



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Sample Reading Texts

School-based Summative Assessment

Term 2

Stage 5

Grade 9 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
- Ensuring each question is directly supported by information in the text and cannot be answered without reading
- Aligning each question to a specified Learning Outcome (LO)

Learning Outcome	Example Question
<p>Read and identify specific information: 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>What are plants called in the food chain? A. producers B. consumers C. decomposers</p> <p>What is a benefit of sleep, according to the text? A. processing information B. building muscle C. improving eyesight</p>
<p>Read and identify some details: 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>Why can too much sugar affect concentration? A. it may cause tiredness B. it improves memory C. it increases blood flow</p> <p>What happens when people exercise, according to the text? A. Their bodies release chemicals that reduce stress B. Their brains stop needing sleep C. Their muscles store more energy</p>
<p>Infer the meaning of unknown words: 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>In the final paragraph, what does resilience most nearly mean? A. ability to recover and cope with difficulties B. physical strength C. academic success</p> <p>Which option best matches the meaning of <i>factor</i> in paragraph 3? A. an important element B. a numerical calculation C. a personal choice</p>

<p>Read and identify the main points: These questions assess students' ability to locate and recognise the key ideas presented in a text. Students identify the most important points that support the text's message, such as key facts, arguments, or explanations, while ignoring minor or supporting details. The focus is on extracting essential information rather than interpreting the text's overall message.</p>	<p>What is the main point of paragraph 2? A. exercise supports mental well-being B. exercise replaces sleep C. exercise is only for athletes</p> <p>Which idea is emphasised about food? A. it affects brain function B. it should be avoided at night C. it replaces physical activity</p>
<p>Read and identify the overall meaning: 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 main purpose of the text? A. to explain the connection between physical and mental health B. to describe medical treatments C. to promote competitive sports</p> <p>Which title best fits the text? A. How Students Learn B. Healthy Body, Healthy Mind C. The Science of Exercise</p>
<p>Make logical connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts: These questions assess students' ability to make logical connections between the text and their own experience, background knowledge, or the world around them. The connection supports understanding of the topic or why the information is important.</p>	<p>Which habit could help a student focus better during exams? A. getting enough sleep B. having more meals C. avoiding physical activity</p> <p>How does the information about sleep in the text explain why tired students may struggle in class? A. lack of sleep affects focus and emotional control B. sleep only affects physical strength C. tired students are less interested in food</p>
<p>Make inferences or predictions about text content, line of argumentation and sequence of events These questions assess students' ability to use information across the text to infer or predict what may happen next or how ideas are likely to develop. Students must follow the logical sequence of events or arguments, using cause-and-effect relationships, time markers, and connectors (for example, <i>if, because, as a result</i>). The focus is on reasoned prediction and inference, not recall of stated facts, and responses must be supported by evidence from the text.</p>	<p>What is most likely to happen if a student regularly sleep? A. they may feel unfocused and irritated B. they will gain more energy C. they will improve concentration</p> <p>Based on the text, what may happen if healthy habits are ignored over time? A. learning and emotional control may be affected B. physical activity becomes unnecessary C. mental health improves naturally</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

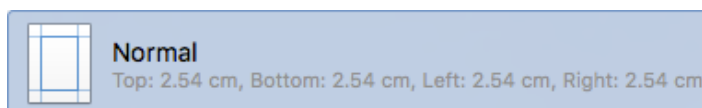
* For documents accessible to students in Grades 1-5, the font is always Century Gothic.

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	Text Type
Healthy body, healthy mind Are you healthy? Where does it hurt?	B1.1	Expository

Staying Healthy During Flu Season

Every winter, many health clinics become busy because of flu season. During this time, many children catch a cold or the flu. In schools, students often miss classes because they have a fever, a cough, or other symptoms that make them feel weak. The school nurse, Miss Fatima, explains that these illnesses spread quickly because students spend many hours together indoors.

She says that students should be careful and avoid getting sick as much as possible. They should wash their hands often and cover their mouths when coughing. These simple actions can stop viruses from making other people ill. Drinking warm liquids, sleeping well, and getting enough rest can help the body recover faster. Students must not ignore symptoms like fever or a strong cough. If symptoms continue, they should see a doctor for advice. Flu vaccines are medicines that help protect people from the flu. Families can make an appointment with their doctor to discuss this option if they wish.

Miss Fatima also reminds students that good daily habits keep the body strong. Students should eat healthy meals instead of junk food. They should get at least seven hours of sleep each night and do exercise for at least 30 minutes every day. Students should also avoid stress, because it makes the body too weak to fight diseases.

Small daily changes can prevent those awful flu days and help students feel stronger, healthier, and ready to learn.

Text 2

Theme	CEFR	Text Type
Healthy body, healthy mind Are you healthy? Where does it hurt?	B1.1	Expository

Staying Healthy as a Teenager

Many teenagers today are not active enough. They spend many hours sitting at school, at home, or using smartphones and computers. Because they spend a lot of time looking at screens, people sometimes call them couch potatoes. This lifestyle can lead to health problems over time.

One common problem among young people today is backache. Sitting for a long time can make the body tight, and the back can start to hurt. Some teenagers also have unhealthy eating habits. Eating junk food instead of a balanced diet is not good for the body. It can raise blood pressure. Another problem is being sleep-deprived. Many teenagers stay online until late at night, so they feel tired the next day. They may also feel stressed and find it difficult to listen carefully in class.

The good news is that small changes can help. To reduce backache, students should stand up and do some exercise during the day. They should eat more fruit and vegetables and less junk food. Junk food has a lot of sugar and salt and does not help the body stay strong. Teenagers must also try to sleep earlier and turn off screens before going to bed. This helps the body rest and feel stronger the next day.

Modern life uses a lot of technology, but teenagers should take care of their bodies. By exercising more, eating better, and sleeping well, they can stay healthy and feel happy.

Reading 2

Text 1

Theme	CEFR	Text Type
Staying Connected Technology to the rescue	B1.1	Expository

Using Technology to Communicate

Today, many people use social media to communicate with family members and close friends. They can share photos, videos, and messages online at any time of the day. While this type of communication is very useful, it can also be risky if people are not careful enough.

First, some shy teenagers spend too much time staring at screens instead of talking face to face. Texting is fast and convenient, but it cannot replace meaningful face-to-face conversation. Real communication helps people understand feelings and build stronger relationships.

Next, there are also serious risks linked to social networking. For example, identity theft can happen when people share too much personal information online. Hackers may steal data during chats or on social media sites. When teenagers spend many hours online, they may feel stressed or tired. Using apps all the time can reduce exercise and sleep because phones often distract users from healthy daily routines.

On the other hand, technology can be very useful in emergencies. In some situations, people have used mobile phones, GPS, or flashlights when they were lost or injured. They were able to send messages for help and receive support quickly because networks helped rescuers find them. In remote areas, technology also helps people contact doctors when medical help is needed.

In conclusion, technology is a powerful tool if it is used wisely. Teenagers should enjoy online communication but also make time to meet people face to face. By limiting screen time and staying safe online, they can stay connected in a healthy way.

Text 2

Theme	CEFR	Text Type
Staying Connected Technology to the rescue	B1.1	Expository

Technology in Emergencies

Technology plays an important role in saving lives during dangerous situations. In many emergencies, modern devices can help people stay safe.

First, smartphones allow people to call for help, send messages, and share their location if they are in danger. This is especially important in remote areas, where help may take longer to arrive. Smartphones make responses up to 35% faster.

Next, technology is often used to save lives during natural disasters. This is also true for people who like to explore nature and the outdoors. For example, when hikers are walking in the mountains, a rockfall or a sudden flash flood can happen after heavy rain. In some cases, people get trapped or injured on narrow paths. Many hikers use the flashlight on their phones at night to signal for help. Because rescuers can see the light and location, the hikers are quickly rescued.

Technology is also useful during health crises. When a serious disease spreads, people can use phones and the internet to get information and advice in real time. Health workers often warn the public online about safety steps quickly, keeping people calm and prepared.

Finally, technology is most helpful when it is used wisely. Sensors can find fires and floods early so action can be taken before damage happens.

While technology cannot stop natural disasters, it can reduce danger and save lives. By using technology carefully, people can get help faster and be safer in emergencies.