

شكراً لتحميلك هذا الملف من موقع المناهج العمانية



نموذج إجابة الامتحان النهائي الدور الأول الفترة الصباحية لمحافظة
شمال الشرقية

[موقع المناهج](#) ← [المناهج العمانية](#) ← [الصف الثامن](#) ← [لغة انجليزية](#) ← [الفصل الأول](#) ← [الملف](#)

تاريخ نشر الملف على موقع المناهج: 08:04:28 2024-01-03

التواصل الاجتماعي بحسب الصف الثامن



روابط مواد الصف الثامن على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الأول

[الامتحان النهائي الدور الأول الفترة الصباحية لمحافظة شمال
الباطنة](#)

1

[نموذج إجابة الامتحان النهائي الدور الأول الفترة الصباحية
لمحافظة جنوب الباطنة](#)

2

[الامتحان النهائي الدور الأول الفترة الصباحية للمحافظات جنوب
الشرقية والداخلية ومسقط ومسندم](#)

3

المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الأول

مجموعة من الاختبارات القصيرة الثانية	4
اختبار تحريري قصير نموذج حديث	5

LISTENING 1 (5 mks)						
	airport	bank	clinic	restaurant	school	shop
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 checked="" type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input 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)	VCB (2.5 mks)
6. The clockwork 7. Britain 8. news 9. In 1993 10. Nelson Mandela	1. <u>boring</u> 2. sci <u>ence</u> 3. ne <u>ver</u> 4. pro <u>tect</u> 5. <u>town</u>
<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>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>

GRM (2.5 mks)										
	and	an	to	is	too	can	from	be	it	was
6.	<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"/>	<input type="radio"/>
7.	<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"/>	<input type="radio"/>
8.	<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"/>	<input type="radio"/>
9.	<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"/>
10.	<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.

GRM/ VCB (5 mks)				
11.	<input type="radio"/> boring	<input checked="" type="radio"/> fun	<input type="radio"/> difficult	<input type="radio"/> tiring
12.	<input checked="" type="radio"/> with	<input type="radio"/> by	<input type="radio"/> to	<input type="radio"/> from
13.	<input type="radio"/> play	<input type="radio"/> use	<input checked="" type="radio"/> ride	<input type="radio"/> drive
14.	<input type="radio"/> seeing	<input checked="" type="radio"/> watching	<input type="radio"/> looking	<input type="radio"/> listening
15.	<input checked="" type="radio"/> way	<input type="radio"/> feeling	<input type="radio"/> source	<input type="radio"/> skill
16.	<input checked="" type="radio"/> don't	<input type="radio"/> doesn't	<input type="radio"/> didn't	<input type="radio"/> hasn't
17.	<input type="radio"/> was	<input type="radio"/> are	<input checked="" type="radio"/> is	<input type="radio"/> were
18.	<input type="radio"/> for	<input type="radio"/> in	<input checked="" type="radio"/> to	<input type="radio"/> into
19.	<input checked="" type="radio"/> of	<input type="radio"/> off	<input type="radio"/> over	<input type="radio"/> on
20.	<input type="radio"/> more	<input checked="" type="radio"/> most	<input type="radio"/> less	<input type="radio"/> least

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

READING 1 (4 mks)

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

READING 2 (6 mks)

5.	<input checked="" type="radio"/> busy	<input type="radio"/> slow	<input type="radio"/> natural
6.	<input type="radio"/> 30%	<input type="radio"/> 40%	<input checked="" type="radio"/> 70%
7.	<input type="radio"/> lively	<input checked="" type="radio"/> forgetful	<input type="radio"/> calm
8.	<input type="radio"/> find any jobs	<input type="radio"/> Make more money	<input checked="" type="radio"/> Easily make friends
9.	<input type="radio"/> nature	<input checked="" type="radio"/> Fun to do	<input type="radio"/> Calm life
10.	<input checked="" type="radio"/> What you prefer	<input type="radio"/> weather	<input type="radio"/> Long buildings

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

WRITING 1 (4 mks)

4	<ul style="list-style-type: none"> – Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
3	<ul style="list-style-type: none"> – Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
2	<ul style="list-style-type: none"> – Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
1	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt at the task, presenting very little information. – Language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic/ information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, <u>OR</u> Not written in English <u>OR</u> Complete nonsense</p>

WRITING 2 (6 mks)	
6	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is very appropriate to reader and context. – A good range of structures and vocabulary, with an excellent level of accuracy.
5	<ul style="list-style-type: none"> – Message to the intended reader(s) is fairly <u>clear</u>. – Writing succeeds to a large extent in achieving its purpose. – Uses language which is appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
4	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>partially clear</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
3	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>mixed</u>. – Writing has partially achieved its main purpose. – Some of the language used is inappropriate to reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
2	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>mostly unclear</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of attempts to use appropriate language. – Grammar/Vocabulary contain frequent serious errors.
1	<ul style="list-style-type: none"> – Message to the intended readers(s) is <u>unclear</u>. – Writing clearly fails to achieve its intended purpose. – There is no evidence of any attempt to use appropriate language. – The language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, <u>OR</u> Not written in English <u>OR</u> Complete nonsense</p>
<p>Note 1: The task is to write a letter/ an e-mail, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. PROCEDURE: Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, deduct one mark from the content-score.</p>	
<p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	