\_\_\_\_ to bed early.

eat    exercise    find    go    make    try    speak    stay    stop    of

- |     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6.  | <input type="radio"/> |
| 7.  | <input type="radio"/> |
| 8.  | <input type="radio"/> |
| 9.  | <input type="radio"/> |
| 10. | <input type="radio"/> |

Date: ..../...../202

## GRAMMAR/VOCABULARY 2

(2½ marks)

Complete each sentence with **ONE** word only.

6. I like -----stories.
7. ----- did you go to the cinema?    - By bus .
8. I go to school every day ----- 7 o'clock .
9. We -----visit our grandma next week.
10. You -----eat healthy food.

Name : .....

Grade : 7/-----

Date: .../...../202

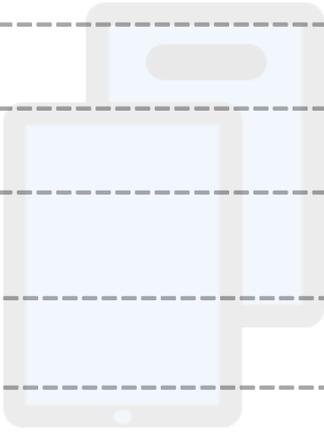
Writing ( 1 )

Write at least **60 words** on the following topic:

**“Reading books is better than watching television”**

*-Do you agree or not? Give your reasons.*

*Your writing should be clear and organized.*



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Grade : 7/-----

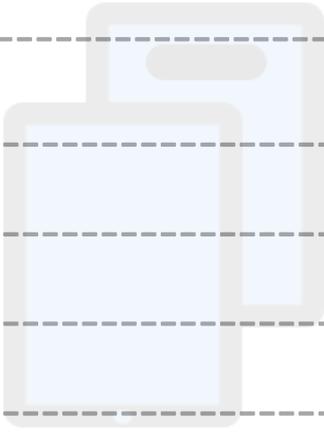
Date: .../.../202

Writing ( 2 )

Write **a story** of at least **60 words** about "**a trip you liked most.**"

**Where** did you go? **With whom?** **How** was the **weather?** **What** did you **do** there ?**How** did you **feel?** **When** did you **return back home** ?

You can also put in more details to make your story lively and interesting.



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# WORKSHEET

Title of book, magazine article, newspaper article... etc.

Name

Class:

**TASKS:** Circle the tasks you are going to do and then write your answers. If the space provided is NOT enough, you can use additional sheets.

## BEFORE READING

BZ.1 BZ.2 SV.1 SV.2 GD.1 GD.2

## AFTER READING

BZ.3 BZ.4 BZ.5 BZ.6 BZ.7 BZ.8 PL.1 PL.2 PL.3 PL.4 PL.5 PL.6 PL.7 PL.8  
GD.5 GD.6 GD.7 GD.8

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# GENERIC TASKS

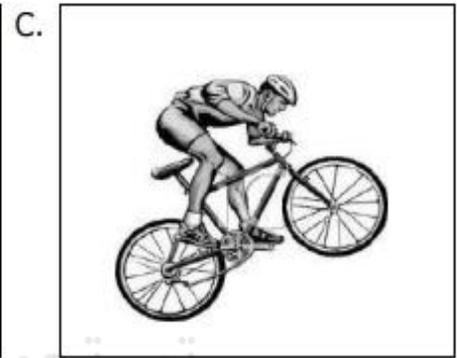
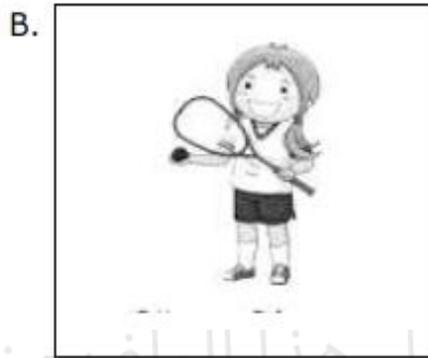
BEFORE READING		AFTER READING	
<b>BRONZE</b>	<p><b>BZ.1</b> Look at the title and/or the first paragraph (and any pictures), and make a list of words/ phrases that you think will be in the text.</p> <p><b>B. 2.</b> Have a quick look at some different items in the same newspaper/ magazine/book/ website. Which would be the most/ least interesting to read?</p>	<b>BRONZE</b>	<p><b>BZ.3</b> Draw an important scene or event from the text.</p> <p><b>BZ.4</b> Draw a new cover illustration OR a poster advertising the book.</p> <p><b>BZ.5</b> Choose a person OR a scene OR event in the text that you especially liked or disliked, and say why.</p> <p><b>BZ.6</b> Choose some interesting words from the text. Find definitions and examples in the dictionary.</p> <p><b>BZ.7</b> Choose an internet website mentioned in the text, visit it and make notes on its contents.</p>
<b>SILVER</b>	<p><b>SV.1</b> Look at the title and/or the first paragraph (and any pictures), and predict what the text will be about.</p> <p><b>SV.2</b> Look at the title and say/write what you already know about the topic of the text.</p>	<b>SILVER</b>	<p><b>SV.3</b> Make a list of useful words/ phrases which are in the text.</p> <p><b>SV.4</b> Choose a topic or person in the text, and make a 'spidergram' with keywords and phrases.</p> <p><b>SV.5</b> Based on the information provided by the text(s), choose between the different options available. (e.g. which place to visit, film to see, etc.)</p> <p><b>SV.6</b> Make a list of interesting new facts that you have learnt from the text.</p> <p><b>SV.7</b> Go through the list of questions you made before you read the text (Task GD.1, below). What were the answers?</p> <p><b>SV.8</b> Choose a grammatical structure. Underline, and think about, examples in the text.</p>
<b>GOLD</b>	<p><b>GD.1</b> Look at the title and make a list of questions which you would like the text to answer.</p> <p><b>GD.2</b> Look at the title and say/write what your opinion is about the topic of the text, and why.</p>	<b>GOLD</b>	<p><b>GD.3</b> Write a short summary of the text (or of a part of the text).</p> <p><b>GD.4</b> Describe and explain your own reactions (positive or negative) to the text.</p> <p><b>GD.5</b> Write a letter/ e-mail to a friend. Recommend that he/she should read the text that you have read.</p> <p><b>GD.6</b> Think about the continuation of the story. What will happen next?</p> <p><b>GD.7</b> Describe how the story would be different in an Omani context.</p> <p><b>GD.8</b> Write a reply to a letter or e-mail.</p>
		<b>PLATINUM</b>	<p><b>PL.1</b> Act out an important scene or event in front of your class.</p> <p><b>PL.2</b> Think of an alternative event or decision during the story, and discuss how it would change the ending.</p> <p><b>PL.3</b> Imagine you met/ found/ visited/ saw a person/ object/ place/ animal from the text. Write about what happened.</p> <p><b>PL.4</b> Do a research project following up on some topic/ theme from the text.</p> <p><b>PL.5</b> Compare two different texts about the same topic. How are they similar? How are they different?</p> <p><b>PL.6</b> Identify and describe the writer's attitude towards — or feelings about — the topic that he/she is writing about.</p> <p><b>PL.7</b> Respond to the writer's views, giving your own opinion.</p> <p><b>PL.8</b> From your reading of the text, imagine what kind of person the writer is: their personal details, relationship with the reader, way of life, interests, beliefs, etc.</p>

Name : .....

## Listening 1 ( Items 1-5)

( 2 ½ marks)

You are going to hear five short texts about how to **spend your free time**. Match the pictures with the texts. For each text, shade in the bubble  under the correct option.



## Pictures

Text	A	B	C	D	E	F
1.	<input type="radio"/>					
2.	<input type="radio"/>					
3.	<input type="radio"/>					
4.	<input type="radio"/>					
5.	<input type="radio"/>					



**Listening 2 ( Items 6-10 )**

**( 2 ½ marks )**

You are going to hear **a talk** about **Ainu**.

For each item, shade in the bubble  next to the correct option.

**6.** The Ainu live in .....

Hokkaido

Hiroshima

Hitachi

**7.** The people in this island have ..... hair.

straight

short

wavy

**8.** The Ainu were in Japan seven ..... years.

hundred

thousand

million

**9.** The Japanese brought new ..... to Ainu villages.

diseases

culture

inventions

**10.** The young Ainu speak.....

Ainu

English

Japanese

---

5

**Reading 1 ( Items 1-5)****(2 ½ marks)**

Match the four texts on the left with the texts in the box. Shade in the bubble  under the correct option.

1. Proteins give you energy and help you to grow.

2. Rainforests have lots of trees grow close together.

3. During the holidays, I like to stay at home.

4. Ibn Sina was a great Islamic thinker and inventor.

5. Elephants are the biggest animals in the world.

A. I feel happy by watching TV and playing computer games.

B. He discovered many diseases and invented medicines for them.

C. You can find them in fish, meat, chicken, nuts, beans, eggs and milk.

D. There are two kinds of elephants, the African and the Indian.

E. It is made of millions of computers that are joined together in different ways

F. They are hot wet places where there is a lot of rain all through the year.

**Text**

A

B

C

D

E

F

**1.****2.****3.****4.****5.**

--

**Reading 2 ( Items 6-10 )****(2 ½ marks)***Read the text. Then complete the task.*

Dear Anna

I'm sorry I haven't written to you earlier but I have been very busy. As you know , I left home in April and I travelled by train to Britain. The journey wasn't very nice because the weather was not good.

The language school here is very good and I really enjoy my classes. We work every morning from nine to one o'clock. In the afternoon there are some interesting group activities. I saw many nice places here. I'm staying with a family who are very kind to me. There are other students staying here, too. I've met lots of students from different countries. In the evenings we usually go to a coffee shop

The course finishes in June. I don't know exactly what I'll do in the summer. I think I'll stay here in Britain for July. What about you? Please write to me soon.

Best wishes

Maria

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*For each question, write a short answer (not more than FOUR WORDS).***6. Where did Maria travel?**

---

**7. Why didn't she like the journey?**

---

**8. Who is she staying with ?**

---

**9. Where do they go in the evenings?**

---

**10. When will the course finish?**

---

### Listening 1:

1. Ahmed likes to skate in the ice especially that he lives in Switzerland.
2. Moosa likes to do some exercises with his mountain cycle. It is risky but he adore it.
3. Joe likes to go on fishing trip and catches big fishes .
4. Lila and John like to listen to the music in their free times.
5. Catherina is an American girl who lives in Muscat. She likes playing tennis .

### Listening 2:

The Ainu live in northern Japan on the island of Hokkaido. They don't look like other Japanese. They have round, dark brown eyes and wavy hair. Their skin is not dark but light. The men have beards and moustaches. Where did these people come from? Nobody knows the answer to this question.

The Ainu were in Japan seven thousand years ago. In modern times, the Japanese brought new diseases to Ainu villages. Many people died. Today there are only a small number of Ainu left. The Ainu eat seafood and grow rice and vegetables on their farms. The men hunt for bears in the forests. They eat the meat and sell the skins. They make their houses from grass. There is only one room inside. Young Ainu go to school with other Japanese. They speak Japanese, and many of them don't know their own language. They want to be like other young Japanese.

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LISTENING 1 (5 mks)

	A	B	C	D	E	F
1.	<input checked="" type="radio"/>	<input type="radio"/>	<input 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"/>
3.	<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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input 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"/>		<input type="radio"/>		<input type="radio"/>
7.	<input type="radio"/>		<input type="radio"/>		<input checked="" type="radio"/>
8.	<input type="radio"/>		<input checked="" type="radio"/>		<input type="radio"/>
9.	<input checked="" type="radio"/>		<input type="radio"/>		<input type="radio"/>
10.	<input type="radio"/>		<input type="radio"/>		<input checked="" type="radio"/>

READING 1 (4 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"/>

**Reading 2**

6. Britain
7. (The) weather was not good
8. with a family
9. coffee shop
10. (in) June

# CLASS TEST 2

Name: .....

Grade 7 B

Class: 7 /

Semester Two

10

## GRAMMAR (Items 1-5)

(2½ marks)

Complete each sentence with **ONE** word only.

1. I have got \_\_\_\_\_ white, pink and red shirt.
2. \_\_\_\_\_ did you go yesterday? - To the cinema.
3. My father goes to work \_\_\_\_\_ 7 o'clock .
4. We \_\_\_\_\_ travel to Muscat next month.
5. We \_\_\_\_\_ eat vegetables and fruit.

## VOCABULARY (Items 6-10)

(2½ marks)

For each item, shade in the bubble  under the correct option.

(There are three extra words in the box.)

Life was very different for my grandmother and my (1) \_\_\_\_\_ when they were young. Life is different now. We have modern(2) \_\_\_\_\_ where we learn , modern ways of transport, modern health (3) \_\_\_\_\_ and we have lots of opportunities for jobs. My grandfather was a (4) \_\_\_\_\_. He caught fish and sold them in the souq. My grandmother made lovely caps and sold them. Nowadays, they stay at (5) \_\_\_\_\_ .

schools   grandfather   desert   relax   care   films   fisherman   home

- |    |                       |                       |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> |
| 2. | <input type="radio"/> |
| 3. | <input type="radio"/> |
| 4. | <input type="radio"/> |
| 5. | <input type="radio"/> |

5

2½

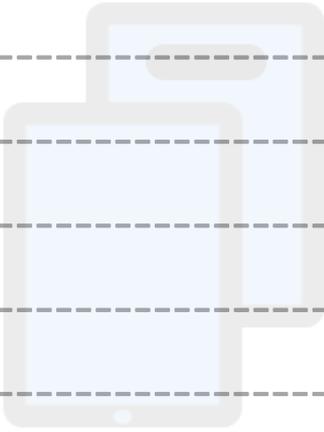
Writing ( 1 )

Write at least **60 words** on the following topic:

**“ Doing exercises is good for your health”**

-Do you agree or not? Give your reasons.

Your writing should be **clear** and **well-organised**..



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Writing ( 2 )

Write a story of at least 60 words about " **A happy day you spent outside home .** "

**Where** did you go? **With whom**? **How** was the **weather**? **What** did you **do** there ?**How** did you **feel**?  
**When** did you **return back home** ?

You can also put in more details to make your story lively and interesting.



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## Marking Guide

# 1

- 1- a
- 2- Where
- 3- at
- 4- will
- 5- should

# 2

schools	grandfather	desert	relax	care	films	fisherman	home
---------	-------------	--------	-------	------	-------	-----------	------

1.	<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"/>
2.	<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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<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"/>
5.	<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"/>

## W1

## W2

	WRITING 1	2.5	WRITING 2	2.5
<b>2.5</b>	– Discusses the topic in a lively, interesting way, making effective use of supporting arguments. – The points made by the writer are logically organised and very clear. – Makes use of a fair range of structures and vocabulary, with a good level of accuracy.		– Tells the story fully and clearly, in a lively, interesting way, providing appropriate details. – The text is coherent and easy to read. Not many language errors.	
<b>2</b>	– Discusses the topic reasonably well, but use of supporting arguments is not fully effective. – The points made by the writer are reasonably well organized and mostly clear. – Use of grammar and vocabulary is reasonably correct, though rather limited in range.		– Tells the story clearly enough, but writing lacks interest for the reader. – There are several noticeable language errors and the text sometimes lacks coherence.	
<b>1.5</b>	– Expresses opinions with some use of supporting arguments, but only in a limited way. – The writer makes an attempt to organise his/her points, but this is only partly effective. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.		– Manages to convey the main outline of the story, but only in a limited way. – Language used is limited in range and/or contains quite frequent errors.	
<b>1</b>	– Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. – Weak organization makes it difficult to follow the points being made by the writer. – Grammar and vocabulary contain frequent serious errors.		– An attempt is made to tell the story, but important points are either missing or unclear. – Language used is very limited and/or contains many serious errors.	
<b>0.5</b>	– A <u>very</u> feeble attempt to discuss the topic. Very little relevant content. – The points made by the writer are confused and disjointed. – The language used is extremely limited and/or seriously distorted.		– A <u>very</u> feeble attempt to tell the story. Very little relevant content. – Language used is extremely limited and/or seriously distorted.	
<b>0</b>	<u>No attempt at the task: 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		<u>No attempt at the task: 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.