



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

**Sample Reading Texts**  
**School-based Summative Assessment**  
**Term 2**  
**Stage 1**

Grade 5 General

# Guidance on the Sample Reading Text Bank

Teachers are provided with a sample reading text bank to support the development of Term 2 School-based Summative Assessment. For each reading component, two sample texts are included (two texts for Reading Part 1 and two texts for Reading Part 2).

The sample texts are illustrative only and are not compulsory assessment materials. Teachers are not required to use these texts and may replace them with alternative texts that meet the same requirements.

## Rationale

The sample reading texts demonstrate:

- Appropriate CEFR level for each reading part
- Suitable text length and linguistic complexity
- Alignment with Term 2 curriculum themes and content
- Consistency with the sample test specifications

They provide a shared reference point for what constitutes an acceptable reading text for assessment purposes.

### 1. Text Information

Each sample text is accompanied by reference information indicating:

- CEFR level
- Theme
- Text type

This information is intended to support accurate text selection and alignment when sourcing or creating alternative texts.

### 2. Teacher Autonomy in Text Selection

Teachers may:

- Use one of the sample texts as a model
- Adapt a sample text to suit their students
- Select or create an alternative text

Any alternative text selected should:

- Match the CEFR level specified for the reading part
- Reflect a theme covered during Term 2
- Use the same text type as indicated
- Be comparable in length and level of challenge to the sample texts

### 3. Question Development

Teachers are responsible for:

- Designing questions to accompany the selected text
- Ensuring questions assess the intended skills for each part
- Keeping all questions within the scope of the Term 2 curriculum

Learning Outcome	Example Question
<p><b>Read and identify specific information:</b> These questions assess students' ability to locate and recognise explicitly stated information in a simple, clearly structured text. Students are not required to interpret or infer meaning; the correct answer can be found directly in the text using basic scanning skills.</p>	<p>How did the class travel to the museum?</p> <p>A. by bus B. by car C. on foot</p> <p>Where did the students cross the road?</p> <p>A. near the bus B. at the zebra crossing C. in the parking area</p>
<p><b>Read and identify some details:</b> These questions assess students' ability to recognize supporting or descriptive details that add information to the text. Unlike specific-information questions, these items focus on smaller pieces of information that contribute to understanding but are not the main idea.</p>	<p>Where did the students wait before the bus arrived?</p> <p>A. far from the road B. on the road C. in the bus</p> <p>Which bus door did the students use?</p> <p>A. the door near the sidewalk B. the back window C. the driver's door</p>
<p><b>Infer the meaning of unknown words:</b> These questions assess students' ability to work out the meaning of unfamiliar words related to concrete actions or objects by using contextual clues. Students are not expected to know dictionary definitions but to infer meaning from how the word is used in a familiar situation.</p>	<p>Which meaning best fits the word <i>sidewalk</i> in this text?</p> <p>A. the part of the road for cars B. the path next to the road for people C. a place to park buses</p> <p>In the second paragraph, what does <i>patiently</i> mean?</p> <p>A. calm and able to wait B. loud and excited C. fast and noisy</p>
<p><b>Read and identify the overall meaning:</b> These questions assess students' ability to understand the overall message or general meaning of a simple text. Students must consider the text as a whole rather than focusing on individual details or sentences.</p>	<p>What is the best title for the text?</p> <p>A. Road Safety on a Class Trip B. My Favourite Museum C. How to Drive a Bus</p> <p>What is the main message of the text?</p> <p>A. Road safety rules help us stay safe on trips. B. Museums are always interesting. C. Traffic lights are only for buses.</p>

## 4. Formatting

### 4.1 Font\*

Univers is the typeface for English Language.

- **Heading Text**

- **Font:** Univers

- **Font Size:** 16

- **Topic/Subheading Text**

- **Font:** Univers

- **Font Size:** 14

- **Normal Text**

- **Font:** Univers

- **Font Size:** 12

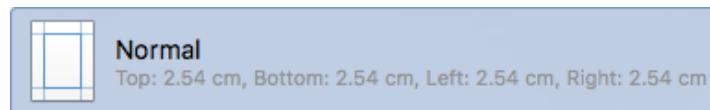
\* For documents accessible to students in Grades 1-5, the font is always Century Gothic.

### 4.2 Page Margins

The \*page margins should be set to “Normal”

- Top: 2.54cm
- Bottom: 2.54cm
- Left and Right: 2.54cm

\*This will not apply to cover pages





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# Sample Reading Texts

# Reading 1

## Text 1

Theme	CEFR	Stage	Text Type
Road safety, Let's go on a trip	A1.2-A2.1	1	Description

### **How do you get to School?**

My name is Ahmad. I am in grade five. Every day, I walk to school with my little brother, Khalid. Dad says walking to school is fun, but we should always be careful. "Would you like me or mum to go with you today?", Dad asks. Khalid and I want dad to come with us.

School is only two minutes away from home. We go past the coffee shop, then turn right. We use the zebra crossing to reach the school. Before we cross the road, we must stop. "Look at the traffic light," Dad tells us. I know that if the light is red, the cars stop. If it's green, the cars go. I look at the traffic light, and it is red. Then, I look left, right and left again. I smile and tell dad it's safe to cross the road now.

## **Text 2**

Theme	CEFR	Stage	Text Type
Road safety, Let's go on a trip	A1.2-A2.1	1	Description

### **Salama's Holiday**

Dear Mariam,

Thanks for your email. I'm glad you enjoyed your trip. My family and I went to Kuwait last week.

One of the places that people go to is The Avenues. It is a big shopping mall. There are lots of shopping stores, restaurants, coffee shops and more. There's also a cinema to watch movies.

Another place people could go to is the Kuwait National Museum. I wanted to learn about the country's history, so I went there with my family. People also go to Al Mubarakya Souk. It is a historic market that has traditional things like clothes and food. I enjoyed the traditional food there.

On our last day, we had to leave early because we had an early flight.

Next month, we're travelling to Bahrain. Would you like to come with us? My sister will invite her friend, too.

Give me a reply as soon as you can!

Sincerely,  
Salama

## Reading 2

### Text 1

Theme	CEFR	Stage	Text Type
A day in Dubai, School holidays	A1.2-A2.1	1	Description

### **Global Village**

The Global Village opens in winter. Many people get excited to go there because of the food, different rides and games, events and more. There are buildings with many shops that sell clothes, bags, shoes and more. The food stands and restaurants sell lots of different food like pizza, burgers, potatoes, and more. I went to Global Village last year. I was hungry, so I ordered burgers and juice. They were very good! On the other side of this place, there are fun rides. I personally don't like this because I get scared.

Usually, people hear the drums because there is live entertainment all the time. There was a show that took place on stage last week. Some people were singing and dancing. Other people were shouting because they were excited. Parents must always keep an eye on their children, so they don't get lost.

## **Text 2**

Theme	CEFR	Stage	Text Type
A day in Dubai, School holidays	A1.2-A2.1	1	Description

### **Summer Holiday**

Last year, I went to a summer camp. At first, I didn't want to go because I thought it would be boring. However, I enjoyed it a lot! I met lots of people my age, like Fatima and Hessa. They were kind and funny. I was never bored because of them!

There were so many activities to do, like playing sports, doing arts and more. Fatima was a good writer. She would write short stories and read them to us every day. Hessa was good at sports. She made us go for long walks every morning. I was good at cooking. I taught them how to make pasta and other dishes. I was so happy that didn't want the holiday to end.

The following week, I went back to school. Suddenly, I saw Fatima and Hessa! They moved to my school. I was so excited to see them again!