



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Sample Reading Texts

School-based Summative Assessment

Term 2

Stage 5

Grade 8 Advanced

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>According to the text, what happens to chlorophyll in plants grown without light? A. it does not develop properly B. it becomes darker C. it increases quickly</p> <p>What example is given in the text of something that can interrupt natural darkness? A. artificial light from cities B. changes in soil quality C. lack of rainfall</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 does a plant grown in darkness often have a weak stem? A. it stretches upward too quickly B. it absorbs too much water C. it stops producing leaves</p> <p>According to the text, why can interrupted darkness delay a plant's growth cycle? A. plants use darkness to measure seasons B. plants cannot absorb nutrients at night C. plants lose energy in low light</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>Which option best matches the meaning of <i>trigger</i> as it is used in the text? A. cause something to start B. stop something completely C. observe something carefully</p> <p>In paragraph 3, what does disrupt mean? A. upset the natural balance B. improve steadily C. explain clearly</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 how darkness influences plant growth B. to describe types of plants C. to compare natural and artificial light</p> <p>Which title best fits the text? A. <i>Why Plants Grow Faster at Night</i> B. <i>The Role of Darkness in Plant Development</i> C. <i>How Farmers Control Light</i></p>
<p>Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts: These questions assess students' ability to make simple 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 environmental issue discussed in the text affects plant growth beyond natural habitats? A. artificial lighting in cities B. lack of rainfall C. soil erosion</p> <p>Why is the idea of balance important for ecosystems, based on the text? A. changes in light and darkness affect growth cycles B. plants require equal hours of light and dark C. predators control plant size</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 artificial light continues to interrupt natural darkness over time? A. plant growth patterns may change B. plants will no longer need light C. all plants will flower earlier</p> <p>Based on the text, what would most likely happen first if a plant never experienced darkness? A. its growth cycle would be altered B. it would stop absorbing water C. it would immediately die</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

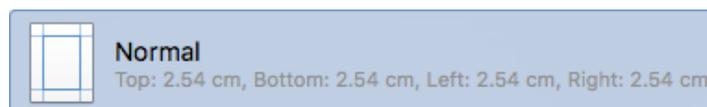
* For documents accessible to students in Grades 1-5, the font is always Century Gothic.

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
Why do fireflies use light in the dark? Which animals hunt in the dark? How does darkness affect the way plants grow?	B1.1	Expository

Desert Bats

Desert bats are animals that hunt in the dark. They live in hot deserts where the sunlight is strong during the day, so they rest in the shade to stay cool and safe. At night, the temperature drops, and insects become active, so the bats begin to hunt. They are nocturnal, which means they are active at night and rest during the day.

Nature experts say that desert bats have large ears because they need to hear tiny sounds on the ground. Desert bats listen for non-flying insects and scorpions moving on rocks. This helps them find food when it is dark. Desert bats do not usually get hurt when a scorpion attacks them, so they just continue eating. They also send out soft sounds to check if predators are nearby. This helps them stay safe while hunting.

Researchers have found that desert bats usually live alone. However, during the day, they may rest in small groups of two to five. They usually have babies once a year. The female bat gives birth to one baby in late spring or early summer. At first, the mother carries the baby when she goes out to hunt. Later, she teaches her baby how to find food by itself little by little. After about six to eight weeks, the young bat is ready to hunt on its own.

These bats play an important role in the desert. They keep the number of scorpions and insects low, which is important for balance in nature.

Text 2

Theme	CEFR	Text Type
Why do fireflies use light in the dark? Which animals hunt in the dark? How does darkness affect the way plants grow?	B1.1	Expository

A Visit from a Nature Expert

Dr. Muna, a nature expert, visited our school. She gave a talk about how plants and animals live in nature.

Dr. Muna first talked about plants. She explained how plants grow in soil outdoors or in pots at home or at school. This process begins with a seed. When the seed gets the right amount of water, sunlight, and air, it grows into a healthy plant. In hot places like deserts, shade is necessary to protect plants from heat. Some plants like cacti and date trees, can live in desert environments. Cacti keep water inside their stems for weeks or months to survive in hot and dry places. Date trees have wide roots that reach up to 15 meters across to get water. They also have a thick trunk that protects them from strong sunlight.

Next, Dr. Muna talked about animals. She said that animals need water, food and the right temperature to live. In the desert, animals like owls rest during the day and hunt at night because the air is cooler. Camels keep fat in their humps for energy. This helps them survive for a long time without food. Many plant-eating animals, like the gazelle, eat early in the morning and late in the afternoon, when the sun is not too strong.

Dr. Muna said that plants and animals need each other to survive. Plants give oxygen and food to animals. Animals drop plant seeds far away, which helps to grow plants in new places. Some animals eat insects that are bad for plants. We must care for both animals and plants to keep nature healthy.

Reading 2

Text 1

Theme	CEFR	Text Type
How important is your method in achieving a team goal? Why is the team leader so important?	B1.1 – B1.2	Expository

Strong Leaders

A strong leader is essential for any team that wants to achieve its objective. A leader does not simply tell people what to do. Instead, they guide the team by choosing a clear method, organising each task, and helping members understand their roles. These qualities help the team feel confident, especially when they face a challenge. When everyone understands the plan, the team works smoothly and produces better results.

In many school projects, the leader explains the steps and checks that everyone has the knowledge they need. Last term, our class worked on a science project about how plants grow in different conditions. The leader, Hessa, was calm and organised. She discussed the plan with her group and made sure each person had a clear role. One student collected data, another prepared the materials, and a third wrote the observations. They succeeded because they communicated well and respected each other's ideas and contributions.

If Hessa didn't guide her team carefully, they wouldn't achieve strong results. If team members worked alone, they wouldn't complete the project successfully. These examples show that teamwork depends on clear guidance. A leader with a strong vision helps the group stay focused and work together.

In the end, a good leader supports the team without doing the work for them. When leaders care about their team and make fair decisions, everyone benefits. A well-led team can create new ideas, solve problems, and complete any project on time.

Text 2

Theme	CEFR	Text Type
How important is your method in achieving a team goal? Why is the team leader so important?	B1.1 – B1.2	Expository

Teamwork

Teamwork is a method people use when they want to achieve a shared goal. It allows them to work together to complete a task effectively. Successful teamwork happens when members communicate clearly, take responsibility, and show care and respect for one another. These qualities help a team make better decisions and work with a strong vision.

Earlier this term, I worked with three other students on a science project about how sunlight affects the growth of plants. Our team wanted to understand why some plants grow well in light while others become weak in darkness. Ahmad collected information from books and websites about how plants use sunlight to make food. Saeed placed one plant in full sunlight and another in complete darkness so we could compare the results. Omar measured both plants every day and recorded the changes in height and colour. Talib organised the data and prepared a clear chart to show the differences between the two plants. We discussed our findings and shared our knowledge so that everyone understood the process. The project was interesting, and working together made it easier and more enjoyable.

The teacher liked our project and said that we worked very well together. If one of us didn't complete his task, we would not have finished on time. It is important that everyone in the team stays focused, communicates clearly, and takes responsibility for his part. When team members listen to each other and share ideas, the work becomes smoother and the results improve.