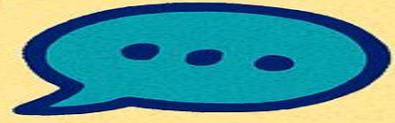


GRADE



A 8



END OF TERM

READING

EXAM

REVISION



Structure

School-based

The suggested structure is as follows:

- **Part 1 - Grammar:** Assesses skills at Grade Level Goal
- **Part 2 - Reading:** Targets working towards Grade Level Goal and At Grade Level Goal
- **Part 3 - Reading:** Targets working at Grade Level Goal and Beyond Grade Level Goal
- **Part 4 - Writing:** Assesses student writing ability at Grade Level Goal

Part 1- Grammar (18
marks)

Part 2- Reading 1 (21
marks)

Part 3- Reading 2 (21
marks)

PART 1- GRAMMAR

- Theme: In the kitchen/
Rooms at home
- Unit 5-Lesson 1,2,3

Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 8 General- Sample Test Specifications

Grade	Grade 8 – Stage 4	CEFR	A2.2-B1.1
Class	8 General		
Language Domains	Reading and Writing	Total Marks	Reading: 60 Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR	
Part 1: Grammar	Working at Grade Level Goal	In the kitchen, Rooms at home	dishwasher, washing machine, oven, fridge, toaster, coffee machine, microwave, balcony, colourful, simple, bright, clean, helpful, garden, to get up, hotel, colourful, to visit, to tidy, to study	G.9.4 Nouns (possessive 's') G.10.1 Passives (present simple passive) G.11.1 Phrasal Verbs (non- separable) G.11.3 Phrasal Verbs (three-part phrasal verbs) G.1.2 Adjectives (comparatives) G.5.1 Conditionals (Zero)	
			Task Description	Learning Outcomes (LOs)	Construct Limits
		Multiple-Choice Gap-Fill	Read the text and choose the correct word(s) to complete the sentences.	ENG.04.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	<ul style="list-style-type: none"> ▪ 1 descriptive text of 130 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 4 marks each (total 20)

MCQ MAZE- 1 DESCRIPTIVE TEXT OF 130 WORDS WITH 5

GAPS 4X5=20 MARKS

Word	English Definition	Arabic Translation	Arabic Meaning
dishwasher	A machine that washes dirty dishes automatically.	غسالة الصحون	جهاز يُستخدم لتنظيف الصحون والأطباق بعد الأكل.
washing machine	A machine used to wash clothes.	غسالة الملابس	جهاز يُستخدم لغسل الملابس بالماء والصابون.
oven	A kitchen appliance used for baking or cooking food.	فرن	جهاز يُستخدم لخبز أو طهي الطعام.
fridge	A machine that keeps food cold and fresh.	ثلاجة	جهاز يحفظ الطعام بارداً حتى لا يفسد.
toaster	A small machine that makes bread crispy and brown.	محمصة خبز	جهاز يُستخدم لتحميص الخبز.
coffee machine	A machine that makes coffee.	آلة صنع القهوة	جهاز يُستخدم لتحضير القهوة.
microwave	A machine that heats food quickly.	ميكروويف	جهاز يُستخدم لتسخين الطعام بسرعة.
balcony	An outdoor area attached to a building, usually upstairs.	شرفة	مساحة خارجية في المنزل تكون عادة في الطابق العلوي.
colourful	Having many bright colours.	ملون	يحتوي على ألوان كثيرة ومشرفة.

simple	Easy and not complicated.	بسيط	غير معقد وسهل الفهم أو الاستخدام.
bright	Full of light or strong colour.	مشرق	مليء بالضوء أو لون قوي وواضح.
clean	Not dirty.	نظيف	غير متسخ وخالي من الأوساخ.
helpful	Giving help or support.	مفيد / مساعد	يقدم المساعدة أو الدعم.
garden	An outdoor area where plants or flowers grow.	حديقة	مساحة خارجية تُزرع فيها النباتات أو الزهور.
to get up	To rise from bed in the morning.	يستيقظ / ينهض	يترك السرير في الصباح.
hotel	A place where people stay when travelling.	فندق	مكان يقيم فيه الناس عند السفر.
to visit	To go and see a person or place.	يزور	يذهب لرؤية شخص أو مكان.
to tidy	To clean and organise a place.	يرتب	ينظف المكان ويجعله نظيفاً.
to study	To spend time learning something.	يدرس	يقضي وقتاً في التعلم.

GRAMMAR-NOUNS

POSSESSIVE 'S'

• WATCH THE VIDEO:

- [G.9.4 Nouns \(possessive 's'\) - mauthor.com](https://www.mauthor.com)

• COMPLETE ALL THE ACTIVITIES AFTER WATCHING THE VIDEO.

Understanding the Possessive 'S' (أس الملكية)

What is the Possessive 'S'? (ما هي أس الملكية؟)



Showing Ownership (إظهار الملكية)

We use the 's to show that a person owns or possesses a specific thing.

Short and Clean Sentences



The boy has a spoon.
The spoon is silver.



The boy's spoon is silver.

How to Build a Sentence (كيفية بناء الجملة)



Step 1: The Name (الاسم)

Start with the person who owns the object.

Mariam



Step 2: Add 's (أضف الفاصلة وحرف السين)

Place an apostrophe and the letter 's' immediately after the name (e.g., Mariam's)



Step 3: The Object (الشيء المملوك)

Follow it with the item they own (e.g., Mariam's chair).

Examples in the House (أمثلة في المنزل)



In the Kitchen (في المطبخ)
Mom's pot is on the stove.
(قدر أمي على الموقد)



In the Bedroom (في غرفة النوم)
Sultan's bed is very big.
(سرير سلطان كبير جداً)



In the Living Room (في غرفة الجلوس)
Huda's sofa is comfortable.
(أريكة هدى مريحة)

Special Rules (قواعد خاصة)

Names Ending in 'S' (الأسماء التي تنتهي بحرف السين)



If a name ends in 's' (like Anas or Charles), just add an apostrophe at the end. Do NOT add another 's'.

Example: Anas' cup (كوب أنس).

Two Owners (مالكان لشيء واحد)



If two people own one thing, only put the 's after the second name.

Example: Saif and Hamad's room (غرفة سيف وحماد)

Things to Avoid (أشياء يجب تجنبها)

Don't use 's twice in a list

✗ Lisa's and Bart's mother.

Only the last person gets the 's.

Don't use 's alone

✗ Mariam's.
(incomplete sentence)

You must always include the object or extra information after the 's.

Don't forget the Apostrophe

✗ The boys spoon.

Always use the symbol (s) before the 's' so it doesn't look like a plural word.

GRAMMAR-NOUNS POSSESSIVE 'S'

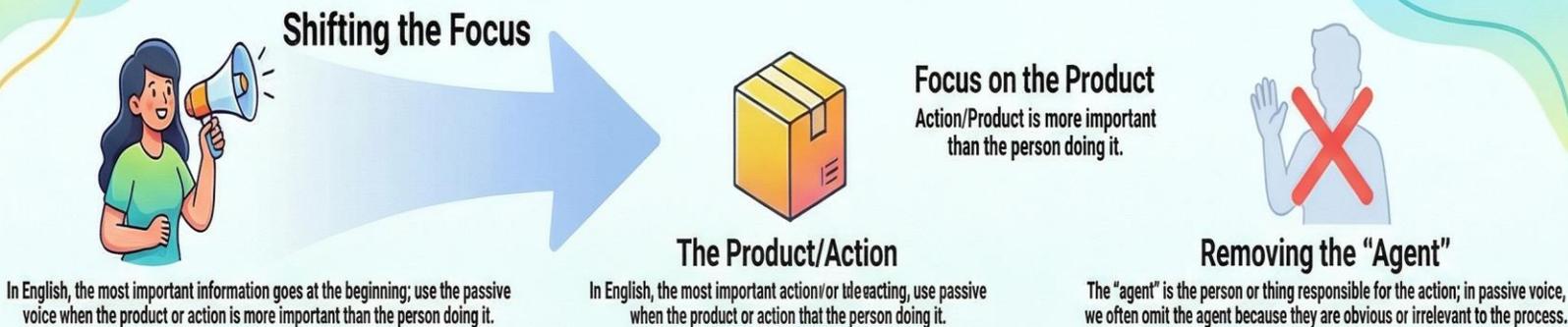
The Magic Key: Possessive 's'



GRAMMAR-PASSIVE (PRESENT SIMPLE PASSIVE)

- **WATCH THE VIDEO:**
- [G.10.1 Passives \(present simple passive\) - mauthor.com](https://www.youtube.com/watch?v=...)
- **COMPLETE ALL THE ACTIVITIES AFTER WATCHING THE VIDEO.**

Mastering the Present Simple Passive: Focus on the Action, Not the Actor



THE GOLDEN RULE (Grammar Formula)

Subject + Is/Are + Past Participle

Subject + Is/Are

Is **Are**

Use "is" for singular subjects and "are" for plural subjects, followed by the 3rd form of the verb.

Regular Verbs (-ed)

harvest harvested

For regular verbs, the past participle ends in "-ed" (e.g., harvest → harvested, process → processed).

Irregular Verbs (The Chameleons)

see seen go gone

Irregular verbs change completely in their 3rd form and must be memorized (e.g., see → seen, go → gone).

Active vs. Passive: The Comparison

Active: Focus on the Worker

Farmers harvest cocoa beans.
(The emphasis is on the farmers).

Passive: Focus on the Product

Cocoa beans are harvested from trees.
(The emphasis is on the beans; "by farmers" can be added but is usually unnecessary).

Example: The Sugar Production Process

Harvesting
The sugar cane is harvested from the fields.

Squeezing
It is squeezed for juice using specialized machines.

Boiling & Cooling
The juice is boiled and then cooled to form crystals.

Refining
The crystals are processed to make white sugar.

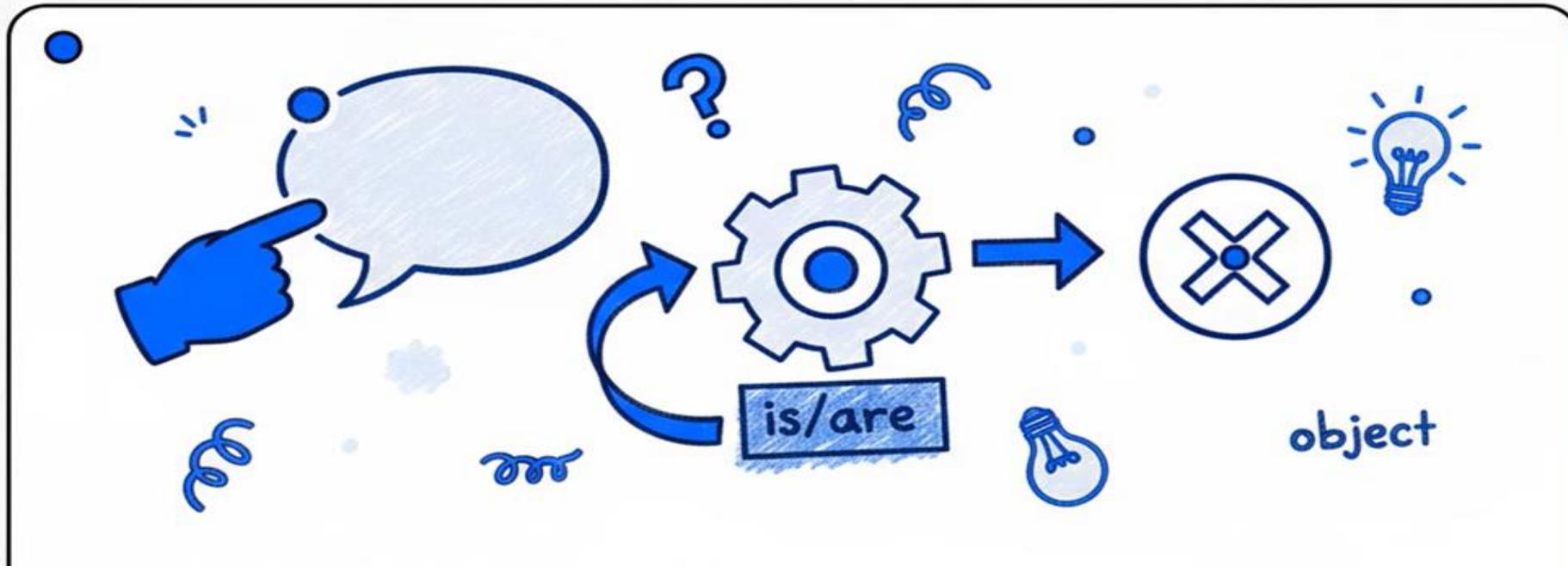
The Learner's Checklist & "Don'ts"

- The Passive Checklist**
- ✓ 1. Identify the object.
 - ✓ 2. Move it to the start.
 - ✓ 3. Check singular/plural (is/are).
 - ✓ 4. Use the correct 3rd form verb.

✗ **DON'T:** Use vague agents
In formal writing, avoid using "They harvest..." if you don't know who "they" are; use the passive "The beans are harvested..." instead.

✗ **DON'T:** Overuse the "By" phrase
Don't include "by [agent]" if the agent is obvious (like "by farmers") as it creates unnecessary clutter.

Mastering the Passive Voice



GRAMMAR- PHRASAL VERBS (NON SEPARABLE)

- **WATCH THE VIDEO:**
- [G.11.1 Phrasal Verbs \(non-separable\) - mauthor.com](https://www.youtube.com/watch?v=G.11.1)
- **COMPLETE ALL THE ACTIVITIES AFTER WATCHING THE VIDEO.**

Master the Inseparable: Phrasal Verbs Cheat Sheet



THE GRAMMAR PRINCIPLE



[VERB] + [PARTICLE] [DIRECT OBJECT]
INSEPARABLE SET ALWAYS AFTER

SEPARATION VS. INSEPARABILITY

SEPARABLE
(e.g., pick up)

[VERB] [OBJECT] ✓
[PARTICLE]

[VERB] [PARTICLE] ✓
[OBJECT]

INSEPARABLE
(e.g., take after)

[VERB] + [PARTICLE] ✓
[OBJECT]

[VERB] [OBJECT] ✗
[PARTICLE]



The Inseparable Rule:
Inseparable phrasal verbs act as a single unit, the direct object must always come **after** the entire phrasal verb, never in the middle.



Recognition through Practice:
Because there isn't a single logic for which verbs are inseparable, learners must train their ears to recognize them as set phrases.

THE "DON'TS" CHECKLIST

- ✗ **DON'T split the set:** Never insert a noun or pronoun between the verb and its particle (e.g., say "ran into my friend," NOT "ran my friend into").
- ✗ **DON'T move the object to the middle:** Even when using pronouns like "him," "her," or "it," the object must follow the phrasal verb (e.g., "count on him").
- ✗ **DON'T confuse with separable verbs:** Always check if a phrasal verb is transitive/inseparable before attempting to place an object in the middle.



✓ **look up to**
(someone)



To respect someone
"I look up to my teacher for being so kind."

✓ **run into**
(someone)



To meet someone by chance
"I ran into my ex-boyfriend at the supermarket."

✓ **drop out of**
(something)



To quit school or a program
"He dropped out of university because it was too expensive."

✓ **look after**
(someone/something)



To take care of
"I am looking after my sister's children tonight."

✓ **put up with**
(someone/something)



To tolerate something unpleasant
"We put up with the noise because the rent is cheap."

QUICK REFERENCE LIST

	PHRASAL VERB	MEANING	EXAMPLE SENTENCE
✓	back out of	fail to keep a commitment	The client backed out of the deal.
✓	come across	find accidentally	I came across a check while cleaning.
✓	count on	depend or rely on	I'm counting on you to send the info.
✓	fill in for	substitute for someone	The VP is filling in for the president.
✓	get rid of	eliminate or throw away	We need to get rid of these old boxes.
✓	go over	review	Let's go over the topics before the test.
✓	look forward to	feel excited about the future	I'm looking forward to our vacation.
✓	look into	investigate	They are looking into the possibility.
✓	settle on	decide or choose	I finally settled on the yoga class.
✓	take after	resemble in looks/personality	She takes after her mother.
✓	touch on	mention briefly	We touched on the issue during the meeting.
✓	turn into	become	The caterpillar turned into a butterfly.
✓	get in	enter (car/building)	Please get in the car quickly.

GRAMMAR-PHRASAL VERBS (NON SEPARABLE)

Inseparable Phrasal Verbs

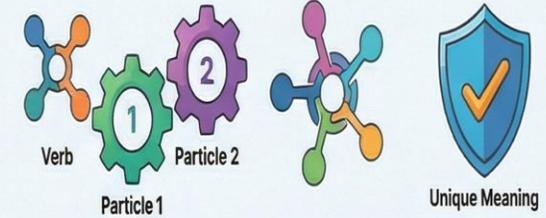


GRAMMAR- PHRASAL VERBS (3 PART)

- **WATCH THE VIDEO:**
- G.11.3 Phrasal Verbs (three-part phrasal verbs) - mauthor.com
- **COMPLETE ALL THE ACTIVITIES AFTER WATCHING THE VIDEO.**

Mastering 3-Part Phrasal Verbs: The Triple Threat of English Grammar

A comprehensive guide to 11 essential verbs, rules, and examples.



THE 11 ESSENTIAL 3-PART PHRASAL VERBS

THE FUNDAMENTALS & RULES

Verb + Two Particles = Single Unit
(Preposition & Adverb) with Unique Meaning

✗ DON'T Forget the "ING"

EXAMPLE:
Never say
"I look forward to meet you."

✓ TIP: The Gerund Rule

When a three-part phrasal verb like "look forward to" is followed by another action, always use the -ing form (gerund) or a noun, never the infinitive.

EXAMPLE: Always say "I look forward to meeting you" or "I look forward to the meeting."

Face up to
To accept a difficult situation or responsibility.
'I have to face up to the fact that I am getting older.'

Stand up for
To defend someone or something being criticized or attacked.
'Workers must stand up for their rights and demand fair pay.'

Put up with
To tolerate or accept something/someone that is annoying or unpleasant.
'You have to put up with bad weather if you live in certain climates.'

Get away with
To avoid punishment for doing something wrong.
'He cheated in the exam and got away with it.'

Stand up to
To confront someone and not allow them to treat you badly.
'It takes courage to stand up to bullies.'

Brush up on
To practice and improve a skill you haven't used in a long time.
'I need to brush up on my computer skills before the new job starts.'

Do away with
To abolish or end a system, practice, or institution.
'The company decided to do away with unnecessary paperwork.'

Look forward to
To feel excited about something that is going to happen.
'I'm really looking forward to the weekend.'

Come up against
To deal with a problem, difficulty, or opposition.
'The project came up against a lot of opposition from the local community.'

Look down on
To believe you are superior or better than someone else.
'She looks down on people who have less money than her.'

Look up to
To admire and respect someone.
'Many young people look up to successful and hard-working mentors.'

TIPS FOR MASTERY



TIP: Visualizing Phrasal Verbs

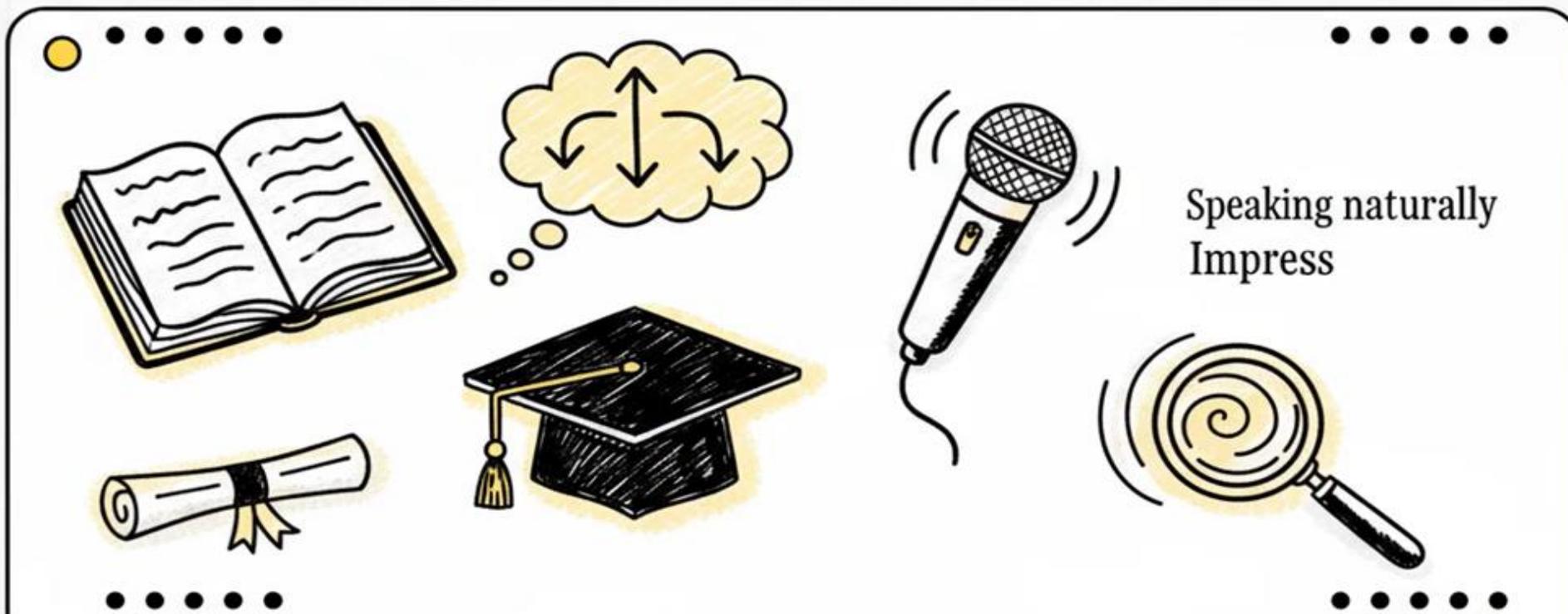
Use mental images to remember meanings: imagine "brushing" dust off an old skill or "looking up" at a tall statue of someone you admire.



KEY FINDING: Context is Key

Three-part phrasal verbs are almost always transitive, meaning they require an object (e.g., you face up to something).

Three-Part Phrasal Verbs



GRAMMAR- ADJECTIVES (COMPARATIVE)

- **WATCH THE VIDEO:**
 - [G.1.2 Adjectives \(comparatives\) - mauthor.com](https://www.mauthor.com)
- **COMPLETE ALL THE ACTIVITIES AFTER WATCHING THE VIDEO.**

Master the Compare: A Guide to Comparative Adjectives

Step 1: The Building Blocks



What is a Noun?

A noun is a person, a place, or a thing (e.g., a student, a classroom, or a book).



What is an Adjective?

A word that describes a noun, such as "bles," "colorful," "old," or "tall."



What is a Comparative Adjective?

These are specific forms of adjectives used when comparing exactly one different thing or people.

Step 2: The Syllable Rules

Short Words (1 Syllable)

For "short" adjectives with one beat, simply add "-er" to the end of the word.

Long Words (3+ Syllables)

For "long" adjectives, do not add a suffix; instead, place the word "more" or "less" before the adjective.

Short Word Examples



Old Older New Newer



Long Longer Short Shorter

Long Word Examples



More colorful Less popular



More difficult More serious

Step 3: Mastering the Spelling



The CVC Rule (Consonant-Vowel-Consonant)

If the last three letters of a short adjective follow the CVC pattern, you must double the final consonant before adding "-er."

Vowels

A E I O U
A E I O U

Consonants

Hand Hammer Knife Pencil Spoon
A E I O U



The VCC Rule (Vowel-Consonant-Consonant)

If the word ends in VCC, do not double the letter; just add "-er" (e.g., "Cold" becomes "Colder").

CVC in Action

Big → Bigger

Hot → Hotter



The "Y" Rule

For adjectives ending in "y," change the "y" to an "i" before adding the "-er" suffix.

"Y" Rule Examples

Happy → Happier

Heavy → Heavier

Scary → Scarier

Tips, Tricks, and "Watch Outs"

The Two-Syllable Gray Area

Comparison Check



Always ensure you are comparing exactly two things; use "then" to connect the objects (e.g., "This book is longer than that book").



Visual Comparisons (UAE Friendly)



taller newer more colorful

Comparative Adjectives



GRAMMAR- CONDITIONALS (ZERO)

- **WATCH THE VIDEO:**
- [G.5.1 Zero conditional - mauthor.com](https://www.mauthor.com)
- **COMPLETE ALL THE ACTIVITIES AFTER WATCHING THE VIDEO.**

Mastering the Zero Conditional: Facts & Truths (الجملة الشرطية الصفرية)

What is the Zero Conditional? (ما هي الجملة الشرطية الصفرية؟)



The Rule of "Always True"
(دائمًا حقيقة)

We use the zero conditional to talk about things that always happen under certain conditions, such as scientific facts and general truths.



Time Neutrality
(الزمن المحايد)

Unlike other conditionals, the zero conditional does not refer to a specific time in the past or the future; it describes a permanent reality.



Usage Cases (حالات الاستخدام)

It is primarily used for laws, rules, nature/science facts (e.g., water freezing), and consistent habits or routines.

Grammar Structure (قواعد النحو)

CONDITION
[If / When] + [Present Simple]
(e.g., If it rains)

RESULT
[Present Simple]
(e.g., the ground becomes wet)

The Standard Formula (الصيغة القياسية)
If it rains, the ground becomes wet.

The Comma Rule (قاعدة الفاصلة)
Use a comma if the "If" clause comes first. If the "Result" comes first, NO comma is needed (e.g., "The ground becomes wet if it rains").

The Subject-Verb Agreement (توافق المبتدأ والفعل)
and
Remember to use a base verb, but add an "s" for third-person singular subjects like "he", "she", "it", or "water".

Examples & Facts (أمثلة وحقائق)



Scientific Fact (حقيقة علمية)
If water freezes, it turns into ice.
(إذا تجمد الماء، يتحول إلى ثلج)



Rules and Laws (القوانين والقواعد)
If you drive over the speed limit, you receive a fine.
(إذا قادت بسرعة أكبر من الحد المسموح، ستحصل على مخالفة)



Personal Habits (عادات شخصية)
If I read before bed, I fall asleep faster.
(إذا قرأت قبل النوم، أنام بشكل أسرع)

Tips, Tricks & Don'ts (نصائح وتنبهات)



Tip: 'If' vs 'When' (استخدام 'إذا' أو 'عندما')
You can usually swap "If" for "When" in the zero conditional without changing the meaning because the result is certain.

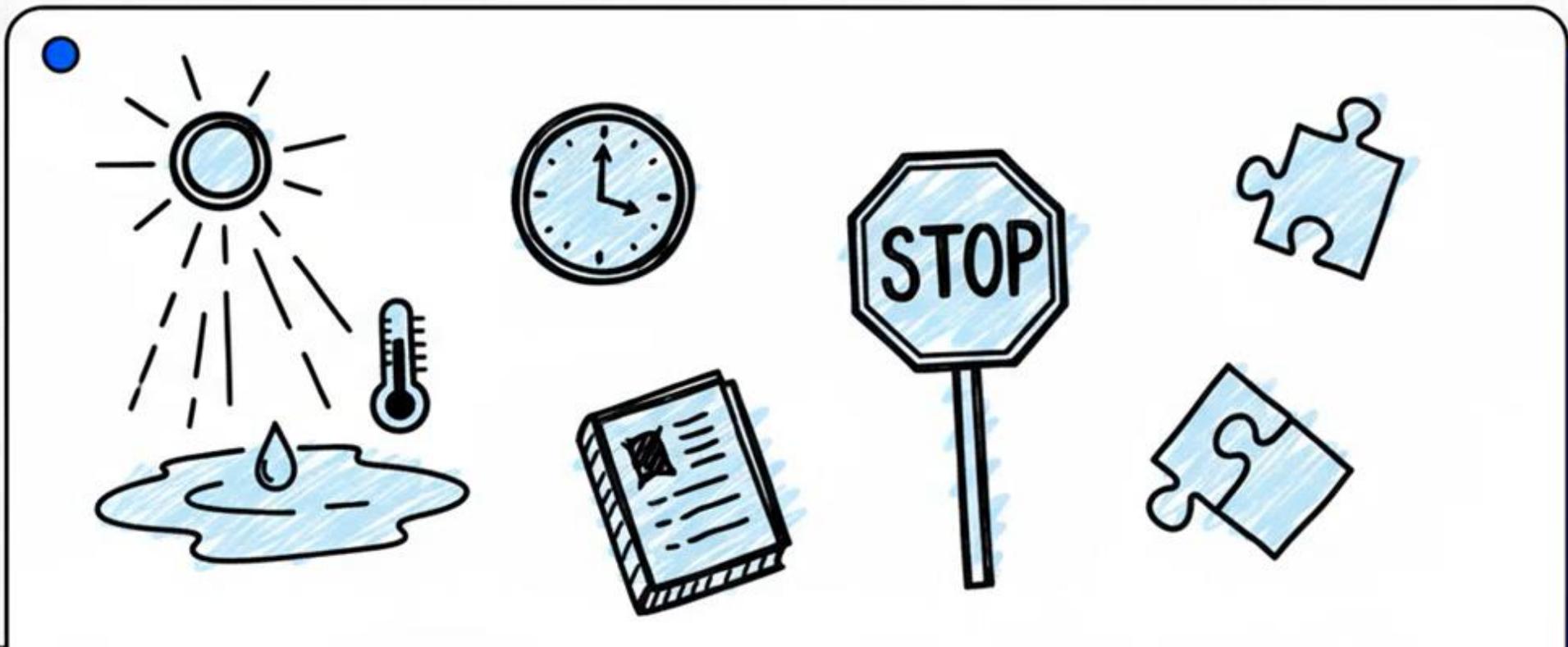


Don't: Mix Tenses (لا تخطئ بين الأزمنة)
Avoid using "will" or past tense verbs. Both parts of the sentence must stay in the Present Simple.



Don't: Forget the Comma (لا تنسى الفاصلة)
A common exam mistake is forgetting the comma when the sentence starts with "If" or "When".

The Zero Conditional



PART 2 AND 3- READING

Tips for Answering Questions

1 Main Idea of a Paragraph

- Look at the first and last sentence.
- Ask: 'What is this paragraph mostly talking about?'
- Don't choose one small detail.

Example: "Ahmed wore his kandura for National Day." → Main idea = Emiratis wear traditional clothes for special events.

2 Main Idea of the Text

- Think about the whole passage.
- Ask: 'What is the story mostly about?'

Example: A text about abayas, kanduras, and ghutras → Main idea = Emirati traditional dress shows culture and pride.

3 Inferring (Reading Between the Lines)

- Use clues in the text to guess hidden meaning.

Example: "Fatima smiled while wearing her abaya." → Inference = Fatima feels proud of her culture.

4 Finding Specific Information

- Scan for key words like names, colours, or facts.

Example: "What colour is the abaya?" → Answer: Black.

PART 2- READING

MCQ – 1 NARRATIVE TEXT 200-300 WORDS- 5 QUESTIONS

4X5=20 MARKS

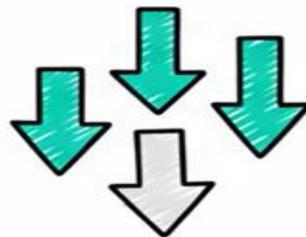
Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	At Grade Level Goal	In the room, Daily routines	furniture, book shelf, pillow, duvet, wardrobe, messy, tidy, to get up, hotel, colourful, to visit, to tidy, to study, at the weekend, everyday, sometimes, to wake up, always	G.5.2 Conditionals (First) G.6.1 Conjunctions (coordinating) G.6.2 Conjunctions (subordinating) G.2.2 Adverbs (sequencing)
		Task Description	Learning Outcomes (LOs)	Construct Limits
	Working at Grade Level Goal	Multiple-Choice Questions <hr/> Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.04.RV.CS.4.2 Read and identify specific information. 2 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 1 x ENG.04.L.CS.4.1 Infer the meaning of unknown words and expressions from the context when listening. 1 x ENG.04.RV.CS.1.1 Read and identify the overall meaning.	<ul style="list-style-type: none"> ▪ 1 narrative text of 200-230 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

PART 2- READING

MCQ – 1 NARRATIVE TEXT 200-300 WORDS- 5 QUESTIONS

4X5=20 MARKS

Acing Exam Reading: Pt. 1



Mastering Reading 1: Your Guide to Success

A step-by-step guide to the Narrative Text Exam (A2.2 – B1.1)



Everything you need to know about themes, vocabulary, and question strategies to score full marks.

Know Your Target: The Exam Specs



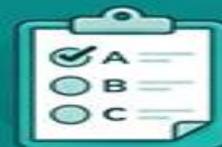
Text Type:
Narrative
(A Story)



Length:
200–230
Words



The Stakes:
5 Questions
(4 Marks Each) =
20 Marks Total



Format:
Multiple Choice
(3 Options)

You will read a story about familiar places and routines, then answer 5 questions to show you understand the details and the main idea.

The Setting: Where Do These Stories Happen?



The stories will feel familiar. They are about students like you—their homes, their rooms, and their weekends.

© NotebookLM

Vocabulary Toolkit: In the Room



© NotebookLM

Vocabulary Toolkit: Actions & Descriptions



Messy (فوضوي): When things are not in the right place.

To visit (يزور): To go to see someone.

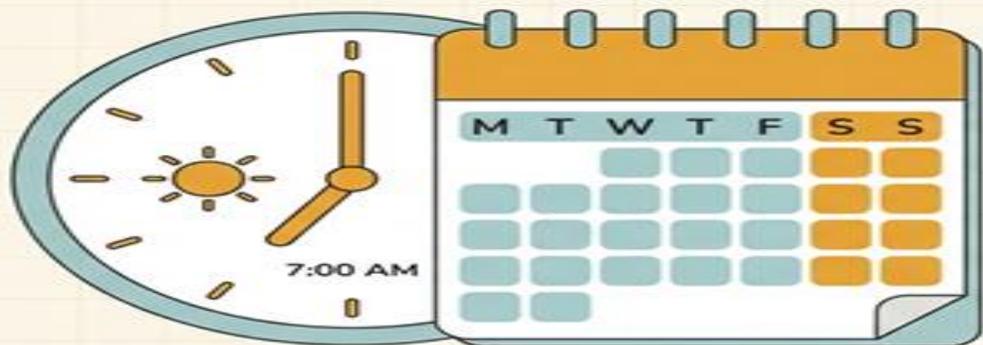


Tidy / To tidy (يرتب / مرتب): Clean and organized / To clean up

To study (يدرس): To learn and do homework.

Colourful (زاهي الألوان): Having many bright colors.

Vocabulary Toolkit: Time & Routine



Weekdays
(أيام الأسبوع)

Weekend
(عطلة نهاية الأسبوع)

To wake up / To get up (يستيقظ / ينهض)
- To stop sleeping and leave bed.



Everyday (كل يوم) - Monday, Tuesday, Wednesday... all days.



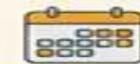
Always (دائماً) - 100% of the time.



Sometimes (أحياناً) - Not always, but more than never.

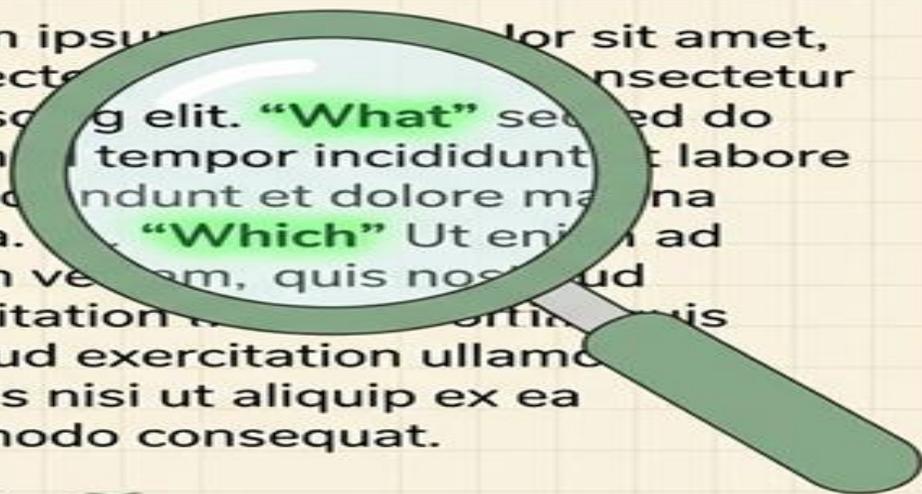


At the weekend (في عطلة نهاية الأسبوع)
- Saturday and Sunday.



Strategy: The Detective Search (Q Types 1 & 2)

Lorem ipsum dolor sit amet, consectetur adipiscing elit. **“What”** sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. **“Which”** Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.



The Mission: Read and identify specific information and details.

Look for these question starts:

- “What are...?”
- “According to the text, which...?”
- “Why are...?”

How to Answer:

Scan the text for keywords from the question. The answer is explicitly written in the story. Don't guess—find the sentence!

Strategy: The Big Picture (Q Types 3 & 4)



Inference (Guessing Meaning)

Format: “Which option best matches the meaning of...” or “In paragraph #, what does... mean?”

Tip: Read the sentence BEFORE and AFTER the difficult word to guess the meaning.



Overall Meaning

Format: “What is the main purpose?” or “Which title best fits?”

Tip: Don't focus on one small detail.
Ask: What is the WHOLE story about?

Case Study 1: Maya's New Room



- **The Change:** Maya moved to a smaller, quieter room upstairs.
- **The Good:** It is clean (“tidy wardrobe”), she can study, and read without interruption.
- **The Bad:** She misses her sisters (Dana and Reem). It feels “too quiet”.
- **The Ending:** Her sisters surprise her with pillows to spend the night.

Breaking Down Maya's Questions

Question Card

- 1 **Practice Q1 (Specific Detail):** Why can Maya study better now?
Evidence: The text says the room is “quiet” and “no one draws in her diary”.
- 2 **Practice Q2 (Inference):** In the text, what does the word “messy” refer to in her old room?
Evidence: The text says the old room was “full of toys” and she had to “clean up”.
- 3 **Practice Q3 (Main Purpose):** What is the best title?
Answer: Maya's New Room (Focuses on the change in her living situation).

Case Study 2: Ali's Life in the City & Farm



City Life (Sharjah)

- Tidy room, school books on shelf, traffic noise outside.
- **Routine:** Wake up 6 a.m., school, football.

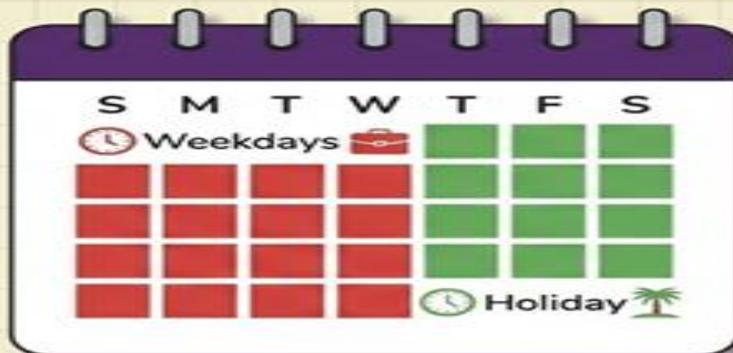
Farm Life (Hatta)

- Goes on last day of school. Old furniture but tidy.
- **Routine:** Wake up early, feed animals, water plants.



- **Key Item:** Fresh dates from the grandfather's farm.

Breaking Down Ali's Questions



- **Practice Q1 (Specific Info):** What does Ali dislike about his city room?
Evidence: "The only thing he does not like... is the traffic noise."
- **Practice Q2 (Routine/Detail):** What does Ali do first at the farm?
Evidence: "He gets up early and helps his grandfather outside."
- **Practice Q3 (Inference):** Why do Ali's friends love the dates?
Evidence: They say, "Ali's grandfather's dates are the best!" (Implies they are delicious/fresh).

Comparing the Stories

Maya's Story

- **Focus:** Emotional change (Lonely vs. Happy)
- **Key Vocab:** Quiet, Surprise, Shared

Common Thread

- Both value a **TIDY** space.
- Both value **FAMILY** connections.

Ali's Story

- **Focus:** Routine change (City vs. Nature)
- **Key Vocab:** Traffic, Farm, Dates, Animals

Your Exam Day Checklist

1. **Read the Title First:** It gives you the main idea immediately.
2. **Read the Questions Before the Text:** Know what you are looking for.
3. **Process of Elimination:** Cross out the answer that is definitely wrong.
4. **Check Your Evidence:** Put your finger on the sentence in the text that proves your answer.

PART 3- READING

MCQ – 1 EXPOSITORY TEXT 200-300 WORDS- 5 QUESTIONS

4X5=20 MARKS

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	Working at Grade Level Goal	Amazing places, The food chain, Amazing animals	place, scenery, wonderful, visitor, picnic, mountain, herbivores, carnivores, predators, prey, forest, problem, gorilla, elephant, lion, oryx, flamingo, baby	G.1.2 Adjectives (comparatives)
		Task Description	Learning Outcomes (LOs)	Construct Limits
	Working Beyond Grade Level Goal	Multiple-Choice Questions Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.04.RV.CS.4.2 Read and identify specific information. 1 x ENG.04.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 1 x ENG.04.RV.CS.4.2 Make basic inferences or predictions about text content, line of argumentation and sequence of events in a narrative, using text features and basic connectors when reading. 1 x ENG.04.L.CS.4.1 Infer the meaning of unknown words and expressions from the context when listening. 1 x ENG.04.RV.CS.1.1 Read and identify the overall meaning.	<ul style="list-style-type: none"> ▪ 1 expository text of 200-230 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Reading 2 Assessment Framework: Nature and the World

Specifications for CEFR Level A2.2 – B1.1
Expository Texts



Ministry Examination Standards | Instructional Guide

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Assessment Specifications & Scope



Proficiency Level

CEFR A2.2 – B1.1
(Intermediate)



Text Type

Expository (Informative /
Factual)



Volume

200 – 230 Words



Core Themes

Amazing Places, The Food
Chain, Amazing Animals

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The Vocabulary Ecosystem

The Actors (Animals)



- Herbivores, carnivores, predators, prey, gorilla, elephant, lion, oryx, flamingo, baby

The Setting (Environment)



- Forest, mountain, scenery, place

The Narrative (Descriptors)



- Visitor, picnic, problem, wonderful

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Source Material Analysis: Narrative Exposition

Sample Text 1: Dubai Safari Park

Welcome to Dubai Safari Park, young visitors! My name is Salem, and I'll be your guide today. We will explore this amazing park...

Look closely at the oryx. They are a little taller than gazelles and have longer horns...

Can you see the cute baby oryx over there? He is one month old and weighs 20 kilogrammes.

Tone: Direct address / Conversational

Grammar: Comparative structures (A2/B1)

Detail: Specific factual data

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Source Material Analysis: Factual Report

Sample Text 2: Wild Emirates Research Tours

Wild Emirates Research Tours is a company that works closely with school students, offering engaging and educational wildlife experiences. Our most popular destinations include Dubai Safari Park, where visitors can see the magnificent African elephant, which can weigh up to 6,000 kilogrammes, and observe animals that typically live in groups of 10 to 12. Our commitment to conservation includes Protecting the Arabian oryx where they are sent to other reserves to ensure their long-term survival and population growth.

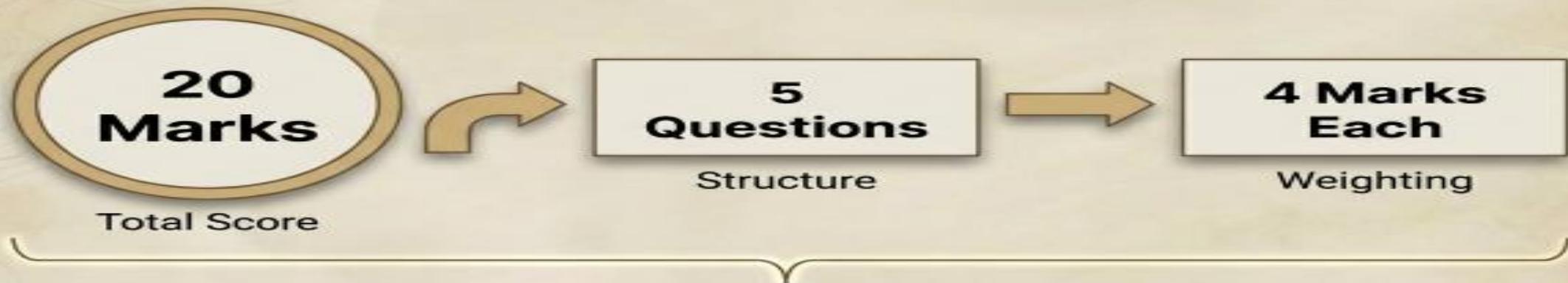
Tone: Formal / Informational

Fact Density: Heavy numerical data

Theme Integration: Conservation & Research

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The Assessment Mechanics



Format: Multiple Choice Questions (MCQ) | 3 Options per question -> 1 Correct Answer | **Constraint:** All answers must derive directly from the text.

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Question Type 1: Specific Information

The Ministry Mandate

Objective: Read and identify specific information.

Required Phrasing:

- What are...?
- According to the text, which...?

Applied Example

Draft Question: According to the text, how much can an African elephant weigh?

Source Data: 6,000 kilogrammes (Text 2)

Distractors: 200kg (Gorilla), 20kg (Oryx)



Question Type 2: Detail Identification

The Ministry Mandate

Objective: Identify details in simple texts on concrete topics.

Required Phrasing:

- Why are...?
- What can...?

Applied Example

Draft Question: Why do the elephants stay near the water pools?

Source Data: "To cool down" / "spray water over their bodies" (Text 1)



Question Type 3: Inference & Prediction

The Ministry Mandate

Objective: Make basic inferences or predictions about sequence/logic.

Required Phrasing:

- What is most likely to happen next if...?
- Based on the sequence described...

Applied Example

Draft Question: Based on the description of the food chain, what would happen if the herbivores were removed?

Source Logic: "If one part of the chain is removed, the whole system is affected"
(Text 2)



Question Type 4: Vocabulary in Context

The Ministry Mandate

Objective: Infer meaning of unknown words from context.

Required Phrasing:

- Which option best matches the meaning of...?
- In paragraph 3, what does... mean?

Applied Example

Draft Question: In the text, what does the word 'predator' mean?

Context Clues: 'Lions', 'Stronger and faster', 'Carnivores' (Text 2)



Question Type 5: Overall Meaning

The Ministry Mandate

Objective: Identify the main purpose or title.

Required Phrasing:

- What is the main purpose of the text?
- Which title best fits the text?

Applied Example

Draft Question: Which title best fits the description of the “Wild Emirates” services?

Answer Logic: Focus on Research, Education, and Tours (Macro-view)



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Thematic Focus: The Food Chain



Key Assessment Concept: Students must understand this relationship to answer Inference questions.

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Assessment Design Checklist

- Length:** Is the text between 200–230 words?
- Vocabulary:** Does it utilize the 'Nature & World' ecosystem (e.g., Oryx, Scenery, Herbivore)?
- Structure:** Is the text clearly Expository / Informational?
- Coverage:** Are all 5 distinct question types represented exactly once?
- Logic:** Is the inference question supported by clear cause-and-effect connectors?

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	Working at GLG	Global Languages / Social Media and Online Safety	global, Arabic, Chinese, Spanish, Hindi, social media, English speaking country, million, use an app, free, language learner, to make a noise, grammar	G.5.5 Mixed Conditionals G.1.2 Adjectives (comparatives) Stage 4 Grammar	Stage 4 FL FL.8 Expressing preference FL.16 Expressing opinion
		Task Description	Learning Outcomes (LOs)		Construct Limits
		<p>Constructed Writing Response</p> <hr/> <p>Question 3 Writing prompts</p> <p>Write at least 110 words.</p>	<p>ENG.04.WR.P.4.1 Produce written or multimodal texts with paragraphs that may contain a topic sentence and some supporting details where appropriate.</p> <p>ENG.04.WR.P.1.1 Produce simple and some extended written or multimodal texts, expressing comparisons and justifications where appropriate.</p> <p>ENG.04.WR.S.2.2 Spell many challenging words with accuracy.</p> <p>ENG.04.WR.P.2.1 Express simple ideas, information, opinions, feelings, emotions and personal perspectives in writing.</p> <p>ENG.04.WR.P.3.1 Recount detailed stories, past experiences and events that are sequenced, expressing feelings and reasons for those feelings in response to the event or experience in writing.</p>	<ul style="list-style-type: none"> ▪ One question with three prompts to elicit a descriptive text. ▪ Word count: 110 words ▪ 40 marks (based on rubric) 	

PART 4- WRITING- DESCRIPTIVE TEXT-40 MARKS

A World of Words



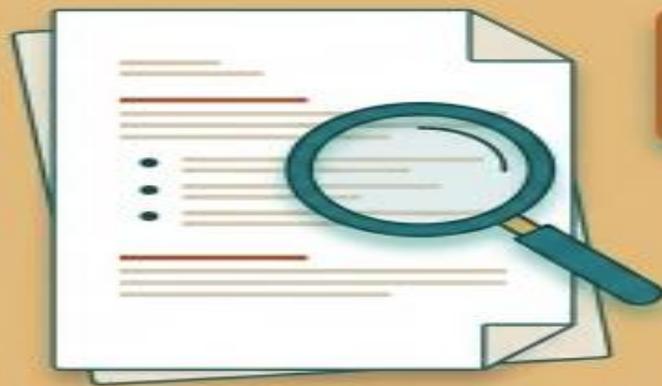
PART 4- WRITING- DESCRIPTIVE TEXT-40 MARKS

Global Language Guide



The Exam Format

 **1 Writing Prompt**
(Instruction)
(Open Sans Regular)



 **3 Bullet Points**
(Targets)
(Open Sans Regular)

 **1 Paragraph Only**
(Format)
(Open Sans Regular)

One prompt. Three targets. One solid paragraph.



The Constraints



**Target Word Count:
Approx. 110 Words**



**Total Score:
40 Marks**

Aim for quality over quantity. 110 words is enough to show what you know.

The Three Pillars of Your Story

Global Languages



Social Media



Online Safety



Vocabulary for a Connected World



Global

Al-Aalamiya / عالمي

Connecting the whole world.



Language Learner

Muta'allim Al-Lugha / متعلم اللغة

Someone studying a new way to speak.



English Speaking Country

Baldan tatahaddath Al-Ingiliziya / بلدان تتحدث الإنجليزية

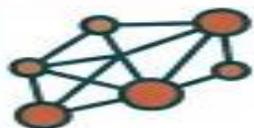
Places like the UK, USA, or Australia.



Target Languages

Arabic (Al-Arabiya), Chinese (Al-Siniya), Spanish (Al-Isbaaniya), Hindi (Al-Hindiya).

Words for the Digital Space



Social Media

Wasa'il Al-Tawasul Al-Ijtimal /
وسائل التواصل الاجتماعي
Websites and apps for
networking.



Use an app

Istakhdam Tatbeeq / استخدم تطبيق
Operating software on a phone
or tablet.



Free

Majani / مجاني
Costs no money, like WhatsApp
or Duolingo.



To make a noise

Yuhdith dajija / يحدث ضجيجاً
To be loud or demand
attention—like a notification.

Precision & Structure



Grammar

Qawa'id / قواعد
The rules of language that hold sentences
together.

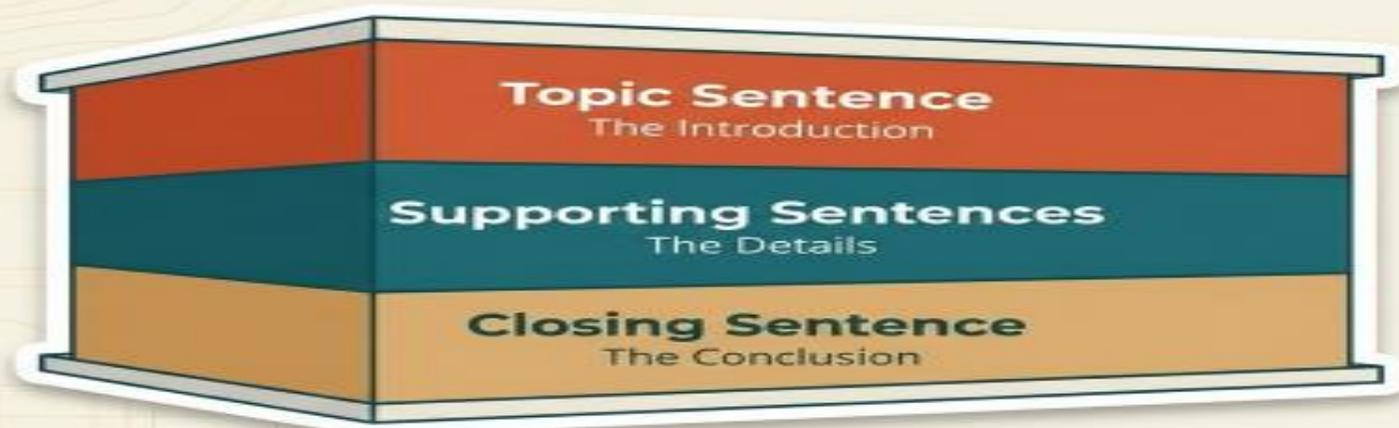


Million

Malyoon / مليون
A very large number (1,000,000)—useful for
describing speakers.

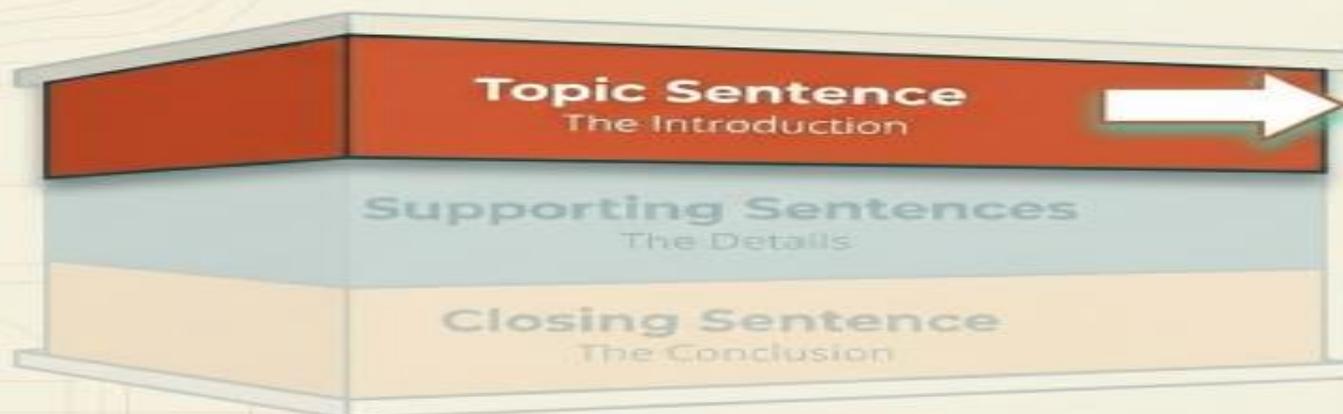
Tip: Use these words to give your writing authority and scale.

The Golden Rule: One Perfect Paragraph



1 Cohesive Paragraph

The Topic Sentence

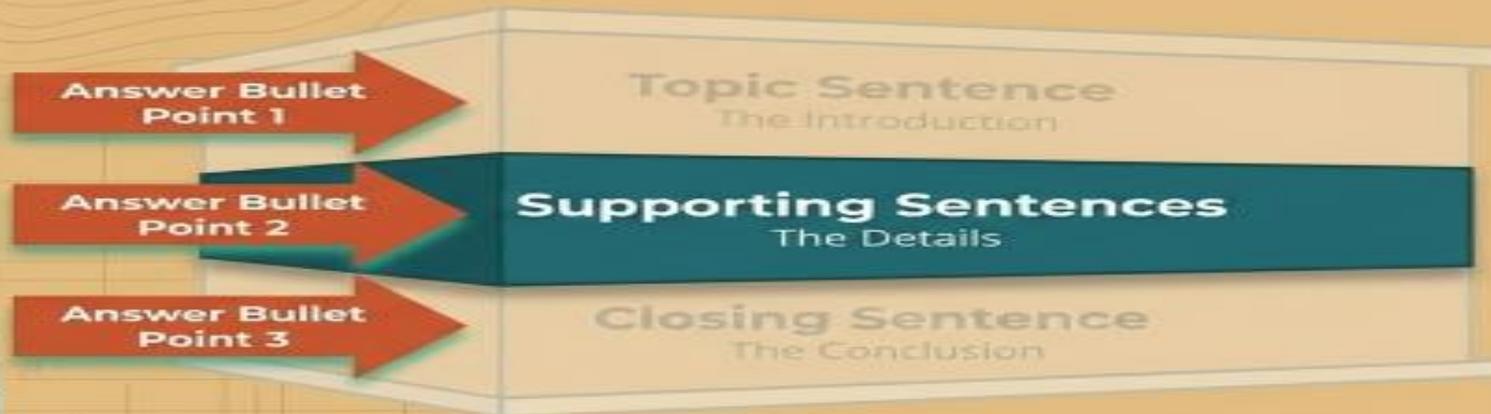


Introduce the main idea immediately.

Best Practice

Example: Learning global languages through social media is exciting, but it requires us to be safe online.

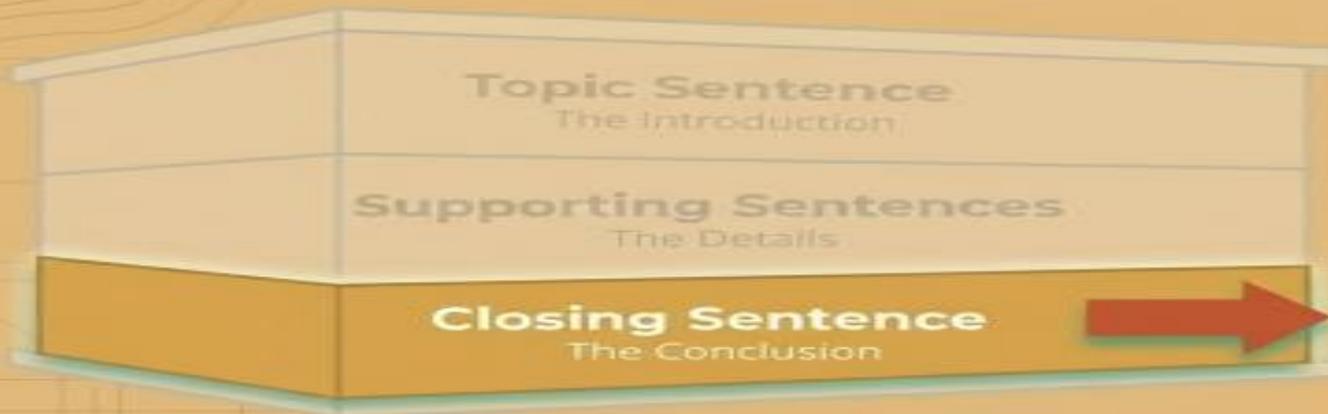
The Supporting Sentences



This is the 'meat' of your answer.

You must address all three exam points here using your vocabulary to explain and compare.

The Closing Sentence



Summarise your main idea. No new information.

Best Practice

Example: In conclusion, apps help us learn Arabic and English, but we must always be careful.



How to Score 40 Marks

SCORING CHECKLIST

- Spelling:** Spell challenging words accurately (*Review the Vocabulary!*).
(Open Sans Regular)
- Content:** Express opinions, feelings, and emotions.
- Structure:** Use the Topic, Supporting, and Closing sentence method.
- Detail:** Recount experiences and give reasons for your feelings.
(Open Sans Regular)

Practice Scenario

Question: Write about how students in the UAE use apps to learn languages.

- **Which languages** are popular in your school? (e.g. Arabic, English)
- Which apps are **free and fun to use**?
- How do you stay safe while learning **online**?

How would you structure your paragraph for this task?

The Prototype: Model Answer

Model Answer: Learning Global Languages Safely

Social media is a great tool for a language learner to study global languages for free. Many people speak Arabic, Chinese, Spanish, or Hindi. Over a million people also speak English because it is the main language in an English speaking country. Learning these languages is important for international communication. You can use an app on your phone to practice your grammar and vocabulary. It is very easy to study without having to make a noise. In my opinion, you must use social media safely and responsibly. It is important to **never share passwords with strangers who message you online**. In conclusion, technology makes learning a new language extremely fun and easy if you stay safe.

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Analysis: The Topic Sentence

Topic Sentence (الجملة الرئيسية) -
Sets the scene for the reader.

Social media is a great tool for a language learner to study global languages for free. Many people speak Arabic, Chinese, Spanish, or Hindi. Over a million people also speak English because it is the main language in an English speaking country. Learning these languages is important for international communication. You can use an app on your phone to practice your grammar and vocabulary. It is very easy to study without having to make a noise. In my opinion, you must use social media safely and responsibly. It is important to **never share passwords with strangers who message you online**. In conclusion, technology makes learning a new language extremely fun and easy if you stay safe.

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Bullet Point 1: Describe Languages

Social media is a great tool for a language learner to study global languages for free.

Many people speak Arabic, Chinese, Spanish, or Hindi. Over a million people also speak English because it is the main language in an English speaking country. Learning these languages is important for international communication.

You can use an app on your phone to practice your grammar and vocabulary. It is very easy to study without having to make a noise. In my opinion, you must use social media safely and responsibly. It is important to never share passwords with strangers who message you online. In conclusion, technology makes learning a new language extremely fun and easy if you stay safe.

Requirements Check:

- Describe global languages
- Explain importance

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Bullet Point 2: Using Apps

Social media is a great tool for a language learner to study global languages for free.

Many people speak Arabic, Chinese, Spanish, or Hindi. Over a million people also speak English because it is the main language in an English speaking country. Learning these languages is important for international communication.

You can use an app on your phone to practice your grammar and vocabulary. It is very easy to study without having to make a noise. In my opinion, you must use social media safely and responsibly. It is important to never share passwords with strangers who message you online. In conclusion, technology makes learning a new language extremely fun and easy if you stay safe.

Requirements Check:

- Explain how apps help practice

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Bullet Point 3: Safety Opinion

Social media is a great tool for a language learner to study global languages for free. Many people speak Arabic, Chinese, Spanish, or Hindi. Over a million people also speak English because it is the main language in an English speaking country. Learning these languages is important for international communication. You can use an app on your phone to practice your grammar and vocabulary. It is very easy to study without having to make a noise.

In my opinion, you must use social media safely and responsibly. It is important to never share passwords with strangers who message you online.

In conclusion, technology makes learning a new language extremely fun and easy if you stay safe.

Requirements Check:

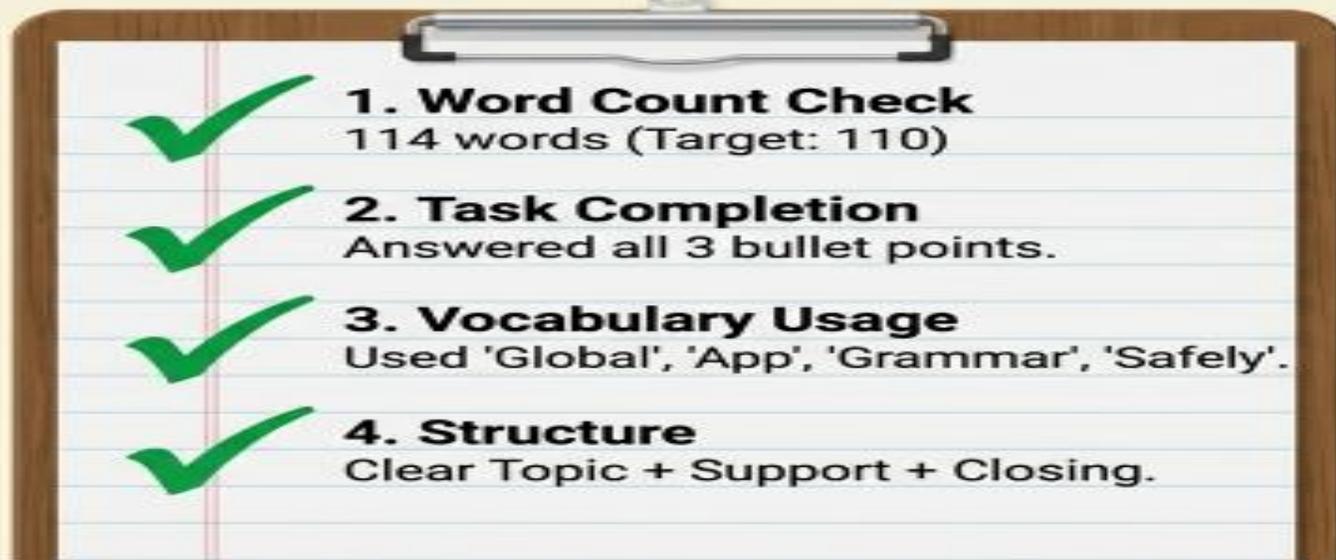
- Provide opinion on safety

Analysis: The Closing Sentence

Social media is a great tool for a language learner to study global languages for free. Many people speak Arabic, Chinese, Spanish, or Hindi. Over a million people also speak English because it is the main language in an English speaking country. Learning these languages is important for international communication. You can use an app on your phone to practice your grammar and vocabulary. It is very easy to study without having to make a noise. In my opinion, you must use social media safely and responsibly. It is important to never share passwords with strangers who message you online. In conclusion, technology makes learning a new language extremely fun and easy if you stay safe.

Closing Sentence
(خاتمة)
- Summarizes the main idea.

Why is this a 40-Mark Answer?



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Student Tip: Linking Words

Use these connectors to glue your sentences together.



Because
To give a reason.



Also
To add information.



In my opinion
To share your view.



In conclusion
To finish your writing.

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Now It's Your Turn!

Follow the Blueprint:

1. Start with a Topic Sentence.
2. Write supporting sentences for Languages, Apps, and Safety.
3. Use words from the Vocabulary Toolkit.
4. End with a Closing Sentence.

Aim for 110 words.



The Final Checklist

- 1.** Did I write approximately 110 words?
- 2.** Did I use the target vocabulary correctly?
- 3.** Did I answer ALL 3 bullet points?
- 4.** Does my paragraph have a Topic Sentence and a Closing Sentence?
- 5.** Did I express my own feelings and opinions?





**Wishing
you
success
in all your
exams.**

From:

**Ms. Serisha
&**

Ms. Vanessa