

شكراً لتحميلك هذا الملف من موقع المناهج العمانية



نموذج إجابة الاختبار الرسمي

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تاريخ نشر الملف على موقع المناهج: 07:26:46 2023-01-16

التواصل الاجتماعي بحسب الصف التاسع



روابط مواد الصف التاسع على تلغرام

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

[مواصفات الورقة الامتحانية](#)

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[مجموعة مواضيع متنوعة](#)

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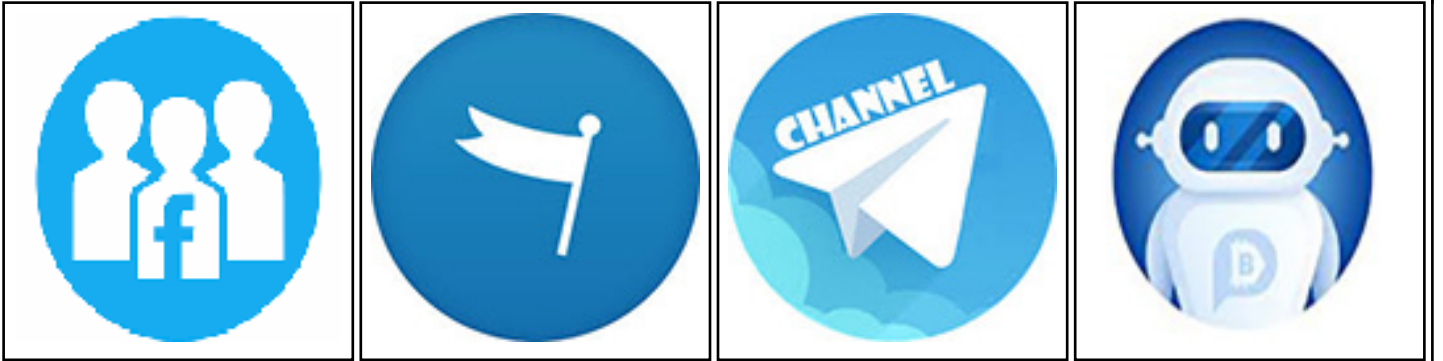
تم تحميل هذا الملف من موقع المناهج العمانية



الملف نموذج إجابة الاختبار الرسمي

[موقع المناهج](#) ⇨ [المناهج العمانية](#) ⇨ [الصف التاسع](#) ⇨ [لغة انجليزية](#) ⇨ [الفصل الأول](#)

روابط مواقع التواصل الاجتماعي بحسب الصف التاسع



روابط مواد الصف التاسع على تلغرام

[الرياضيات](#)

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

نموذج أسئلة الاختبار الرسمي لمحافظة (شمال الباطنة)	1
نموذج أسئلة الامتحان الرسمي للدور الأول لمحافظة مسقط	2
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LISTENING 1 (5 mks)						
	baking a cake	doing exercises	explaining a problem	hanging out	reading a poem	saving money
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<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 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 checked="" type="radio"/>
5.	<input checked="" type="radio"/>	<input 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. Yesterday.	1. <u>save</u>
7. More than three months / Three months / 3 months	2. <u>account</u>
8. Taiwan	3. <u>historical</u>
9. Fifth day / 5 th day / day five	4. <u>drama</u>
10. Fruits, vegetables and fish	5. <u>funny</u>

Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be clearly and convincingly correct.

Notes: Half-a-mark each. Spelling must be correct.

GRM (2.5 mks)										
	a	are	had	have	his	her	than	the	to	were
6.	<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"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<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"/>
10.	<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"/>	<input type="radio"/>

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

GRM/ VCB (5 mks)				
11.	<input type="radio"/> by	<input checked="" type="radio"/> in	<input type="radio"/> on	<input type="radio"/> to
12.	<input checked="" type="radio"/> years	<input type="radio"/> centuries	<input type="radio"/> weeks	<input type="radio"/> months
13.	<input type="radio"/> do	<input checked="" type="radio"/> go	<input type="radio"/> live	<input type="radio"/> make
14.	<input type="radio"/> doing	<input checked="" type="radio"/> listening	<input type="radio"/> reading	<input type="radio"/> playing
15.	<input type="radio"/> her	<input type="radio"/> his	<input type="radio"/> its	<input checked="" type="radio"/> my
16.	<input type="radio"/> by	<input type="radio"/> in	<input type="radio"/> on	<input checked="" type="radio"/> to
17.	<input checked="" type="radio"/> a	<input type="radio"/> an	<input type="radio"/> there	<input type="radio"/> they
18.	<input type="radio"/> a	<input type="radio"/> an	<input checked="" type="radio"/> and	<input type="radio"/> but
19.	<input type="radio"/> gift	<input type="radio"/> friend	<input checked="" type="radio"/> subject	<input type="radio"/> activity
20.	<input type="radio"/> do	<input checked="" type="radio"/> like	<input type="radio"/> listen	<input type="radio"/> make

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

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

READING 2 (6 mks)

5.	<input type="radio"/> 17	<input type="radio"/> 95	<input checked="" type="radio"/> 36
6.	<input checked="" type="radio"/> Instagram	<input type="radio"/> Twitter	<input type="radio"/> WhatsApp
7.	<input type="radio"/> identity	<input checked="" type="radio"/> hobbies	<input type="radio"/> religion
8.	<input type="radio"/> exams	<input type="radio"/> holidays	<input checked="" type="radio"/> corona-virus
9.	<input type="radio"/> seven	<input checked="" type="radio"/> eight	<input type="radio"/> nine
10.	<input checked="" type="radio"/> likes	<input type="radio"/> dislikes	<input type="radio"/> followers

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	<i>No attempt at the task: EITHER Irrelevant (Completely unrelated to the topic/ information provided) OR Just copied from the Q-paper OR Hardly any writing at all, OR Not written in English OR Complete nonsense</i>

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>	