



FINAL EXAMS SPECIFICATIONS & ONLINE PRACTICE & MAZE SAMPLES- CYCLE3

Mr Mohamed Fath Albab



Final Exam Parts

MR MOHAMED FATH ALBAB

Part 1: Reading

Read a text and answer 8 multiple choice questions.



Part 2: Reading

You will read
ANOTHER text
and answer 8
multiple choice
questions.

Answer the questions 1 – 5 according to the text.

My name is Ciara. I am a student. I get up at 7:30 until school starts. I eat a lot. I have breakfast every morning. I have school from 7:45 until my brother comes. He is also a student and goes to school from 7:45 until 2:30. I have to pay \$10.00 for the bus. The lessons start at 8:00. We have eight lessons every day. I have lunch at 12:30 with my classmates. After school I go home with my brother. My brother doesn't want to play with me but I often feel bored and I don't want to play. I watch TV about three hours and read a book. I do my homework. I always want to finish my homework before dinner like having dinner with my family.

Part 3:
MAZE Assessment

Read a text with 9
missing words.

Choose the correct word to complete the sentence.



IMPORTANT LINKS FOR ONLINE PRACTICE

<https://forms.office.com/Pages/ShareFormPage.aspx?id=GDmBaUijT0KBaEskboYkXff7xLQDY01Mv6Slge34wT5UN0szVVFISkE5WDkwSDYwTkRTTAyQ0dTOC4u&sharetoken=c5hJoMqmgDKyw7WvIBEZ>

<https://forms.office.com/Pages/ShareFormPage.aspx?id=GDmBaUijT0KBaEskboYkXff7xLQDY01Mv6Slge34wT5UQ0g4RURFS0lySEU0NVBSQIRGTVhVOFJVOC4u&sharetoken=feTjBNLPY0brhysg57ZF>

<https://forms.office.com/pages/responsepage.aspx?id=zYZkwT9B30-ll-g0ooSnSfcu45mNbhJDo9P60NOypCJUQjdPRFBJMVFVIRWNk9YV0lZSjdFWkZBNS4u>

<https://forms.office.com/pages/responsepage.aspx?id=zYZkwT9B30-ll-g0ooSnSfcu45mNbhJDo9P60NOypCJUM0oyRE1VVFY3TkFWTUIMUVFQVIBQSVBNUy4u>

<https://forms.office.com/pages/responsepage.aspx?id=zYZkwT9B30-ll-g0ooSnSfcu45mNbhJDo9P60NOypCJUQTBIRjZWk02WVREN1pPS1ROM1M0RzZBQi4u>

<https://quizizz.com/admin/presentation/60bbacb1d14c39001c87a3e6/revision-part-2>

<https://forms.office.com/Pages/ResponsePage.aspx?id=DQS1kWdsW0yxEjaBLZtrQAAAAAAAAAAAANAPasFxUMVU1QUxNNIdZNTBYSU45REhRSzZWVzRERS4u>

<https://forms.office.com/Pages/ShareFormPage.aspx?id=zYZkwT9B30-ll-g0ooSnSXXUrL8u3wpAuD3xHLfKbPBUREdUMjM0WUg3UVo2SVMwTEJPWFpDQkEyUC4u&sharetoken=BKuWvRBppwjZLP4WgzYN>

https://quizlet.com/_bnfmnr?x=1qqt&i=244ozf

<https://quizizz.com/admin/presentation/60bc5e6b48827d001b3d2f23/grade-9-advanced-revision>

https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAN_iqyPFFUQzJUOVNZWUs1OTZLUzc1NURXREJENFJWUy4u

https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAN_iqyPFFUOERJTIFZN0sxQUQxOE1OVTBBMFhBS0INSC4u

https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAN_iqyPFFUMTBGMVBDTkJMTVEyTFJROE1GMVZIS1haOC4u

https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAN_iqyPFFUOFFQODVRQzdDWkgyMzBSTkpVTzM1M1BHQi4u

https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAN_iqyPFFUNURKQjZNUVlaSDg4RVNMSE5LN0ZXQIVSMY4u

https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAN_iqyPFFUMUtMVEZaU1dFMkRVUFcxRzMzUiRHMVowVC4u

<https://quizizz.com/admin/presentation/60bc5e6b48827d001b3d2f23/grade-9-advanced-revision>

<https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAANAASpFxUMVU1QUxNNldZNTBYSU45REhRSzZWVzRERS4u>

<https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAANAASpFxUMVU1QUxNNldZNTBYSU45REhRSzZWVzRERS4u>

<https://forms.office.com/pages/responsepage.aspx?id=zYZkwT9B30-II-g0oSnSfcu45mNbhJD09P60NOypCJUQjTOEM5RDBSMkRXUURTTlk1VEJPOVRHNC4u>

<https://www.liveworksheets.com/oe3072319so>

<https://www.liveworksheets.com/ic3080702pz>

<https://www.liveworksheets.com/vj3086161ac>

https://quizlet.com/_bnff8p?x=1qqt&i=244ozf

<https://www.liveworksheets.com/vj3086161ac>

<https://www.liveworksheets.com/ic3080702pz>

<https://www.liveworksheets.com/dk3074297fh>

<https://www.liveworksheets.com/3-lt65793ji>

<https://wordwall.net/resource/16263582>

<https://wordwall.net/resource/16263582>

<https://wordwall.net/resource/16264312>

<https://wordwall.net/resource/16263809>

https://quizlet.com/_9vq4ly?x=1jqt&i=32lhmc

<https://www.liveworksheets.com/gc3080656cy>

<https://quizizz.com/admin/quiz/62573cac92d97a001dd16bba>

<https://wordwall.net/resource/18425748>

https://quizlet.com/_9nhiy3?x=1qqt&i=2813gy

<https://wordwall.net/resource/13885804>

<https://wordwall.net/resource/14276365>

<https://www.learngrammar.net/practice/38/inversion-exercise-practice-with-explanation>

<https://www.liveworksheets.com/ro3078260ll>

<https://forms.office.com/Pages/ShareFormPage.aspx?id=GDmBaUijT0KBaEskboYkXKAnOGgZT6hBuZQNCfoG3thUNzQ3SIRNRDBKSTU3R0JIOUNHWUxWVkQ5My4u&sharetoken=dYbqQ1KqYyMGzeGe00wR>

<https://forms.office.com/Pages/ShareFormPage.aspx?id=GDmBaUijT0KBaEskboYkXFF7xLQDY01Mv6Slge34wT5UN0szVVFISkE5WDkwSDYwTkJRTTAyQ0dTOC4u&sharetok>

[en=c5hJoMqmgDKyw7WvlBEZ](#)

[https://quizlet.com/_bnff8p?x=1qqt&i=244ozf](#)

[https://wordwall.net/resource/33146920/untitled10](#)

[https://www.liveworksheets.com/vj3086161ac](#)

[https://www.liveworksheets.com/ic3080702pz](#)

[https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAANAASPasFxUMVU1QUxNNldZNTBYSU45REhRSzZWVzRERS4u](#)

[https://www.liveworksheets.com/vj3086161ac](#)

Recently the 1. (users , use , used) of social networking sites has 2. (increased , increase , increasing) resulting in both positive and negative influences on society. On the one hand, people are able to 3. (shared , sharing , share) their ideas with others internationally ensuring that the world is not 4. (limited , limit , limiting) by geography. On the other hand, people, especially 5. (youth , youngest , younger) people, who spend too 6. (many , much , more) time on these sites have few friends in the 7. (real , reality , really) world and can be easily influenced by false 8. (informations , informational , information). So, although these websites have created a closer and freer world, they 9. (had , have , has) also created more distance and people who 10. (believes , belief , believe) anything.

Read and select the correct word from the options given.

The UAE has a long history as 1. (an, a, any) international trading centre. By the 1870s, Dubai 2. (have, had, has) already been identified 3. (as, was, to) the principal port in the Gulf area, but in 4. (these, this, the) early 1900s it was declared a free port; that's when Dubai really 5. (start, started, starting) to develop as an international port. Deep-sea merchant ships then began to anchor 6. (offshore, offshire, offshare) transferring their goods onto dhows to 7. (transporting, transport, transported) them to Dubai and Khan Creek. Of course, at that time, there were 8. (much, mini, many) problems associated with moving goods from one area to another. For example, before purpose-built containers 9. (were, was, weren't) introduced, the port provided basic warehouse facilities, but most 10. (goals, goods, gears) were simply stored on the sand awaiting collection.

In order to keep healthy, we need to (**play** / **exercise** / **hide**) both our mind and body. It's easy to think of ways to exercise our body, but what about our mind?

Research (**show** / **shows** / **showing**) that if we (**keep** / **stay** / **bring**) our minds healthy there are many benefits: we usually have more (**energy** / **biology** / **ecology**) and we can use this in the activities we are doing; we are more focused so we can concentrate (**good** / **better** / **best**) on a task; we are more alert so we can respond more appropriately (**for** / **from** / **to**) a situation; we are less stressed, so we can learn better.

If we have a healthy mind, we feel good about (**yourself** / **themselves** / **ourselves**). We (**shout** / **call** / **scream**) this mental well-being. Being positive and feeling happy is part of well-being. If we are positive, the people (**over** / **under** / **around**) us are more likely to feel positive too.

There are many ways to improve our mental health and well-being. Here are just a few. Which ones do you think would be the best for your well-being? Add your own ideas.

Most people know yoga as a kind of exercise which 1. (wants, aims, targets) at developing strength and flexibility. To practice yoga, you learn a series of 2. (postures, pastures, pestutes), where you put your body into different positions. The correct breathing is also important. 3. (Moreover, Although, However), yoga is really about more than just exercise. In 2014, the Prime Minister of India, Narendra Modi, asked the United Nations to create an International Day of Yoga, saying that yoga 'is not about exercise but to 4. (discover, discovering, discovered) the sense of oneness with yourself, the world and nature'. He felt that yoga 5. (could, could not, could have) just help people to be healthier but also help connect people to each other and to nature. The United Nations agreed, and International Yoga Day is now celebrated 6. (in, around, on) 21 June.

The history of yoga 7. (went, goes, had gone) back at least 5,000 years, and some people claim it is nearer 10,000 years ago. It 8. (was, has, were) first developed in Northern India and at this stage was a spiritual 9. (also, as well as, additionally) a physical form of exercise, connected with both Hinduism and Buddhism. In the late 19th and early 20th centuries, yoga 10. (was introduced, had introduced, introduced) to the Western world when Swami Vivekananda travelled to the United States to talk about yoga at a 11. (consequence, conference, congruence) in Chicago in 1893. Others followed in the 1920s and 1930s, and by the 1960s yoga 12. (become, has become, had become) a very popular form of exercise in the United States and in Europe. Most people who practice yoga today do not do it for spiritual reasons.

Nowadays, young people (am – is – are) no longer looking for employment only in (traditional – culture – weird) workplaces like banks or big organizations. Today's young (entrepreneurs – workers – doctors) are getting involved in (companies – organizations - start-ups) because these (allow – do – make) them more freedom to be (creative – creating – create) and make their ideas come to life. They can also exploit social media to promote their businesses and make their own (decisions – opinions – thinks) about their professional future.

KinTrans – Mohamed Elwazer founded KinTrans in 2013. His goal was to change the way we (connect – communicate – transport) and in particular help people who use (sing – sign – singing) language to communicate more easily with those around them. His device offers a sign language translation (software – machine – hardware), which essentially changes sign language into a voice translation. KinTrans is useful not only for everyday communication but is also important in the business world for colleagues and clients who have hearing impairments.

UAE (culture – past – new) is full of fascinating stories, crafts and traditions. (Honesty – Happiness – Hospitality) is a very important tradition in Emirati culture. The way Emiratis (speak – laugh – greet) each other stems from the religious and cultural make-up of the Gulf region. Long, genuinely warm greetings with handshakes, embraces and generous praise can be expected for male-to-male and female-to-female greetings.

(Majlis – school – house) is an Arabic word for a meeting place. The traditional Majlis was a tented meeting place where businessmen used to meet regularly. The UAE also has many (new – innovative – traditional) games, although some of them are not played any more. An example is Al Boom, which was a (popular – old – new) game where children used to build wooden toy boats and then compete against each other in the sea.

They used to play this game very often. On special (places – view – occasions), such as Eid and for bridal showers, henna is used to decorate women's hands, feet and hair. During Eid holidays, families gather in their (new – old – borrow) clothes, usually starting with a visit to the grandparents' house. Older family members give the children traditional Eid money – known as (charity – Eidiya – give money away) in Arabic.

Choose the correct answers while reading the text:

The play **Memories of the Past** (were -was- is) written and first (produced- produce- product) (in- on – at) 2015. Falling within the drama genre, it is Albert Johnson's second production. I (attend – attended- attends) the opening night of the play (on- in- at) Sydney, Australia in the summer of 2015.

The play explored the sadness that comes (to – with – at) growing old and losing one's memory. It made me think about the (kind – kindness- kindly) we should show (to – for – about) older generations.

Playing the Game

Patrick put the game controller down and turned on the television.
He clicked through the channels and (cry, hurry, saw) nothing
interesting. He couldn't believe it, (more, but, name) he was bored
with his games (and, no, hunt) television.

The voices and laughter from (pie, thank, upstairs) drifted down.
The rest of the (family, ladder, above) was playing a board game. He
(landed, thought, bottle) the game was silly, so he (said, mail, thing)
he didn't want to play. Instead, (their, have, he) went down the
basement by himself (enough, step, to) play video games.

Taking a deep (hall, breath, baby), he decided he would go upstairs
(to, for, toast) see what they were doing. Maybe (yet, the, fan) game
wasn't as silly as he (thought, shouted, lunch).

When he reached the dining room, (bowl, everybody, red) stopped
for a moment. Then Aunt (pencil, Lydia, while) pulled an empty chair
to her (edge, make, side) and said, "Over here, Patrick. We (want,
drive, slow) you on our team."

Before long, (clown, Patrick, tomorrow) understood why everyone
was laughing. The (game, money, teach) was challenging and fun. He
loved (for, paint, the) way everyone teased one another, and (he, their,
bone) felt proud when he answered a (radio, question, drove) right
and put his team ahead.

"(Stone, Way, Patrick), you are actually pretty good at (this, when,
candle) game. Have you ever played it (under, before, mean)?" asked
his father.

Blushing a little, (Patrick, clothes, play) admitted he had played it
a (loud, few, air) times at school, but it was (near, join, never) this
much fun. His aunt gave (cake, him, scare) a hug and said, "Well, we
(don't, using, bell) care if you played before. We're (rocky, track,
happy) you are on our team."

Number Correct _____

Number of Errors _____

Choose the correct answers while reading the text:

The play **Memories of the Past** (were -was- is) written and first (produced- produce- product) (in- on – at) 2015. Falling within the drama genre, it is Albert Johnson's second production. I (attend – attended- attends) the opening night of the play (on- in- at) Sydney, Australia in the summer of 2015. The play explored the sadness that comes (to – with – at) growing old and losing one's memory. It made me think about the (kind – kindness- kindly) we should show (to – for – about) older generations.

Choose the correct word(s) to complete the sentences.

Vincent van Gogh is a painter who was born on March 30, 1853, in Groot-Zundert, Netherlands. He was 27 years old when he 1. (wrote- painted- composed) his first piece. He used to paint 2. (people- buildings- landscapes) such as: mountains, rivers and flowers. Because he was not able to pay money for models, he painted 3. (self-portraits- portraits- pictures). Vincent 4. (suffers- suffered- suffering) of mental illnesses, it's claimed that one time he attempted to attack his friend Paul Gauguin with an open razor. This ultimately resulted in Vincent cutting off a 5. (piece- pieces- group) of his own ear.

It is thought that Vincent 6. (was shot- shot- shoted) himself, but he didn't die until 2 days later at the age of 37. His brother Theo, at his side when he died, said that Vincent's last words 7. (was, is, were) "La tristesse durera toujours," which means "the sadness will last forever."

1. a. wrote	b. painted	c. composed
2. a. people	b. buildings	c. landscapes
3. a. self-portraits	b. portraits	c. pictures
4. a. suffers	b. suffered	c. suffering
5. a. piece	b. pieces	c. group
6. a. was shot	b. shot	c. shoted
7. a. was	b. is	c. were 4

Reading Summative Assessment Specifications

ECFE Alignment: Level 3.1		Term Weighting: 70% Year Weighting: 25%	Domain: Reading	
Sections	Question Type	Assessment Focus	Number of Questions / Marks	Construct Limits / Coverage
Part 1	Multiple choice questions Read the text and answer a, b or c.	ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar topics. ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar topics. ENG.03.2.3.XX.006 Read and identify some details in simple texts on familiar topics.	8 questions, 8 marks (1 mark per question)	Text: - simple - narrative Text length: 170 – 200 Topics: People and jobs (lifestyle choices, careers) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess
Part 2	Multiple choice questions Read the text and answer a, b or c.	ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar topics. ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar topics. ENG.03.2.3.XX.006 Read and identify some details in simple texts on familiar topics.	8 questions, 8 marks (1 mark per question)	Text: - simple - informative Text length: 170 – 200 Topics: People and jobs (lifestyle choices, careers) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess

Reading Assessment Specifications

ECFE Alignment: Level 6.1			Term Weighting: 70% Year Weighting: 25%	Domain: Reading
Sections	Question Type	Assessment Focus	Number of Questions / Marks	Construct Limits / Coverage
Part 1	Multiple choice questions Read the text and answer a, b or c.	ENG.06.2.2.XX.015 Read texts in a variety of genres. ENG.06.2.3.XX.017 Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics. ENG.06.2.3.XX.018 Read and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics. ENG.06.2.3.XX.019 Read and understand details in simple, extended texts on familiar and some unfamiliar concrete topics. ENG.06.2.3.XX.022 Make connections when reading simple, extended texts on familiar and concrete topics.	8 questions, 8 marks (1 mark per question)	Text: - simple, extended - familiar and some unfamiliar concrete topics - narrative Text length: 260 - 290 Topics: Culture and homes (multicultural communities, at home) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess
Part 2	Multiple choice questions Read the text and answer a, b or c.	ENG.06.2.2.XX.015 Read texts in a variety of genres. ENG.06.2.3.XX.018 Read and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics. ENG.06.2.3.XX.019 Read and understand details in simple, extended texts on familiar and some unfamiliar concrete topics. ENG.06.2.3.XX.020 Read and identify the main points of simple, extended texts on familiar and some unfamiliar concrete topics. ENG.06.2.3.XX.022 Make connections when reading simple, extended texts on familiar and concrete topics.	8 questions, 8 marks (1 mark per question)	Text: - simple, extended - familiar and some unfamiliar concrete topics - informative Text length: 260 - 290 Topics: Culture and homes (multicultural communities, at home) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess

Part 3	MAZE task Multiple choice questions Read the text and answer a, b or c.	ENG.03.2.2.XX.009 Read short texts on familiar topics. ENG.03.2.2.XX.030 Recognise key features of text organisation.	9 questions, 9 marks (1 mark per question)	Text: - simple - informative Text length: 150 – 200 Topics: People and jobs (lifestyle choices, careers) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess
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Part 3	MAZE task Multiple choice questions Read the text and answer a, b or c.	ENG.06.2.2.XX.014 Identify a range of features of text organisation and structure. ENG.06.2.2.XX.015 Read texts in a variety of genres.	9 questions, 9 marks (1 mark per question)	Text: - simple, extended - familiar and some unfamiliar concrete topics - informative Text length: 100 – 150 Topics: Culture and homes (multicultural communities, at home) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess
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Reading Summative Assessment Specifications

ECFE Alignment: Level 7.1			Term Weighting: 70% Year Weighting: 25%	Domain: Reading
Sections	Question Type	Assessment Focus	Number of Questions / Marks	Construct Limits / Coverage
Part 1	Multiple choice questions Read the text and answer a, b or c.	ENG.07.2.2.XX.017 Read a range of texts in a variety of genres. ENG.07.2.3.XX.023 Read and understand the overall meaning of extended texts on familiar and unfamiliar concrete topics. ENG.07.2.3.XX.024 Read and identify specific information in extended texts on familiar and unfamiliar concrete topics. ENG.07.2.3.XX.025 Read and understand details in extended texts on familiar and unfamiliar concrete topics. ENG.07.2.3.XX.028 Identify the mood and tone when reading extended texts on familiar and some unfamiliar concrete topics. ENG.07.2.3.XX.029 Make connections when reading extended texts on familiar and some unfamiliar concrete topics.	8 questions, 8 marks (1 mark per question)	Text: - extended - familiar and some unfamiliar concrete topics - narrative Text length: 290 - 310 Topics: Environment (global warming, endangered animals) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess

Reading Summative Assessment Specifications

ECFE Alignment: Level 8.1			Term Weighting: 70% Year Weighting: 25%	Domain: Reading
Sections	Question Type	Assessment Focus	Number of Questions / Marks	Construct Limits / Coverage
Part 1	Multiple choice questions Read the text and answer a, b or c.	ENG.08.2.2.XX.020 Read a wide range of texts in a variety of genres. ENG.08.2.3.XX.030 Read and understand the overall meaning of extended texts on concrete and some abstract topics. ENG.08.2.3.XX.031 Read and identify specific information in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.032 Read and understand details in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.035 Identify the mood and tone in extended texts on familiar and some unfamiliar concrete topics. ENG.08.2.3.XX.036 Make connections when reading extended texts on familiar and unfamiliar concrete topics.	8 questions, 8 marks (1 mark per question)	Text: - extended - concrete and abstract topics - narrative Text length: 310 - 330 Topics: Jobs (careers, vocations) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess

Part 2	Multiple choice questions Read the text and answer a, b or c.	ENG.07.2.2.XX.017 Read a range of texts in a variety of genres. ENG.07.2.3.XX.024 Read and identify specific information in extended texts on familiar and unfamiliar concrete topics. ENG.07.2.3.XX.025 Read and understand details in extended texts on familiar and unfamiliar concrete topics. ENG.07.2.3.XX.026 Read and identify the main points of extended texts on familiar and unfamiliar concrete topics. ENG.07.2.3.XX.029 Make connections when reading extended texts on familiar and some unfamiliar concrete topics.	8 questions, 8 marks (1 mark per question)	Text: - extended - familiar and some unfamiliar concrete topics - informative Text length: 290 - 310 Topics: Environment (global warming, endangered animals) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess
Part 3	MAZE task Multiple choice questions Read the text and answer a, b or c.	ENG.07.2.2.XX.016 Identify a wide range of features of text organisation and structure. ENG.07.2.2.XX.017 Read a range of texts in a variety of genres.	9 questions, 9 marks (1 mark per question)	Text: - extended - familiar and some unfamiliar concrete topics - informative Text length: 100 - 150 Topics: Environment (global warming, endangered animals) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess

Part 2	Multiple choice questions Read the text and answer a, b or c.	ENG.08.2.2.XX.020 Read a wide range of texts in a variety of genres. ENG.08.2.3.XX.031 Read and identify specific information in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.032 Read and understand details in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.033 Read and identify the main points of extended texts on concrete and some abstract topics. ENG.08.2.3.XX.036 Make connections when reading extended texts on familiar and unfamiliar concrete topics.	8 questions, 8 marks (1 mark per question)	Text: - extended - concrete and abstract topics - informative Text length: 310 - 330 Topics: Jobs (careers, vocations) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess
Part 3	MAZE task Multiple choice questions Read the text and answer a, b or c.	ENG.08.2.2.XX.019 Identify a wide range of features of text organisation and structure. ENG.08.2.2.XX.020 Read a wide range of texts in a variety of genres.	9 questions, 9 marks (1 mark per question)	Text: - extended - concrete and abstract topics - informative Text length: 100 - 150 Topics: Jobs (careers, vocations) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess

Reading Summative Assessment Specifications

Reading Summative Assessment Specifications

ECFE Alignment: Level 8.2		Term Weighting: 70% Year Weighting: 25%	Domain: Reading	
Sections	Question Type	Assessment Focus	Number of Questions / Marks	Construct Limits / Coverage
Part 1	Multiple choice questions Read the text and answer a, b or c.	ENG.08.2.2.XX.020 Read a wide range of texts in a variety of genres. ENG.08.2.3.XX.030 Read and understand the overall meaning of extended texts on concrete and some abstract topics. ENG.08.2.3.XX.031 Read and identify specific information in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.032 Read and understand details in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.035 Identify the mood and tone in extended texts on familiar and some unfamiliar concrete topics. ENG.08.2.3.XX.036 Make connections when reading extended texts on familiar and unfamiliar concrete topics.	8 questions, 8 marks (1 mark per question)	Text: - extended - concrete and abstract topics - narrative Text length: 330 - 350 Topics: Health (mind, body, exercise) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess

ECFE Alignment: Level 4.1			Term Weighting: 70% Year Weighting: 25%	Domain: Reading
Sections	Question Type	Assessment Focus	Number of Questions / Marks	Construct Limits / Coverage
Part 1	Multiple choice questions Read the text and answer a, b or c.	ENG.04.2.3.XX.007 Read and identify the overall meaning of simple texts on familiar and concrete topics. ENG.04.2.3.XX.008 Read and identify specific information in simple texts on familiar and concrete topics. ENG.04.2.3.XX.009 Read and understand some details in short texts on familiar and concrete topics.	8 questions, 8 marks (1 mark per question)	Text: - simple - familiar and concrete topics - narrative Text length: 200 - 230 Topics: People and places (expeditions, cultures) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess
Part 2	Multiple choice questions Read the text and answer a, b or c.	ENG.04.2.3.XX.008 Read and identify specific information in simple texts on familiar and concrete topics. ENG.04.2.3.XX.009 Read and understand some details in short texts on familiar and concrete topics. ENG.04.2.3.XX.010 Read and identify the main points of simple texts on familiar and concrete topics.	8 questions, 8 marks (1 mark per question)	Text: - simple - familiar and concrete topics - informative Text length: 200 - 230 Topics: People and places (expeditions, cultures) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess

Part 2	Multiple choice questions Read the text and answer a, b or c.	ENG.08.2.2.XX.020 Read a wide range of texts in a variety of genres. ENG.08.2.3.XX.031 Read and identify specific information in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.032 Read and understand details in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.033 Read and identify the main points of extended texts on concrete and some abstract topics. ENG.08.2.3.XX.036 Make connections when reading extended texts on familiar and unfamiliar concrete topics.	8 questions, 8 marks (1 mark per question)	Text: - extended - concrete and abstract topics - informative Text length: 330 - 350 Topics: Health (mind, body, exercise) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess
Part 3	MAZE task Multiple choice questions Read the text and answer a, b or c.	ENG.08.2.2.XX.019 Identify a wide range of features of text organisation and structure. ENG.08.2.2.XX.020 Read a wide range of texts in a variety of genres.	9 questions, 9 marks (1 mark per question)	Text: - extended - concrete and abstract topics - informative Text length: 100 - 150 Topics: Health (mind, body, exercise) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess

Part 3	MAZE task Multiple choice questions Read the text and answer a, b or c.	ENG.04.2.2.XX.010 Recognise key features of text organisation. ENG.04.2.2.XX.011 Read texts on familiar and concrete topics.	9 questions, 9 marks (1 mark per question)	Text: - simple - familiar and concrete topics - informative Text length: 150 - 200 Topics: People and places (expeditions, cultures) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess
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Reading Summative Assessment Specifications

Reading Summative Assessment Specifications

ECFE Alignment: Level 3.1		Term Weighting: 70% Year Weighting: 25%	Domain: Reading	
Sections	Question Type	Assessment Focus	Number of Questions / Marks	Construct Limits / Coverage
Part 1	Multiple choice questions Read the text and answer a, b or c.	ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar topics. ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar topics. ENG.03.2.3.XX.006 Read and identify some details in simple texts on familiar topics.	8 questions, 8 marks (1 mark per question)	Text: - simple - narrative Text length: 170 – 200 Topics: People and jobs (lifestyle choices, careers) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess
Part 2	Multiple choice questions Read the text and answer a, b or c.	ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar topics. ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar topics. ENG.03.2.3.XX.006 Read and identify some details in simple texts on familiar topics.	8 questions, 8 marks (1 mark per question)	Text: - simple - informative Text length: 170 – 200 Topics: People and jobs (lifestyle choices, careers) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess

ECFE Alignment: Level 5.1			Term Weighting: 70% Year Weighting: 25%	Domain: Reading
Sections	Question Type	Assessment Focus	Number of Questions / Marks	Construct Limits / Coverage
Part 1	Multiple choice questions Read the text and answer a, b or c.	ENG.05.2.3.XX.011 Read and understand the overall meaning of simple extended texts on familiar and concrete topics. ENG.05.2.3.XX.012 Read and identify specific information in simple extended texts on familiar and concrete topics. ENG.05.2.3.XX.013 Read and understand details in simple, extended texts on familiar and concrete topics. ENG.05.2.3.XX.016 Make connections when reading simple texts on familiar and concrete topics.	8 questions, 8 marks (1 mark per question)	Text: - simple, extended - familiar, concrete - narrative Text length: 230 – 250 Topics: Health and fitness (sport, types of sport) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess
Part 2	Multiple choice questions Read the text and answer a, b or c.	ENG.05.2.3.XX.012 Read and identify specific information in simple extended texts on familiar and concrete topics. ENG.05.2.3.XX.013 Read and understand details in simple, extended texts on familiar and concrete topics. ENG.05.2.3.XX.014 Read and identify the main points in simple, extended texts on familiar and concrete topics. ENG.05.2.3.XX.016 Make connections when reading simple texts on familiar and concrete topics.	8 questions, 8 marks (1 mark per question)	Text: - simple, extended - familiar, concrete - informative Text length: 230 – 250 Topics: Health and fitness (sport, types of sport) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess

Part 3	MAZE task Multiple choice questions Read the text and answer a, b or c.	ENG.03.2.2.XX.009 Read short texts on familiar topics. ENG.03.2.2.XX.030 Recognise key features of text organisation.	9 questions, 9 marks (1 mark per question)	Text: - simple - informative Text length: 150 – 200 Topics: People and jobs (lifestyle choices, careers) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess
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Part 3	MAZE task Multiple choice questions Read the text and answer a, b or c.	ENG.05.2.2.XX.012 Recognise key features of text organisation. ENG.05.2.2.XX.013 Read texts on familiar and concrete topics.	9 questions, 9 marks (1 mark per question)	Text: - simple, extended - familiar, concrete - informative Text length: 140 – 170 Topics: Health and fitness (sport, types of sport) Language: Term 3 grammar and functional language coverage Delivery: SwiftAssess
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MR MOHAMED FATH ALBAB (TEFL & ELC&TOT)

End of Term Reading Exam Specifications

ECFE Alignment: Level 2.2 Bridge to Success 4, Grade 5 Access				Domains: Reading and Writing
Section	Question Type	Assessment Focus	Number of Questions / Marks	Coverage
Part 1	Reading text: Multiple choice questions – Students choose the correct answer A, B or C.	4 X 2 ENG.02.2.3.XX.003 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	8 questions: 1 mark each	All items are taken from the IP up to the end of Week 6. There is one example in each part.
Part 2	Reading Text Match the title to the text – Students match the titles 1-8 to the texts A-H	8 X ENG.02.2.3.XX.002 Read and understand the overall meaning of short, simple texts on familiar topics.	8 questions: 1 mark each	
Part 3	MAZE task: Multiple choice questions – Students choose the correct answer A, B or C.	9 X ENG.02.2.3.XX.003 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	9 questions: 1 mark each	