UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Sample Reading Texts

School-based Summative Assessment

Term 2

Stage 8

Grade 12 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
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.	Which factor has most directly increased the global spread of food products? A. international trade and transport B. local farming traditions C. seasonal weather patterns Where are international food brands most commonly found today? A. in cities around the world B. only in their countries of origin C. mainly in rural communities
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.	Why do multinational food companies adapt their products for different countries? A. to match local tastes and cultural preferences B. to reduce food production costs C. to limit consumer choice What is one effect of globalisation on traditional food markets? A. increased competition from global brands B. complete disappearance of local foods C. reduced access to ingredients
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.	In paragraph2, what does *standardised* mean as used in the text? A. made similar across different countries B. produced in small local batches C. changed unpredictably What does *cultural erosion* most nearly mean in the context of food traditions? A. gradual loss of traditional practices B. sudden improvement in food quality C. replacement of old equipment

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.	Which idea is central to the text? A. globalisation has changed how food is produced and consumed B. traditional foods are no longer valued C. international brands control all food systems What is emphasised about local food cultures in paragraph 2? A. they adapt while responding to global influences B. they remain completely unchanged C. they depend only on government policies
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.	What is the main purpose of the text? A. to explain the impact of globalisation on food culture B. to describe cooking methods from different countries C. to promote international restaurants Which title best fits the text? A. Food in a Globalised World B. Traditional Cooking Techniques C. Eating for Better Health
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.	Why might some communities be concerned about global food chains? A. they may reduce support for local producers B. they increase cultural exchange C. they improve access to ingredients Which situation best reflects the ideas discussed in the text? A. a local restaurant adds international flavours to traditional dishes B. a family stops eating local food completely C. a country bans all imported products
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, *if*, *because*, *as a result*). The focus is on reasoned prediction and inference, not recall of stated facts, and responses must be supported by evidence from the text.	What is most likely to happen if global food networks continue to expand? A. food cultures will continue to mix and evolve B. regional dishes will disappear immediately C. eating habits will become identical everywhere Based on the ideas in the text, what would most likely occur if local producers are not supported? A. global brands may dominate food markets B. food prices will stop changing C. cultural exchange will end

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

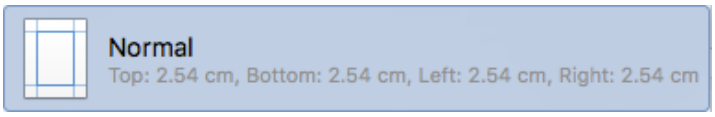
* For documents accessible to students in Grades 1-5, the font is always Century Gothic.

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
The Measure of Happiness	B1.2 - B2.1	Expository

Measuring National Happiness

For many years, it was thought that using Gross Domestic Product (GDP) was a good way to measure a nation's success. GDP shows the total value of goods and services produced in a country. It is a simple way to view economic growth. However, many experts now seriously wonder whether GDP is a true measure of peoples' well-being. It focuses mainly on money and ignores other important aspects of life. For example, GDP counts spending on pollution or crime prevention as positive for the economy. Whereas these things highlight problems in society. Also, it does not include volunteer work, such as caring for people, or any damage to the environment.

To give a more balanced view, new measures have been developed. One is the Human Development Index (HDI), created by the United Nations. The HDI looks at three main things: life expectancy, education, and income per person. Life expectancy measures how long people live, and this indicates the quality of health care. Education includes the number of years at school, and income uses GDP for each person. Therefore, the HDI gives a wider picture of human development than GDP alone.

Another important measure is the World Happiness Report, published every year. It uses surveys asking people to rate their own happiness. The report's results show that happiness is complex. It depends on factors like social support, freedom to make choices, generosity, and trust in government. Countries with strong social safety nets and low crime numbers often rank high, even if their GDP is not the highest.

Bhutan, a small country in Asia, has its own idea called Gross National Happiness. This version puts well-being at the center of government decisions. It includes culture, environment, and community solidarity.

These alternative measures show a trend toward a better understanding of happiness. They suggest that money alone does not make a nation happy. In fact, true human development needs balance in health, education, and social connections.

Text 2

Theme	CEFR	Text Type
The Measure of Happiness	B1.2 - B2.1	Expository

How We Measure a Nation's Well-Being

It has often been said that a rich country is a happy one. In most cases, Gross Domestic Product (GDP) is used to measure a country's success. A higher GDP means more production and jobs, so life can get better for the population. But some people feel that GDP has big problems as a measure of happiness. It does not show if wealth is shared fairly or if growth harms the environment. For instance, natural disasters can increase GDP because of rebuilding costs, but they cause harm to the people of that area. GDP also does not count information about life expectancy, education, and personal safety.

A better tool is the Human Development Index (HDI). This index combines information about income, health and learning. Health is assessed using information about life expectancy at birth. Education is measured by the number of school years, and income is measured by looking at different living costs. The HDI shows that some countries with lower GDP have high human development because of good public services.

The World Happiness Report goes even further. It asks people directly about their contentment with life through large surveys. The results show that happiness is more than just having money. Important factors include having people to trust, feeling free, and living in a society with low crime rates. North European countries, such as Sweden and Norway, are often top of the list because of strong social safety nets and support.

Some countries have developed new ways to think about happiness. Bhutan has already moved in that direction with the idea of Gross National Happiness. This measures mental well-being, community cheerfulness, and ecology, not just the economy. This idea has now spread around the world and has even influenced the United Nations.

These measures are complex, but they help governments make better policies. A recent trend is to include personal feelings in happiness surveys. No single index is perfect, but they are steps toward discovering the essential aspects of a good life.

Reading 2

Text 1

Theme	CEFR	Text Type
Globalization and Food Comparing Lifestyles	B2.1	Expository

Globalization's Impact on Food Diversity and Lifestyles

Globalization has transformed the way people eat around the world, bringing both exciting benefits and some challenges. One of the most significant advantages is the increased availability of diverse foods. Thanks to international trade, consumers in many countries can now enjoy fruits, vegetables, and ingredients from distant regions all year round. These types of intercultural food opportunities have enriched diets and introduced new flavors, contributing to a more varied culinary experience.

Nevertheless, there is another side to this as the shift toward global food systems has led to a decline in some traditional types of food. These days, farmers often choose more productive, standardized crops and livestock breeds to meet global demands. As a result, agrobiodiversity has decreased, and experts estimate that over 75% of crop varieties have been lost since the early 20th century. Many local plants, rich in unique nutrients, are now less common, making food systems more at risk from pests, diseases, and climate change.

This change is closely linked to advancing modern lifestyles. In traditional societies, diets were based on seasonal, locally sourced foods, often prepared at home with fresh ingredients. These patterns supported better health, with lower rates of long-term health problems and obesity. In contrast, current urban lifestyles value convenience, which encourages consumption of processed items, including fast food and sugary drinks. Statistics show that this change in eating habits has contributed to rising obesity rates in developing countries, where the gains in life expectancy from reduced hunger are now canceled out by higher rates of diabetes and heart disease.

Trying to achieve sustainable food systems is one of the biggest challenges we face today. Industrial agriculture focuses on efficiency, though it can affect the environment

through large areas planted with a single crop. A related issue is the pollution caused by transporting food long distances. While globalization brings economic growth, the loss of traditional food systems threatens long-term food security for growing populations. Balancing these factors is essential for a healthier, more sustainable future.

Text 2

Theme	CEFR	Text Type
Globalization and Food Comparing Lifestyles	B2.1	Expository

Globalized Food and Changing Lifestyles

In an increasingly connected world, globalization has deeply influenced food production, distribution, and consumption, affecting both cultural traditions and daily lifestyles. One clear benefit of this is greater access to a wide range of foods. Consumers everywhere can now try exotic ingredients and dishes. These encourage both intercultural understanding and culinary innovation by using different types of ingredients.

Yet, these advantages come with significant drawbacks, particularly the collapse of native plant varieties. Global market pressures have driven farmers to focus on a few profitable and productive crops and livestock breeds, leading to the disappearance of countless local varieties. Reports indicate that thousands of traditional foods are now endangered, reducing the availability of nutrient-rich foods that were staples of ancient, traditional diets. This standardization represents the most alarming loss of biodiversity in agriculture.

Comparing traditional and modern lifestyles highlights marked differences in health outcomes. In previous times, people relied on unprocessed, seasonal foods, which supported a balanced diet and physical activity. Such meals were associated with lower risks of lifestyle diseases and contributed to steady increases in life expectancy. Today, however, urbanization and busy schedules have caused a shift to processed foods, which are often high in calories but low in essential nutrients. This change has meant a global rise in obesity and heart diseases, with statistics showing that ultra-processed items now dominate diets in many countries.

From a sustainability point of view, relying on global supply chains for food has created a major problem. Long-distance transport increases carbon emissions, while intensive

farming affects soil quality and uses up water resources. For rapidly growing populations, this raises concerns about future food security.

In the end, while globalization has expanded choices, it has also made diets more standardized and put pressure on health and environmental systems. Efforts to reintroduce local foods could help restore balance, ensuring that modern lifestyles do not compromise well-being or the health of the Earth.