

تم تحميل هذا الملف من موقع المناهج العمانية



## نموذج إجابة الامتحان النهائي الرسمي الدور الأول الفترة الصباحية

موقع فايلاتي ← المناهج العمانية ← الصف التاسع ← لغة انجليزية ← الفصل الأول ← الامتحان النهائي ← الملف

تاريخ إضافة الملف على موقع المناهج: 10:39:24 2025-01-22

ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية الاختبارات ا حلول اعروض بوربوينت أوراق عمل  
منهج انجليزي املخصات وتقارير ا مذكرات وبنوك الامتحان النهائي للمدرس

المزيد من مادة  
لغة انجليزية:

## التواصل الاجتماعي بحسب الصف التاسع



صفحة المناهج  
العمانية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

الامتحان النهائي الرسمي الدور الأول الفترة الصباحية

1

كتيب المفردات booklet Vocabulary

2

مواصفات الورقة الامتحانية

3

مجموعة مواضيع متنوعة

4

مجموعة اختبارات قصيرة ثانية

5



GRADE NINE — ENGLISH LANGUAGE  
MARKING GUIDE  
SEMESTER ONE, 2024/2025, FIRST SESSION  
TOTAL MARKS: 40

**Morning Schools**

\*\*\*\*\*

LISTENING 1 (5 mks)						
	Video gaming	Medicine	Exams	Using internet	Watching TV	Smoking
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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input checked="" 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.	On Friday
7.	To the mountains / <i>the mountains</i>
8.	2 / two
9.	Ali
10.	(It started to) rain /raining/ (wadi) / the weather

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

\*\*\*\*\*



GRM/ VCB (10 mks)

- |     |   |   |   |
|-----|---|---|---|
| 1.  | <input type="radio"/> has liked             | <input checked="" type="radio"/> like     | <input type="radio"/> likes                 |
| 2.  | <input checked="" type="radio"/> their      | <input type="radio"/> his                 | <input type="radio"/> her                   |
| 3.  | <input checked="" type="radio"/> enjoy      | <input type="radio"/> read                | <input type="radio"/> meet                  |
| 4.  | <input type="radio"/> whose                 | <input type="radio"/> which               | <input checked="" type="radio"/> who        |
| 5.  | <input checked="" type="radio"/> activities | <input type="radio"/> dreams              | <input type="radio"/> medicines             |
| 6.  | <input type="radio"/> get up                | <input checked="" type="radio"/> hang out | <input type="radio"/> look at               |
| 7.  | <input type="radio"/> shop                  | <input type="radio"/> restaurant          | <input checked="" type="radio"/> cinema     |
| 8.  | <input type="radio"/> On                    | <input checked="" type="radio"/> In       | <input type="radio"/> Off                   |
| 9.  | <input checked="" type="radio"/> than       | <input type="radio"/> then                | <input type="radio"/> that                  |
| 10. | <input type="radio"/> yourselves            | <input type="radio"/> ourselves           | <input checked="" type="radio"/> themselves |

Notes: One 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 checked="" 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"/>            |
| 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"/> |

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



**READING 2 (6 mks)**

- |     |  |   |  |
|-----|--|---|--|
| 5.  | <input type="radio"/> 3                  | <input checked="" type="radio"/> 5          | <input type="radio"/> 10                   |
| 6.  | <input checked="" type="radio"/> weather | <input type="radio"/> traffic               | <input type="radio"/> fashion              |
| 7.  | <input type="radio"/> colours            | <input checked="" type="radio"/> warnings   | <input type="radio"/> flavours             |
| 8.  | <input type="radio"/> OmanTech           | <input type="radio"/> GulfSat               | <input checked="" type="radio"/> OmanSat-1 |
| 9.  | <input type="radio"/> launching          | <input checked="" type="radio"/> processing | <input type="radio"/> manufacturing        |
| 10. | <input checked="" type="radio"/> rubbish | <input type="radio"/> noise                 | <input type="radio"/> electricity use      |

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

**WRITING 1 (5 mks)**

<b>5</b>	<ul style="list-style-type: none"> <li>– Presents all the information, fully and clearly.</li> <li>– Writing is well-organised and coherent, with only minor language errors.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Presents most of the information, clearly enough.</li> <li>– Writing contains some noticeable language errors and sometimes lacks coherence.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Manages to present only some of the information; important points are missing or unclear.</li> <li>– Language contains frequent errors, some of which obscure meaning.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Attempts to present information, but the results are obviously inadequate.</li> <li>– Writing is poorly-structured, and often unclear with frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt at the task, presenting very little information.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<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 (5 mks)**

<b>5</b>	<ul style="list-style-type: none"> <li>- Message to the intended reader(s) is very clear.</li> <li>- Writing clearly succeeds in achieving its intended purpose.</li> <li>- Writing is very well-organised, clear and coherent</li> <li>- A varied range of grammar and vocabulary, with a very good level of accuracy.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>- Message to the intended reader(s) is fairly clear.</li> <li>- Writing has reasonable success in achieving its intended purpose.</li> <li>- Writing is generally well-organised, and mostly clear and coherent</li> <li>- A fair range of grammar and vocabulary, with a good level of accuracy.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>-Message to the intended reader(s) is partially clear.</li> <li>- Writing has only partially achieved its intended purpose.</li> <li>-Writing is not well-organised, but is still reasonably clear and coherent</li> <li>- A limited range of grammar and vocabulary, with a reasonable level of accuracy.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>-Message to the intended reader(s) is mostly unclear.</li> <li>- Writing has only very limited success in achieving its intended purpose.</li> <li>- Writing is poorly-organised, and often unclear.</li> <li>- A very limited range of grammar and vocabulary, and frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>-Message to the intended reader(s) is unclear.</li> <li>- Writing clearly fails to achieve its intended purpose.</li> <li>- Writing is incoherent and confusing.</li> <li>- Extremely limited range of grammar and vocabulary, and frequent serious errors.</li> </ul>
<b>0</b>	<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, or not written in English <u>OR</u> Complete nonsense</p>

**Note 1:** The task is to write a **letter/ an email**, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks. **PROCEDURE:** Each marker marks the content of the e-mail according to the Rating Scale — then, if either the greeting or the closing are missing, **deduct one mark** from the content-score.

**Note 2:** No marks should be awarded or deducted for the address. Any addresses should be ignored.