

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 التاسع اضغط هنا

<https://almanahj.com/om/9>

\* للحصول على جميع أوراق الصف التاسع في مادة لغة انجليزية وجميع الفصول, اضغط هنا

<https://almanahj.com/om/9english>

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

<https://almanahj.com/om/9english1>

\* لتحميل كتب جميع المواد في جميع الفصول للـ الصف التاسع اضغط هنا

<https://almanahj.com/om/grade9>

للتحدث إلى بوت على تلغرام: اضغط هنا

[https://t.me/omcourse\\_bot](https://t.me/omcourse_bot)

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

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

LISTENING 2 (5 mks)			
6.	<input type="radio"/> IKC	<input type="radio"/> ICT	<input checked="" type="radio"/> ITC
7.	<input type="radio"/> a play	<input checked="" type="radio"/> a poem	<input type="radio"/> a speech
8.	<input checked="" type="radio"/> dance	<input type="radio"/> story	<input type="radio"/> play
9.	<input type="radio"/> internet	<input checked="" type="radio"/> TV	<input type="radio"/> stadium
10.	<input type="radio"/> friends	<input type="radio"/> uncle	<input checked="" type="radio"/> father

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

VOC (2.5 mks)				
1.	<input type="radio"/> stamps	<input type="radio"/> flags	<input type="radio"/> postcards	<input checked="" type="radio"/> money
2.	<input type="radio"/> sad	<input checked="" type="radio"/> happy	<input type="radio"/> unhappy	<input type="radio"/> upset
3.	<input checked="" type="radio"/> bread	<input type="radio"/> milk	<input type="radio"/> apples	<input type="radio"/> juice
4.	<input type="radio"/> jealous	<input type="radio"/> mean	<input checked="" type="radio"/> honest	<input type="radio"/> impolite
5.	<input type="radio"/> badly	<input checked="" type="radio"/> gratefully	<input type="radio"/> slowly	<input type="radio"/> carefully

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

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

GRM/ VCB (5 mks)			
11. <input type="radio"/> sailor	<input checked="" type="radio"/> president	<input type="radio"/> prince	<input type="radio"/> soldier
12. <input checked="" type="radio"/> He	<input type="radio"/> She	<input type="radio"/> It	<input type="radio"/> we
13. <input type="radio"/> signs	<input type="radio"/> symbols	<input checked="" type="radio"/> languages	<input type="radio"/> notes
14. <input type="radio"/> or	<input type="radio"/> but	<input type="radio"/> does	<input checked="" type="radio"/> and
15. <input type="radio"/> on	<input type="radio"/> in	<input type="radio"/> at	<input checked="" type="radio"/> to
16. <input type="radio"/> aunts	<input type="radio"/> mothers	<input checked="" type="radio"/> daughters	<input type="radio"/> uncles
17. <input type="radio"/> kicked	<input type="radio"/> started	<input checked="" type="radio"/> named	<input type="radio"/> finished
18. <input type="radio"/> takes	<input checked="" type="radio"/> likes	<input type="radio"/> leaves	<input type="radio"/> plays
19. <input type="radio"/> Do	<input checked="" type="radio"/> So	<input type="radio"/> Did	<input type="radio"/> If
20. <input checked="" type="radio"/> hobbies	<input type="radio"/> arts	<input type="radio"/> designs	<input type="radio"/> shapes
<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	
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5. Ahmed
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. September 15, 1890
3.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. To study music
4.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Worked as a nurse
							9. more than 2 billion copies
							10. romance novels and plays
<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"> <li>– Expresses opinions on topics in a lively, convincing way.</li> <li>– Supports all points effectively with relevant evidence and detail.</li> <li>– Essays are very well-organised, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
4	<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a reasonably convincing way.</li> <li>– Supports most points with relevant evidence and detail.</li> <li>– Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
3	<ul style="list-style-type: none"> <li>– expresses opinions on topics, in a somewhat limited way.</li> <li>– Is inconsistent in supporting points with relevant evidence and detail.</li> <li>– Essays are poorly organised but are still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
2	<ul style="list-style-type: none"> <li>– Express opinions on topics, but the results are clearly inadequate.</li> <li>– Is generally weak in supporting points with relevant evidence.</li> <li>– Essays lack organization, lacking in coherence and sometimes unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
1	<ul style="list-style-type: none"> <li>– Makes only very feeble attempts to express opinions on topics.</li> <li>– Fails to support points with any relevant evidence.</li> <li>– Essays are incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
0	<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

WRITING 2 (5 mks)	
5	<ul style="list-style-type: none"> <li>– Produces narratives which are fully successful in engaging the reader.</li> <li>– Lively, effective use of appropriate detail.</li> <li>– Writing is very well-structured, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy</li> </ul>
4	<ul style="list-style-type: none"> <li>– Produces narratives which are reasonably successful in engaging the reader.</li> <li>– Generally good use of appropriate detail.</li> <li>– Writing is generally well-structured, and mostly clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Produces narratives which are only partially successful in engaging the reader.</li> <li>– Somewhat limited use of appropriate detail.</li> <li>– Writing is well-structured but is still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
2	<ul style="list-style-type: none"> <li>– Produces narratives which have very limited success in engaging the reader.</li> <li>– Inadequate use of appropriate detail.</li> <li>– Writing is poorly-structured, and often unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
1	<ul style="list-style-type: none"> <li>– Produces narratives which fail entirely to engage the reader.</li> <li>– Little or no use of appropriate detail.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
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