



وزارة التربية والتعليم  
MINISTRY OF EDUCATION

# English Assessment Planner

Level 3.1

Grade 6 General

Grade 5 Advanced

شرح هيكل الصف الخامس المتقدم / السادس العام - لغة انجليزية

**Kamal Al-atiq**

<https://t.me/kamalalatiq2024>

Term 1  
2024 – 2025

# Overview

In this assessment planner, you will find all of the tools and information you need to plan and implement Term 1 assessments. While every effort has been made to provide complete and accurate information in this document, there is a possibility that elements of the assessment plan will be updated as the term progresses. If the need arises, updates will be communicated as soon as the assessment team is aware of the change.

## Level Alignments

Level alignments allow you to access and understand targeted learning outcomes and assessment goals for your students. Level alignments include the English Language Curriculum Framework for Excellence (ECFE) Level, the Literacy Level, the CEFR Level, the Lexile Range, the Global Scale of English level, a list of National and International Assessments, and a list of assessed curriculum frameworks.

## Coverage, Prerequisite Grammar and Core Lexis

Coverage details are of particular importance in planning instruction for the term. In order to ensure that students are fully prepared for assessments, ensure frequent exposure to Term 1 assessment topics, lexis, grammar and functional language found in this document. Coverage may differ from what is featured in the course books. In order to support learning, the grammar points that will be assessed in the at-level texts in the GSE grammar column have been augmented with the prerequisite grammar points – the language points that the student needs to understand before they can access the assessed grammar point. A teaching resource with examples of Term 1 grammatical points and functional language will be released to provide support for all Term 1 assessments. A list of some of the core lexis that will be included in the at-level texts and questions is provided in this document. We recommend using the information in the coverage details and core lexis to develop your own resources to provide additional exposure to assessed topics, language points and vocabulary throughout the term.

## Term 1 Assessments

In Term 1 Assessments, you will find a list of all assessments for the term including the assessment type, weights for the term and the academic year, potential School-Based Assessment tasks, and a brief description of each End of Term assessment.

## Specifications and Guidance

Guidance will be provided ahead of implementation and all specifications are included in the document. The specifications and guidance are similar to the documents released by the assessment team in previous years, with some updates to formatting and content for cohesion and to reflect changes to the assessment plan for the current academic year. Specifications and guidance are provided for the Reading and Writing Summative Assessments.

# Level Alignments

Curriculum	ECFE Level	Literacy Level	Phase	CEFR Level	Lexile Range	GSE Level	National and International Assessment
Grade 6 General (Access Book6)  Grade 5 Advanced (BtS Book 5)	3.1	Level 3	3	A1+ – A2	180L - 910L	28 - 32	EmSAT Advantage – Grade 6  EmSAT 400 - 550

## Curriculum Frameworks Assessed:

- English Language Curriculum Framework for Excellence
- Literacy and Communication Framework
- English Language Learning Continuum

# Coverage

Topic(s): Food and drink, animals, sports and leisure activities.			
ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
<p>Present time: present simple</p> <p>Here's a set of multiple-choice MAZE task questions based on a short, simple text that incorporates the use of the present simple tense and covers topics like daily routines, likes and dislikes, and the correct form of "be" with singular and plural nouns.</p> <p>Text: Tom and Lucy are friends. Tom wakes up at 7:00 every day. He eats breakfast, then goes to work. Lucy, however, doesn't wake up early. She usually gets up at 9:00. They both like coffee, but Lucy likes tea more</p>	<p>Can use the correct form of 'be' with singular and plural nouns. (24)</p>	<p>Can make affirmative statements using the present simple without time reference. (26)</p> <p>Can use the present simple to refer to daily routines. (26)</p> <p>Can make negative statements using the present simple. (26)</p> <p>Can use the present simple to refer to likes, dislikes and opinions. (27)</p>	

than coffee. Tom is busy in the mornings, but Lucy has more free time. They meet in the afternoon after work.

Questions:

1. What time does Tom wake up?
  - a) 9:00
  - b) 7:00
  - c) 8:00
2. Lucy \_\_\_\_\_ wakes up early.
  - a) always
  - b) never
  - c) usually
3. What do Tom and Lucy both like?
  - a) Coffee
  - b) Tea
  - c) Juice
4. How does Tom feel in the mornings?
  - a) He is tired.
  - b) He is busy.
  - c) He is relaxed.
5. Which of the following is a correct statement?
  - a) Lucy wakes up at 7:00 every day.
  - b) Tom likes tea more than coffee.
  - c) Tom wakes up earlier than Lucy.

Comparing  
and

			contrastin g
Comparatives	Can make basic statements with subject + verb + object. (24)	Can use short regular (-er) and irregular comparativ es.	Expressing likes anddislikes
Present time: present continuous	Can use subject pronouns with the correct form of the verb 'be' in the simple present. (24)	Can tell when to use the present simple and when to use the present continuous. (29)	Describing habits, routines, tasks and jobs.



## Core Lexis

Food and drink	Animals	Sports and leisure activities
healthy	chicken	camping
menu	fish	beach
dessert	wildlife	boat trip
lunch	fly	theatre
fruit	turtle	museum
vegetables	camel	football
sandwich	bird	swimming
		hockey

<b>Food and Drink</b>	<b>Animals</b>	<b>Sports and Leisure Activities</b>
<b>صحي (healthy)</b>	<b>دجاج (chicken)</b>	<b>تخييم (camping)</b>
<b>قائمة الطعام (menu)</b>	<b>سمك (fish)</b>	<b>شاطئ (beach)</b>
<b>حلوى (dessert)</b>	<b>حياة برية (wildlife)</b>	<b>رحلة بالقارب (boat trip)</b>
<b>غداء (lunch)</b>	<b>سلحفاة (turtle)</b>	<b>مسرح (theatre)</b>
<b>فاكهة (fruit)</b>	<b>جمل (camel)</b>	<b>متحف (museum)</b>
<b>خضروات (vegetables)</b>	<b>طائر (bird)</b>	<b>كرة القدم (football)</b>
<b>شطيرة (sandwich)</b>		<b>سباحة (swimming)</b>
		<b>هوكي (hockey)</b>

## Exam Specifications **مواصفات الاختبار**

**1. Writing** ( 40% of the exam mark)

**Opinion** (5 marks)

### Task Instructions:

#### Topic 1: Food and Drink

- Prompt: Do you think eating healthy food is important? Why or why not?**

**"I believe eating healthy food is important because it helps us stay strong and healthy. For example, eating fruits and vegetables gives us the vitamins we need."**

#### Topic 2: Animals

- Prompt: What is your favorite animal and why do you like it?**

**"My favorite animal is the dolphin because they are very intelligent and friendly. I like watching them swim in the ocean."**

#### Topic 3: Sports and Leisure Activities

- Prompt: Which sport or leisure activity do you enjoy the most and why?**

**الكتابة (40% من درجة**

**الاختبار)**

**سؤال الرأي (5 درجات)**

يطلب رأيك في موضوع ما او  
موضوع الكتابة مثلا هل تعتقد ان  
اكل الطعام الصحي مهم لماذا  
لا

ما هو حيوانك المفضل ولماذا  
تحبه؟

ما هي الرياضة التي تحبها ولماذا  
تحبها /النشاط المفضل الخ؟

**سؤال المخطط (5 درجات)**

يطلب من الطلبة انشاء مخطط لقصتهم.

وتتنوع المخططات. على سبيل المثال

يمكن أن يشمل المخطط على النقاط

الهامة في مقدمة وعرض وخاتمة المقال أو

مخطط ذهني

I enjoy swimming the most because it makes me feel relaxed and it's great exercise for my body."

In my opinion, I think -----because -----

-----

### Plan Question (5 marks)

**Students are asked to produce a plan to answer an essay prompt.**

Students are asked to create **a plan** for their essay. Plans can vary . For example, it can be “the main points in the introduction, body, and conclusion of the essay or a mind map

## SAMPLES

**Prompt:** Choose one of the following topics and create a simple plan for your essay. Your plan should include the following elements:

1. **Introduction:** Briefly introduce the topic and state your opinion.
2. **Body:** List the reasons or arguments you will use to support your opinion. Each reason should be one sentence.
3. **Conclusion:** Summarize your opinion and restate why you believe it.

**Topics:**

المخطط ممكن يكون على شكل دائرة يخرج منها خطوط في وسط الدائرة تكتب العنوان وتضع الأشياء المطلوبة على راس الخطوط ثم تضع امثلة لكل خط ممكن تضع نقاط بسيطة في المقدمة والعرض الأول والعرض الثاني ويجب الإجابة عن الأسئلة الثلاثة باختصار والاشارة لما سوف تقوم بالكتابة عنه

Introduction مقدمة

تعريف الموضوع بشكل

جيد ثم إعطاء امثلة

توضيحية / باختصار

تقديم المقارنة بين الماضي

والحاضر ثم تلخيص

الفكرة // لا يشترط جمل

بل أفكار

Body العرض

<div><div>1. Food and Drink</div><div><div>○ Prompt: Do you think eating healthy food is important? Why or why not?</div></div></div> <div><div>2. Animals</div><div><div>○ Prompt: What is your favorite animal and why do you like it?</div></div></div> <div><div>3. Sports and Leisure Activities</div><div><div>○ Prompt: Which sport or leisure activity do you enjoy the most and why?</div></div></div> <div><div>Main Writing Task: (25 marks)</div><div><div>Students are asked to produce anextended text in response to a prompt and three bullet points</div><div>Task Instructions:</div><div><div>Prompt: Choose one of the following topics and write an extended response using 30 words. Your response should cover the three bullet points provided.</div></div></div></div>	<div><div>التحدث عن أسباب تدعيم موضوعك</div><div></div><div>الخاتمة Conclusion</div><div>تلخيص الموضوع والإجابة عن السؤال الثالث ثم إعطاء الرأي باختصار على شكل نقاط</div></div> <div><div>مهمة الكتابة الرئيسة: (25درجة)</div><div><div>يقوم الطلبة باستخدام المخطط الذي أنشأوه لكتابة فقرة عن نفس الموضوع في المخطط فيما لا يقل عن 30 كلمة.</div></div></div>
<div><div>Topics and Bullet Points:</div><div><div>Topic 1: Food and Drink</div><div><div>• Why is it important to eat healthy food?</div></div></div></div>	<div><div>مقدمةIntroduction</div><div>تعريف الموضوع بشكل جيد ثم إعطاء امثلة توضيحية ثم تلخيص الفكرة</div></div>

<ul style="list-style-type: none"> <li>• <u>What are some examples of healthy foods?</u></li> <li>• <u>How does eating healthy food make you feel?</u></li> </ul> <p><b>Topic 2: Animals</b></p> <ul style="list-style-type: none"> <li>• <u>What is your favorite animal?</u></li> <li>• <u>Why do you like this animal?</u></li> <li>• <u>Where does this animal live?</u></li> </ul> <p><b>Topic 3: Sports and Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• <u>What is your favorite sport or activity?</u></li> <li>• <u>Why do you enjoy this activity?</u></li> <li>• <u>When and where do you usually do this activity?</u></li> </ul>	<p><b><u>العرض الأول Body</u></b></p> <p><b><u>الإجابة عن الأسئلة بطريقة صحيحة</u></b></p> <hr/> <p><b><u>الخاتمة Conclusion</u></b></p> <p><b><u>تلخيص الموضوع ثم إعطاء الرأي</u></b></p> <hr/> <p><b><u>سؤال الاستنتاج (درجتان)</u></b></p> <p>يعطى الطلبة نص طويل نوعا ما على شكل قصة مثلا ويطلب من الطالب معرفة نهاية القصة او ماذا سوف يحدث لبطل القصة او ما المتوقع من حدث ما وسؤال الاستنتاج يعتمد على الفهم العام للقصة ومعرفة الفكرة الرئيسة وتوقع الإجابة على ضوء القصة مع الاهتمام ببعض التفاصيل الموجودة في النص ومحاولة الربط بينها وبين المطلوب</p>
<p><b><u>Writing Guidelines:</u></b></p> <ol style="list-style-type: none"> <li>1. <u>Write 30 words: Ensure your response is clear and concise.</u></li> <li>2. <u>Cover all three bullet points: Address each bullet point in your response.</u></li> <li>3. <u>Use basic language structures: Write simple and clear sentences, following basic grammar rules.</u></li> </ol>	<p><b><u>I think that -----</u></b></p> <p><b><u>-----because -----</u></b></p> <p><b><u>-----</u></b></p>
<p><b><u>Example Responses:</u></b></p> <p><b><u>Topic 1: Food and Drink</u></b></p>	

<p><b>Prompt: Why is it important to eat healthy food? What are some examples of healthy foods? How does eating healthy food make you feel?</b></p> <p><b>Response:</b></p> <p><b>Eating healthy food is important because it gives us energy. Fruits, vegetables, and fish are healthy foods. I feel strong and happy when I eat healthy food every day.</b></p>	<p>-----</p> <p>-----</p> <p>يشبه سؤال -----</p> <p>إعطاء الرأي</p> <p><b>سؤال التبرير (3 درجات)</b></p>
<p><b>Topic 2: Animals</b></p> <p><b>Prompt: What is your favorite animal? Why do you like this animal? Where does this animal live?</b></p> <p><b>Response:</b></p> <p><b>My favorite animal is the dolphin. I like dolphins because they are intelligent and friendly. They live in the ocean and love to swim with their families.</b></p>	<p>يطلب من الطلاب تبرير اجاباتهم على سؤال الاستنتاج السابق مدعين اجاباتهم بمعلومات موجودة داخل النص. مثلا لماذا اجابتك هي افضل إجابة</p> <p><b>My answer is the best because -----</b></p> <p>-----</p>
<p><b>Topic 3: Sports and Leisure Activities</b></p> <p><b>Prompt: What is your favorite sport or activity? Why do you enjoy this activity? When and where do you usually do this activity?</b></p> <p><b>Response:</b></p> <p><b>I enjoy swimming because it is fun and keeps me fit. I swim in the pool during the summer, and it makes me feel relaxed and happy.</b></p>	<p>-----as it is mentioned in paragraph ( ) line( ) I quote some evidence that support my answer” _____</p> <p>_____</p> <p>_____”</p>

### **Inference Question (2 marks)**

Students are given a short text and are asked a question to infer some details based on the given information in the text.

#### **Text Example:**

#### **Text:**

Eating healthy is not just about what we eat, but how we approach our food. In many cultures, food is not only a source of energy but also a means of socializing, tradition, and connection. People often gather to share meals, discuss their day, and celebrate important events. For example, in Italy, meals are long and filled with conversation. Similarly, in Japan, food is presented beautifully to honor the work of the farmers and chefs. When we focus on the social aspects of eating, we can enjoy our food in a deeper way, and it becomes a part of our culture and our lifestyle, not just a necessity. Many people in modern society, however, often eat on the go. They choose fast food because it is quick and convenient, but this can come at a cost. Fast food is often unhealthy and can lead to weight gain and other health problems. When people eat fast food, they miss out on the chance to connect with others and enjoy the experience of eating. Therefore, while convenience is important, it's also essential to take the time to appreciate the food we eat and the people we share it with.

اجابتي افضل إجابة لأنه-----  
-----كما هو مذكور في الفقرة ---  
--السطر -----واقترس الدليل التالي من  
النص "-----"



<p><b>Inference Question:</b></p> <p><b>Why do you think the author believes that eating healthy involves more than just choosing nutritious foods?</b></p>	
<p><b>Expected Answer Structure:</b></p> <p><b>1. Inference Answer (2 Marks):</b></p> <ul style="list-style-type: none"> <li>○ Students should infer that the author believes eating healthy is not only about food choices, but also about the social and cultural aspects of eating.</li> <li>○ They should note that eating with others, appreciating the experience, and connecting over meals are key parts of healthy eating.</li> </ul> <p><b>2. Justification (3 Marks):</b></p> <ul style="list-style-type: none"> <li>○ Students need to support their inference with evidence from the text. They could reference the example of how in Italy and Japan, food is part of culture and social connection.</li> <li>○ They may also mention how the text contrasts fast food (which is quick but less healthy) with eating as a social experience that nurtures both physical and emotional health.</li> </ul> <p><b>Inference Question (2 marks)</b></p>	

<p><b>I think that -----because -----</b></p> <p>-----</p> <p><b>Justification Question (3 marks)</b></p> <p>Students are then asked to justify their answer to the inference question supporting their answer with information from the text.</p> <p><b>My answer is the best because -----</b></p> <p>-----as it is mentioned in paragraph ( ) line( ) I quote some evidence that support my</p>	
<p>Text:</p> <p>"My Daily Routine"</p> <p>I wake up at 7:00 every morning. I usually have breakfast at 7:30. I love eating fruit, especially apples and bananas. After breakfast, I go to work by bike. It is faster than walking. I always arrive at work at 8:00. My colleague, Sarah, arrives at work later than me. She usually comes at 8:30.</p> <p>In the afternoon, I go to the gym for about one hour. I prefer exercising in the gym because it is more fun than jogging outside. After the gym, I go home and cook dinner. My husband, Mark, often helps me. We usually eat dinner together at 7:00 PM. After dinner,</p>	<p><b>2. القراءة (60% من درجة الاختبار)</b></p>

we relax by watching TV or reading. I go to bed at 10:30 PM, and I always fall asleep quickly.

Questions:

1. What time does the speaker wake up?

- a) 7:00 PM
- b) 7:00 AM
- c) 8:00 AM

2. How does the speaker go to work?

- a) By car
- b) By bus
- c) By bike

3. Who arrives at work later?

- a) The speaker
- b) Sarah
- c) Mark

4. How does the speaker feel about exercising in the gym?

- a) The speaker prefers jogging outside.
- b) The speaker likes the gym more than jogging outside.

- c) The speaker does not like exercising.

5. Which sentence is correct?

- a) The speaker and Mark always eat dinner at 8:00 PM.
- b) The speaker and Mark eat dinner at 7:00 PM.
- c) The speaker and Mark never eat dinner together.

Answers:

1. b) 7:00 AM

- The speaker wakes up at 7:00 every morning, as stated in the text.

2. c) By bike

- The speaker goes to work by bike, as mentioned in the text ("I go to work by bike").

3. b) Sarah

- Sarah arrives later than the speaker, as stated in the sentence "My colleague, Sarah, arrives at work later than me."

4. b) The speaker likes the gym more than jogging outside.

<ul style="list-style-type: none"> <li>◦ The speaker prefers exercising in the gym because it is more fun than jogging outside.</li> </ul> <p>5. b) The speaker and Mark eat dinner at 7:00 PM.</p> <ul style="list-style-type: none"> <li>◦ The text states, "We usually eat dinner together at 7:00 PM."</li> </ul>	
<p>Text:</p> <p>"My Favorite Weekend Activities"</p> <p>On weekends, I like to spend time outdoors and enjoy various activities. I usually go hiking in the mountains on Saturday mornings. Hiking is a great way to relax and enjoy nature. It's a little challenging, but I like it because it gives me a sense of accomplishment when I reach the top. After hiking, I usually have lunch with my friends at a local café. We talk about our week, catch up on news, and enjoy good food.</p> <p>In the afternoon, I often go cycling in the park. Cycling is faster than hiking, but it's still very enjoyable. I love the feeling of the wind in my hair, and it helps me stay fit. I also enjoy playing tennis with my sister on Sunday afternoons. Tennis is my favorite sport</p>	<p><b>المتأهلة 1</b></p> <p><b>نص 1</b></p> <p>يقوم الطلبة بقراءة نص بسيط والاجابة على عدة أسئلة اختيار من متعدد الإجابات مباشرة ومستوى النص اقل من مستوى الصف</p> <p><b>نص 2</b></p> <p>يقوم الطلبة بقراءة نص أطول من السابق والاجابة على عدة أسئلة اختيار من متعدد</p>

<p>because it's fun and energetic. We play for about two hours, and sometimes we go out for ice cream afterwards.</p> <p>At night, I like to relax at home. I watch movies or read books. It's a peaceful way to end my busy weekend and prepare for the week ahead.</p>	<p>تكون بمستوى الطلبة وتكون الإجابات مباشرة وغير مباشرة لذا يجب التركيز</p> <p><b>نص 3</b></p> <p>يقوم الطلبة بقراءة نص طويل والاجابة على عدة أسئلة اختيار من متعدد تكون بمستوى الصف وتكون الإجابات مباشرة وغير مباشرة لذا يجب التركيز</p>
<p>Questions:</p> <p>1. What is the first activity the speaker does on Saturday mornings?</p> <ul style="list-style-type: none"> <li>• a) Go cycling</li> <li>• b) Play tennis</li> <li>• c) Go hiking</li> </ul> <p>2. What does the speaker do after hiking?</p> <ul style="list-style-type: none"> <li>• a) Goes home to rest</li> <li>• b) Has lunch with friends</li> <li>• c) Plays tennis</li> </ul> <p>3. What does the speaker enjoy about hiking?</p> <ul style="list-style-type: none"> <li>• a) It is easy to do</li> <li>• b) It helps the speaker stay fit</li> <li>• c) It gives a sense of accomplishment</li> </ul>	<p><b>نص 4</b></p> <p>يقوم الطلبة بقراءة نص طويل والاجابة على عدة أسئلة اختيار من متعدد تكون بمستوى الصف وتكون الإجابات وغير مباشرة وتحتاج لتحليل وتفكير خارج الصندوق والربط والاستنتاج للوصول للإجابات لذا يجب التركيز</p>

4. Which activity does the speaker do in the afternoon?

- a) Go hiking
- b) Go cycling
- c) Watch movies

5. How does the speaker describe cycling?

- a) It's slower than hiking
- b) It's more challenging than hiking
- c) It's faster than hiking

6. What is the speaker's favorite sport?

- a) Tennis
- b) Hiking
- c) Cycling

7. How long does the speaker usually play tennis?

- a) One hour
- b) Two hours
- c) Three hours

8. What does the speaker sometimes do after playing tennis?

- a) Go hiking
- b) Go for ice cream

- c) Watch movies

9. What does the speaker do to relax at night?

- a) Goes cycling
- b) Watches movies or reads books
- c) Goes out for dinner

Answers:

1. c) Go hiking

- The text states, "I usually go hiking in the mountains on Saturday mornings."

2. b) Has lunch with friends

- After hiking, the speaker "usually has lunch with my friends at a local café."

3. c) It gives a sense of accomplishment

- The speaker says hiking "gives me a sense of accomplishment when I reach the top."

4. b) Go cycling

- In the afternoon, the speaker "often goes cycling in the park."



5. c) It's faster than hiking

- The speaker describes cycling as "faster than hiking."

6. a) Tennis

- The speaker says, "Tennis is my favorite sport."

7. b) Two hours

- The text mentions, "We play for about two hours."

8. b) Go for ice cream

- The speaker says, "Sometimes we go out for ice cream afterwards."

9. b) Watches movies or reads books

- At night, the speaker likes "to relax at home" by watching movies or reading books.

### Part 7: Multiple-Choice Questions

In this task, students will read a short, informative text and answer multiple-choice questions. The questions are designed to assess their ability to identify specific ideas or pieces of information in the text. All answers are explicitly stated in the text.

Instructions:

1. Read the text carefully.
2. Answer the multiple-choice questions by selecting the correct option: a, b, or c.
3. Focus on identifying specific information from the text.

Text:

"A Healthy Breakfast"

Breakfast is the most important meal of the day. Eating a healthy breakfast gives you the energy to start your day. Many people choose to eat cereal with milk, fruit, or toast. These foods are good because they give you vitamins, minerals, and fiber. For example, bananas and apples are rich in vitamins, and whole-grain bread is a good source of fiber.

Some people prefer to drink juice or eat yogurt with their breakfast. Orange juice is a great choice because it contains vitamin C, which helps boost your immune system. Yogurt is another healthy option because it has protein and calcium, which are important for your bones.

A healthy breakfast can help you concentrate better at school or work. It also keeps you full longer, so you don't feel hungry before lunch. Eating breakfast is a simple way to take care of your health and feel good throughout the day.

Questions:

1. What is the main idea of the text?

- a) The best types of food for dinner
- b) The importance of eating a healthy breakfast
- c) The benefits of exercise in the morning

2. What is one benefit of eating a healthy breakfast?

- a) It helps you sleep better
- b) It gives you energy for the day
- c) It makes you feel sleepy

3. Which of the following is mentioned as a healthy food for breakfast?

- a) Chocolate cake
- b) Bananas
- c) Candy

<p>4. What does orange juice provide?</p> <ul style="list-style-type: none"> <li>• a) Protein</li> <li>• b) Vitamin C</li> <li>• c) Fiber</li> </ul> <p>5. What is a benefit of eating yogurt for breakfast?</p> <ul style="list-style-type: none"> <li>• a) It provides vitamins</li> <li>• b) It gives protein and calcium</li> <li>• c) It gives fiber</li> </ul> <p>6. How does eating breakfast affect concentration?</p> <ul style="list-style-type: none"> <li>• a) It makes it harder to concentrate</li> <li>• b) It helps you concentrate better</li> <li>• c) It has no effect on concentration</li> </ul>	
<p>Answers:</p> <p>1. b) The importance of eating a healthy breakfast</p> <ul style="list-style-type: none"> <li>◦ The main idea of the text is to highlight why eating a healthy breakfast is important.</li> </ul> <p>2. b) It gives you energy for the day</p>	

<ul style="list-style-type: none"> <li>◦ The text says, "Eating a healthy breakfast gives you the energy to start your day."</li> </ul> <p>3. b) Bananas</p> <ul style="list-style-type: none"> <li>◦ The text mentions that "bananas and apples are rich in vitamins," making bananas a healthy choice.</li> </ul> <p>4. b) Vitamin C</p> <ul style="list-style-type: none"> <li>◦ The text states, "Orange juice is a great choice because it contains vitamin C."</li> </ul> <p>5. b) It gives protein and calcium</p> <ul style="list-style-type: none"> <li>◦ The text says, "Yogurt is another healthy option because it has protein and calcium."</li> </ul> <p>6. b) It helps you concentrate better</p> <ul style="list-style-type: none"> <li>◦ The text explains, "A healthy breakfast can help you concentrate better at school or work."</li> </ul>	
<p>art 7: Multiple-Choice Questions</p> <p>In this task, students will read a short, simple, and informative text. The goal is to answer multiple-choice questions that assess their ability to identify specific ideas or pieces of information explicitly</p>	

<p>stated in the text. These questions will focus on basic reading comprehension at the A1-A1+ level.</p>	
<p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Read the text carefully.</li> <li>2. Answer the multiple-choice questions by selecting the correct option: a, b, or c.</li> <li>3. All the answers are explicitly stated in the text.</li> </ol>	
<p>Text:</p> <p>"My Favorite Hobby"</p> <p>My favorite hobby is reading books. I enjoy reading because it helps me relax and learn new things. I mostly read fiction, especially mystery stories. My favorite book is <i>The Secret Garden</i> by Frances Hodgson Burnett. I like it because it has a great story and interesting characters.</p> <p>I usually read in the evening before going to bed. I find that reading helps me unwind and sleep better. Sometimes, I read on</p>	

the weekends when I have more free time. I also like to read while I am on vacation, especially when I am on the beach. Reading is important because it improves my vocabulary and helps me understand different cultures. It is also a good way to escape into another world and forget about everyday problems. I think everyone should read more books.

Questions:

1. What is the speaker's favorite hobby?

- a) Cooking
- b) Reading books
- c) Playing sports

2. What type of books does the speaker enjoy reading the most?

- a) Non-fiction
- b) Mystery stories
- c) Travel books

3. Where does the speaker usually read?

- a) In the park
- b) In the evening, before bed

<ul style="list-style-type: none"> <li>• c) At the library</li> </ul> <p>4. Why does the speaker read before bed?</p> <ul style="list-style-type: none"> <li>• a) To help them relax and sleep better</li> <li>• b) To study for school</li> <li>• c) To finish books quickly</li> </ul> <p>5. When does the speaker sometimes read?</p> <ul style="list-style-type: none"> <li>• a) Only during the weekdays</li> <li>• b) On weekends and vacations</li> <li>• c) Only in the morning</li> </ul> <p>6. Why is reading important, according to the speaker?</p> <ul style="list-style-type: none"> <li>• a) It helps improve vocabulary and understand different cultures</li> <li>• b) It makes people famous</li> <li>• c) It helps solve problems quickly</li> </ul>	
<p>Answers:</p> <p>1. b) Reading books</p> <ul style="list-style-type: none"> <li>◦ The text begins with, "My favorite hobby is reading books."</li> </ul> <p>2. b) Mystery stories</p>	



- The speaker says, "I mostly read fiction, especially mystery stories."

3. b) In the evening, before bed

- The speaker mentions, "I usually read in the evening before going to bed."

4. a) To help them relax and sleep better

- The speaker says, "I find that reading helps me unwind and sleep better."

5. b) On weekends and vacations

- The text states, "Sometimes, I read on the weekends when I have more free time. I also like to read while I am on vacation."

6. a) It helps improve vocabulary and understand different cultures

- The speaker explains, "Reading is important because it improves my vocabulary and helps me understand different cultures."

•

## Part 9: Multiple-Choice Questions

In this task, students will read a short text on a familiar and concrete topic. The questions will assess their ability to identify both explicit and implicit details from the text. The goal is to demonstrate comprehension of the text's main ideas and key points.

### Instructions:

1. Read the text carefully.
2. Answer the multiple-choice questions by selecting the correct option: a, b, or c.
3. Pay attention to both explicit details (clearly stated in the text) and implicit details (information that can be inferred).

### Text:

#### "My Summer Vacation"

Last summer, I had the chance to go on a wonderful vacation with my family. We decided to visit the coast, as we all love the beach. We stayed in a small hotel by the sea, and it was just perfect. Every

morning, we woke up early to watch the sunrise. It was beautiful and peaceful, and we felt very relaxed.

During the day, we spent most of our time on the beach. We played beach volleyball, built sandcastles, and swam in the ocean. My younger sister loves swimming, so she spent hours in the water. I prefer walking along the shore, collecting seashells and taking photos of the beautiful views.

In the afternoons, we explored the local area. There were many small shops and restaurants near the hotel. We tried local seafood, which was delicious. One day, we went on a boat trip around the island. The views from the boat were incredible, and we saw some dolphins swimming nearby.

At night, we returned to the hotel, where we enjoyed dinner together. Afterward, we sat on the terrace and watched the stars. It was a perfect vacation, and I hope we can go back again next summer.

Questions:

1. Where did the speaker go on vacation?

- a) The mountains
- b) The beach
- c) The city

2. What did the family do every morning?

- a) Went for a walk in the city
- b) Watched the sunrise
- c) Played sports on the beach

3. What activity did the speaker prefer over swimming?

- a) Playing volleyball
- b) Walking along the shore and collecting seashells
- c) Boating

4. What did the family do in the afternoons?

- a) Took a boat trip around the island
- b) Rested at the hotel
- c) Explored the local area and visited shops and restaurants

5. What did the family enjoy eating during their vacation?

- a) Pizza
- b) Local seafood
- c) Fast food

6. What did the family do after dinner at night?

- a) Watched a movie
- b) Sat on the terrace and watched the stars
- c) Played games

Answers:

1. b) The beach

- The speaker says, "We decided to visit the coast, as we all love the beach."

2. b) Watched the sunrise

- The text states, "Every morning, we woke up early to watch the sunrise."

3. b) Walking along the shore and collecting seashells

- The speaker mentions, "I prefer walking along the shore, collecting seashells and taking photos."

4. c) Explored the local area and visited shops and restaurants

- The text says, "In the afternoons, we explored the local area. There were many small shops and restaurants near the hotel."

<p>5. b) Local seafood</p> <ul style="list-style-type: none"> <li>◦ The speaker mentions, "We tried local seafood, which was delicious."</li> </ul> <p>6. b) Sat on the terrace and watched the stars</p> <ul style="list-style-type: none"> <li>◦ The text says, "Afterward, we sat on the terrace and watched the stars."</li> </ul> <ul style="list-style-type: none"> <li>• Reading Comprehension: This task assesses students' ability to identify both explicit and implicit details from a short, narrative text about a family vacation.</li> <li>• Explicit Information: The questions such as 1, 2, and 4 require students to pick out clearly stated facts directly from the text.</li> <li>• Implicit Information: Questions 3, 5, and 6 involve details that can be inferred or implied based</li> </ul>	
<p>Part 10: Multiple-Choice Questions</p> <p>In this task, students will read a slightly longer text on a familiar and informative topic. They will answer multiple-choice questions to assess their ability to identify the main idea of specific sections</p>	

<p>of the text. The questions will require students to recognize both explicit and implicit information.</p>	
<p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Read the text carefully.</li> <li>2. Answer the multiple-choice questions by selecting the correct option: a, b, or c.</li> <li>3. The answers are implicitly stated, so pay attention to the context and underlying ideas in the text.</li> </ol>	
<p>Text:</p> <p>"A Day at the Zoo"</p> <p>Last weekend, my friends and I visited the local zoo. It was a sunny day, and we were all excited to see the animals. The zoo was bigger than we expected, and there were many different types of animals to see. First, we went to see the lions. They were resting under a tree, but we could still see them clearly. After that, we went to the giraffe enclosure, where we learned some interesting facts about</p>	

<p>giraffes. Did you know that giraffes can grow as tall as 5.5 meters? I didn't!</p> <p>Next, we walked to the reptile house. I wasn't too excited about this, but I was surprised by how many fascinating reptiles there were. We saw snakes, lizards, and even a giant tortoise. Some of the snakes were enormous! It was a little scary, but also interesting to see them up close. After a long walk around the zoo, we went to the café to rest and have lunch. I had a sandwich, and we all shared some ice cream to cool off.</p> <p>Before leaving, we stopped by the gift shop and bought some souvenirs. It was a fun day, and I'm already looking forward to going back again next year.</p>	
<p>Questions:</p> <ol style="list-style-type: none"> <li>1. What is the main idea of the first section of the text (lines 1-5)? <ul style="list-style-type: none"> <li>• a) The weather on the day of the zoo visit</li> <li>• b) The excitement of visiting the zoo</li> <li>• c) The different animals in the zoo</li> </ul> </li> <li>2. What is the main idea of the part about the reptiles (lines 9-13)?</li> </ol>	



- a) The speaker wasn't excited about reptiles
- b) The speaker was surprised by how many reptiles there were
- c) The speaker found reptiles scary and uninteresting

3. What is the main idea of the last section of the text (lines 14-17)?

- a) The speaker enjoyed shopping at the zoo
- b) The group ate lunch and bought souvenirs before leaving
- c) The group was very tired and left the zoo early

Answers:

1. b) The excitement of visiting the zoo

- The text says, "Last weekend, my friends and I visited the local zoo. It was a sunny day, and we were all excited to see the animals." This sets the tone for the excitement of the visit.

2. b) The speaker was surprised by how many reptiles there were

- The speaker mentions, "I wasn't too excited about this, but I was surprised by how many fascinating reptiles there were." This shows the speaker's surprise, which is the main idea of this part of the text.

3. b) The group ate lunch and bought souvenirs before leaving

- The last section mentions, "After a long walk around the zoo, we went to the café to rest and have lunch... Before leaving, we stopped by the gift shop and bought some souvenirs." This reflects the activities the group did before leaving the zoo.

# Term 1 Assessments

Assessment	Weighting	
	Term	Year
School-based Assessment	40%	15%
Reading and Writing Summative Assessment	60%	20%

Assessment	Description
School-based Assessment	In Term 1, school-based assessment is written by teachers based on the individual needs of their students. A school-based assessment guide and materials are available on the English assessment SharePoint and on LMS. Teachers are encouraged to develop their own school-based assessment program tailored to the gaps identified by the diagnostic and summative assessments and also formative assessment conducted during usual classroom practice. A bank of teacher-created resources is available on the English assessment SharePoint.

<p>Paper Summative Assessment</p>	<p>As the culmination of the term's work, students are asked to demonstrate their accomplishments in reading and writing. Students will be asked to respond to an informative writing prompt with three bulletpoints that corresponds to the topics in the assessment coverage. They will first be asked for their opinion about the essay topic. They will then produce a plan for how they will answer the essay prompt. Both the initial opinion response and plan will be marked by the teacher using holistic rubrics. Students will then produce an extended response, the expected length of which is detailed in the specifications below. The extended response will be marked against an emerging, developing and mastery rubric to generate useful data that can be used formatively. They will then be presented with an extended text and will answer a free-response reading question by inferring information that is not explicitly mentioned in the text. They will justify their answer to that question by drawing on relevant evidence from the text in their explanations. The free-response questions will be marked using rubrics. The writing assessment and inference section will constitute 40% of the summative assessment marks for this term.</p>
<p>SwiftAssess Summative Assessment</p>	<p>In the first part, students will be presented with a MAZE text with five gaps that will assess the prerequisite language needed to access the level. They will select the option that represents the correct grammatical, functional language or vocabulary point to fill the gaps. The next part is a MAZE with ten gaps that will assess the level's coverage. Students will then answer multiple-choice questions about a below-level reading text that will assess prerequisite reading comprehension skills. Next, students will answer multiple-choice reading comprehension questions about two at-level texts, one narrative and one informative. This assessment will constitute 60% of the summative assessment marks for this term.</p>

# School-based Assessment

Suggested School-based Assessment for Term 1. These are not mandatory. Select tasks appropriate to your students' needs.

Task	Outcomes assessed	Task description
Process writing	<p>ENG.03.4.3.XX.004 Plan ideas before writing.</p> <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.3.XX.010 Use basic language structures in writing.</p>	<p>Students are given an essay topic related to the coverage topics. They produce a plan before writing the essay.</p> <p>Potential for peer review and further drafts produced based on teacher / peer comments.</p> <p>Potential to reinforce learning of language structures or vocabulary by requiring their inclusion in the essay.</p>
Project presentation	<p>ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar and concrete topics.</p> <p>ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar and concrete topics.</p> <p>ENG.03.2.3.XX.006 Read and understand some details in short texts on familiar and concrete topics.</p> <p>LL3.R.M.2 Identify the main idea of a section of simple and some complex, extended text when explicitly stated.</p> <p>ENG.03.4.3.XX.004 Plan ideas before</p>	<p>Students are given a topic that aligns with the coverage topics. They research and write a presentation on the topic, either individually, in pairs or as a group. They present to the class.</p> <p>Potential to reinforce learning of language structures or vocabulary by requiring their inclusion in the presentation.</p> <p>Potential to assess speaking and listening outcomes if a question and answer session forms part of the presentation to the class.</p>

	<p>writing.</p> <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.3.XX.010 Use basic language structures in writing.</p> <p>ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.</p>	Potential for peer assessment.
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------

<p>Task-based activity</p>	<p>Dependent on task chosen. A wide range of outcomes can be assessed from each domain.</p>	<p>Students are given an activity in groups. Suggested tasks include:</p> <p>Designing and making a game, including rules.  Writing and performing a play.  Researching and writing a newsletter article.  Participating in a debate about a topic students have researched.  Identifying and providing solutions for an issue (at school or in the wider world).</p> <p>Potential for peer assessment.</p> <p>Potential for post-task reflection activities to assess higher-order thinking skills.</p>
<p>Quizzes</p>	<p>Dependent on quiz content.</p>	<p>Quizzes could have a grammar focus and assess students' knowledge of grammar points either pre or post teaching.</p> <p>They could also have a lexical focus and assess students' vocabulary.</p> <p>Short texts can be presented to students with reading comprehension questions or recorded and used to assess listening.</p>

<p>Reading journal</p>	<p>ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar and concrete topics.</p> <p>ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar and concrete topics.</p> <p>ENG.03.2.3.XX.006 Read and understand some details in short texts on familiar and concrete topics.</p> <p>LL3.R.M.2 Identify the main idea of a section of simple and some complex, extended text when explicitly stated.</p> <p>LL3.R.P.2 Consider how information from simple and some complex, extended texts can be used after reading or listening.</p>	<p>Students are either set a text to read or are directed to choose a text or book to read. This could be linked to Literature Lessons from the coursebook, if available.</p> <p>Students either produce a general report on what they have read that summarises the main points (writing outcomes could also be assessed here). They could reflect in basic terms about what they have read. Alternatively, a series of questions could be posed that lead them to provide a detailed report. Questions could involve students describing characters, settings, events, or listing new vocabulary or language structures they have encountered by reading. Students could also present their reports to the class and discussions around the themes raised could provide opportunities to assess speaking outcomes.</p>
<p>Portfolio evaluation</p>	<p>Dependent on task chosen. A wide range of outcomes can be assessed from each domain.</p>	<p>Students select pieces of work they have completed for inclusion in their portfolio. Students complete a reflection task where they could explain why they have chosen the pieces of work, what they learned when doing them and what they could do to improve their work for next time.</p> <p>Potential for peer assessment.</p>



# Summative Assessment Weighting

Paper exam: 40% of summative assessment term grade ورقى				SwiftAssess exam: 60% of summative assessment term grade الكتالكونى لرونى			
Bloom's	Part	Activity	Weighting	Bloom's	Part	Activity	Weighting
Remember and Understand Application and analysis Higher-order thinking	1	Opinion	5%	Remember and Understand (c.25%)	5	Below-level MAZE	13.33 %
	2	Plan	5%		6	At-level MAZE	13.33 %
Remember and Understand Application and analysis	3	Essay	25%		7	Below-level reading text questions	13.33 %
					8	At-level reading text questions	2.5%

Higher-order thinking				Application and analysis (c.35%)	9	At-level reading text questions	12%
Higher-order thinking (5%)	4	Inference question	2%		10	At-level reading text questions	5.5%
		Justification question	3%				

# Reading and Writing Summative Assessment Specifications

## Paper exam

ECFE Alignment: Level 3.1			Term Weighting: 40%	Domain: Reading and Writing
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 1	<p>Writing task</p> <hr/> <p>Free-response opinion question</p>	<p>ENG.03.4.3.XX.004 Plan ideas before writing.</p> <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.3.XX.010 Use basic language structures in writing.</p>	<p>5 marks, marked using a rubric</p> <p>Students are asked to produce at least one sentence that contains their opinion about the topic of an essay prompt.</p>	<p>Remember and Understand</p> <p>Application and Analysis Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced</p> <p>application Phase</p> <p>3</p> <p>A1+ - A2</p>

Part 2	Writing  task Free-  response plan	<p>ENG.03.4.3.XX.004 Plan ideas before writing.</p> <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.3.XX.010 Use basic language structures in writing.</p> <p>ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.</p>	<p>5 marks, marked using a rubric</p> <p>Students are asked to produce a plan to answer an essay prompt.</p>	<p>Remember and Understand</p> <p>Application and Analysis Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced</p> <p>application Phase</p> <p>3</p> <p>A1+ - A2</p>
-----------	------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Part 3	Writing  Task  Extended  response	<p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.3.XX.010 Use basic language structures in writing.</p> <p>ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.</p>	<p>25 marks, marked using a rubric</p> <p>Students are asked to produce an extended text in response to a prompt and three bullet points.</p>	<p>Remember and Understand</p> <p>Application and Analysis Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced application</p> <p>Topics: Food and drink, animals, sports and leisure activities.</p> <p>Expected text length: 30 words</p>
Part 4	<p>Free-response question</p> <hr/> <p>Read the text and answer the question. Use full sentences.</p>	<p>LL4.R.In.1 Infer complex information needed for comprehension when it is not directly stated in complex, extended texts.</p> <p>LL4.R.P.2 Consider how information from extended texts can be used after reading or</p>	<p>Inference - 2 marks, marked using a rubric</p> <p>A free-response inference question that tests deep understanding of the text.</p> <p>Justification – 3 marks, marked using a rubric</p> <p>A free-response justification of the student's</p>	<p>Higher-order thinking</p> <p>C: Advanced application Phase 4</p> <p>A2+ – B1</p> <p>Text: - extended - concrete and abstract topics - informative</p>

		listening.	answer to the inference question.	Text length: 240 words
--	--	------------	--------------------------------------	------------------------

## SwiftAssess exam (on paper for 5 Adv)

ECFE Alignment: Level 3.1			Term Weighting: 60%	Domain: Reading
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 5	MAZE task multiple-choice questions  Read the text and answer a, b or c.	ENG.02.2.3.XX.002 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	5 questions  Gap-fill sentences within a MAZE text that test students' awareness of basic grammar and sentence phrasing.	Remember and Understand A:  Foundational proficiency Phase 2  A1 – A1+  - simple - familiar - informative  Text length: 80 words

Part 6	<p>MAZE task multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	ENG.03.2.2.XX.030 Recognise key features of text organisation.	<p>9 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of at-level grammar and sentence phrasing.</p>	<p>Remember and Understand B:</p> <p>Grade-level mastery</p> <p>Phase 3</p> <p>A2 – A2+</p> <ul style="list-style-type: none"> <li>- simple</li> <li>- familiar topics</li> <li>- informative</li> </ul> <p>Text length: 200 words</p>
-----------	-------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Part 7	<p>Multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	LL1.R.I.2 Identify specific ideas or pieces of information in short, simple texts.	<p>6 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p>	<p>Application and Analysis</p> <p>A: Foundational proficiency Phase 2</p> <p>A1 – A1+</p> <p>Text:</p> <ul style="list-style-type: none"> <li>- simple</li> <li>- informative</li> </ul> <p>Text length: 170 words</p>
Part 8	<p>Multiple choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar and concrete topics.	<p>1 question</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p>	<p>Application and Analysis B:</p> <p>Grade-level mastery Phase 3</p> <p>A2 – A2+</p> <ul style="list-style-type: none"> <li>- simple</li> <li>- familiar topics</li> <li>- narrative</li> </ul> <p>Text length: 150 words</p>

Part 9	<p>Multiple choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	<p>ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar and concrete topics.</p> <p>ENG.03.2.3.XX.006 Read and understand some details in short texts on familiar and concrete topics.</p>	<p>6 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly and implicitly stated.</p>	<p>Application and Analysis B:</p> <p>Grade-level mastery Phase 3</p> <p>A2 – A2+</p> <ul style="list-style-type: none"> <li>- simple</li> <li>- familiar topics</li> <li>- informative</li> </ul> <p>Text length: 250 words</p>
Part 10	<p>Multiple choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	<p>LL3.R.M.2 Identify the main idea of a section of simple and some complex, extended text when explicitly stated.</p>	<p>3 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers implicitly stated.</p>	<p>Application and Analysis B:</p> <p>Grade-level mastery Phase 3</p> <p>A2 – A2+</p> <ul style="list-style-type: none"> <li>- simple</li> <li>- familiar topics</li> <li>- informative</li> </ul> <p>Text length: 250 words</p>

Text:

John and Maria are students. John is 20 years old, and Maria is 19. They are both from Spain. John is tall, but Maria is shorter. They are good friends, and they like to study together.

---

Questions:

1. Which sentence uses the correct form of "be" with a singular noun?
  - a) John are tall.
  - b) John is 20 years old.
  - c) John are good friends.
2. Which sentence uses the correct form of "be" with a plural noun?
  - a) They is from Spain.
  - b) They are both students.
  - c) They is good friends.
3. Maria \_\_\_\_\_ shorter than John.
  - a) is
  - b) are
  - c) am
4. John and Maria \_\_\_\_\_ students.
  - a) is

- b) are
  - c) am
5. Which sentence is correct?
- a) John and Maria is good friends.
  - b) John and Maria are good friends.
  - c) John and Maria be good friends.
- 

Text 1:

Lena is a doctor. She works at the hospital every day. Her colleagues are also doctors. Lena and her colleagues are very busy. They work long hours, but they enjoy helping patients.

---

Questions:

1. Which sentence uses the correct form of "be" with a singular noun?
  - a) Lena is a doctor.
  - b) Lena are a doctor.
  - c) Lena am a doctor.
2. Which sentence uses the correct form of "be" with a plural noun?
  - a) Her colleagues are doctors.
  - b) Her colleagues is doctors.
  - c) Her colleagues am doctors.
3. Lena and her colleagues \_\_\_\_\_ busy today.
  - a) is
  - b) are
  - c) am
4. Lena \_\_\_\_\_ a doctor, but her colleagues \_\_\_\_\_ doctors.
  - a) is, are
  - b) are, is
  - c) am, are
5. Which of the following is correct?
  - a) Lena is very busy, but her colleagues are free.

- b) Lena am very busy, but her colleagues is free.
  - c) Lena are very busy, but her colleagues am free.
- 

Text 2:

The students are in the classroom. They are ready for the test. The teacher is explaining the rules. Some students are nervous, but others are confident.

---

Questions:

1. The students \_\_\_\_\_ ready for the test.
    - a) is
    - b) are
    - c) am
  2. Which sentence uses the correct form of "be" with a singular noun?
    - a) The teacher is explaining the rules.
    - b) The teacher are explaining the rules.
    - c) The teacher am explaining the rules.
  3. Some students \_\_\_\_\_ nervous, but others \_\_\_\_\_ confident.
    - a) is, are
    - b) are, is
    - c) are, are
  4. The students \_\_\_\_\_ in the classroom.
    - a) is
    - b) am
    - c) are
  5. Which sentence is correct?
    - a) The teacher is explaining the rules, and the students are ready.
    - b) The teacher are explaining the rules, and the students is ready.
    - c) The teacher am explaining the rules, and the students are ready.
- 

Text 3:

My family is from Italy. My parents are very kind, and my brother is funny. We are a small family, but we are very close.

---

Questions:

1. My family \_\_\_\_\_ from Italy.
  - a) is
  - b) are
  - c) am
2. Which sentence uses the correct form of "be" with a plural noun?
  - a) My parents are very kind.
  - b) My parents is very kind.
  - c) My parents am very kind.
3. My brother \_\_\_\_\_ funny.
  - a) is
  - b) are
  - c) am
4. We \_\_\_\_\_ a small family.
  - a) is
  - b) are
  - c) am
5. Which sentence is correct?
  - a) My brother is funny, and we are very close.
  - b) My brother am funny, and we is very close.
  - c) My brother are funny, and we is very close.

---

Text 4:

The children are playing in the park. They are having fun. The dogs are running around, and the parents are sitting on benches.

---

Questions:

1. The children \_\_\_\_\_ playing in the park.
  - a) is
  - b) are

- c) am
2. The dogs \_\_\_\_\_ running around.
- a) is  
b) are  
c) am
3. The parents \_\_\_\_\_ sitting on benches.
- a) is  
b) are  
c) am
4. Which sentence is correct?
- a) The children is having fun.  
b) The children are having fun.  
c) The children am having fun.
5. Which of the following is correct?
- a) The dogs is running around, and the parents are sitting.  
b) The dogs are running around, and the parents is sitting.  
c) The dogs are running around, and the parents are sitting.
- 

Text 5:

Sarah is my friend. She is very creative and loves painting. Her brother is also an artist, and they are working on a project together.

---

Questions:

1. Sarah \_\_\_\_\_ my friend.
- a) is  
b) are  
c) am
2. Which sentence uses the correct form of "be" with a plural noun?
- a) Sarah and her brother is working on a project.  
b) Sarah and her brother are working on a project.  
c) Sarah and her brother am working on a project.

3. Her brother \_\_\_\_\_ an artist.
    - a) is
    - b) are
    - c) am
  4. Sarah and her brother \_\_\_\_\_ working on a project together.
    - a) is
    - b) are
    - c) am
  5. Which sentence is correct?
    - a) Sarah is very creative, and her brother is an artist.
    - b) Sarah am very creative, and her brother is an artist.
    - c) Sarah are very creative, and her brother is an artist.
- 

#### **Text 4:**

**Julie is more careful than Rachel, but Rachel is more creative.**

---

#### **Questions:**

1. **Who is more careful?**
  - a) Rachel is more careful than Julie.
  - b) Julie is more careful than Rachel.
  - c) Julie and Rachel are equally careful.
2. **Who is more creative?**
  - a) Rachel is more creative than Julie.
  - b) Julie is more creative than Rachel.
  - c) Both are equally creative.
3. **Which of the following is correct?**
  - a) Julie is more careful, but Rachel is more creative.
  - b) Rachel is more careful, but Julie is more creative.
  - c) Julie is careful, but Rachel is creative.
4. **Which comparative is used correctly in "Rachel is more creative"?**
  - a) Regular comparative
  - b) Irregular comparative



- c) "More" is not used in comparatives
  - 5. **Which sentence is correct?**
    - a) Rachel is more creative than Julie.
    - b) Rachel is creative more than Julie.
    - c) Rachel is creative than Julie.
- 

**Text 5:**

**A lion is stronger than a cat. A tiger is the strongest of all.**

---

**Questions:**

1. **Which animal is stronger?**
    - a) A lion is stronger than a cat.
    - b) A cat is stronger than a lion.
    - c) A lion and a cat are equally strong.
  2. **Which animal is the strongest?**
    - a) A lion
    - b) A cat
    - c) A tiger
  3. **Which of the following is true?**
    - a) A lion is the strongest animal.
    - b) A tiger is the strongest animal.
    - c) A cat is the strongest animal.
  4. **Which comparative form is used in "A lion is stronger than a cat"?**
    - a) Irregular comparative
    - b) Regular comparative
    - c) Superlative
  5. **Which sentence is correct?**
    - a) A tiger is the strongest of all animals.
    - b) A tiger is stronger than all animals.
    - c) A tiger is strongliet of all animals.
-

**Text 1:**

**Anna is studying for her exam. She usually studies in the morning, but today she is studying in the afternoon.**

---

**Questions:**

- 1. Which verb form is used to describe what Anna is doing right now?**
    - a) Studies**
    - b) Is studying**
    - c) Study**
  - 2. Which sentence is correct?**
    - a) Anna usually studies in the morning.**
    - b) Anna usually is studying in the morning.**
    - c) Anna study usually in the morning.**
  - 3. Which sentence is in the present continuous?**
    - a) She studies for her exam.**
    - b) She is studying for her exam.**
    - c) She study for her exam.**
  - 4. Why is "is studying" used in this sentence?**
    - a) To describe a future action.**
    - b) To describe a habitual action.**
    - c) To describe an action happening right now.**
  - 5. Which form is correct in the sentence: "She \_\_\_\_\_ studying in the afternoon"?**
    - a) is**
    - b) are**
    - c) am**
- 

**Text 2:**

**Mark works at a bank. Right now, he is talking to a customer. He always talks to customers during the day.**

---

**Questions:**

- 1. Which verb tense is used to describe Mark's routine at the bank?**

- a) Present continuous
  - b) Present simple
  - c) Future simple
2. Mark is \_\_\_\_\_ to a customer right now.
- a) talk
  - b) talks
  - c) talking
3. Which of the following sentences uses the present continuous correctly?
- a) Mark works at a bank.
  - b) Mark is working at a bank.
  - c) Mark works at a bank every day.
4. Why do we use the present simple in the sentence "He always talks to customers during the day"?
- a) To describe a future action.
  - b) To describe a repeated or habitual action.
  - c) To describe an action happening now.
5. Which sentence uses the correct verb form in the present continuous?
- a) Mark talking to a customer right now.
  - b) Mark is talking to a customer right now.
  - c) Mark are talking to a customer right now.
- 

**Text 3:**  
I am cooking dinner right now. I cook dinner every night, but today I am making something special.

---

**Questions:**

1. Which action is happening right now?
- a) I cook dinner every night.
  - b) I am cooking dinner right now.
  - c) I will cook dinner right now.
2. Which of the following sentences is in the present simple?
- a) I am cooking dinner every night.
  - b) I cook dinner every night.

- c) I am cooked dinner every night.
  - 3. Why do we use the present continuous in "I am cooking dinner right now"?
    - a) To describe a future action.
    - b) To describe a habitual action.
    - c) To describe an action happening right now.
  - 4. Which of the following is the correct form? "I \_\_\_\_\_ making something special today."
    - a) is
    - b) am
    - c) are
  - 5. Which sentence describes a repeated action?
    - a) I am cooking dinner every night.
    - b) I cook dinner every night.
    - c) I will cook dinner every night.
- 

**Text 4:**

They are playing football in the park. Usually, they play football after school, but today they are playing earlier.

---

**Questions:**

- 1. Which sentence uses the present continuous correctly?
  - a) They are play football in the park.
  - b) They play football in the park.
  - c) They are playing football in the park.
- 2. Why is "are playing" used in the sentence "They are playing football in the park"?
  - a) To describe a future action.
  - b) To describe a habitual action.
  - c) To describe an action happening right now.
- 3. Which verb tense is used to describe their usual activity?
  - a) Present continuous
  - b) Present simple
  - c) Future continuous
- 4. Which of the following is correct? "They \_\_\_\_\_ football after school."

- a) play
  - b) plays
  - c) are playing
5. Which sentence is in the present simple?
- a) They are playing football earlier today.
  - b) They play football after school.
  - c) They are playing football now.
- 

**Text 5:**  
She is not going to the party tonight. She usually goes to parties, but today she is staying at home.

---

**Questions:**

1. Which verb tense is used in the sentence "She is not going to the party tonight"?
  - a) Present continuous
  - b) Present simple
  - c) Future simple
2. Which sentence is in the present simple?
  - a) She usually goes to parties.
  - b) She is not going to parties.
  - c) She going to parties usually.
3. Why is "is staying" used in the sentence "She is staying at home"?
  - a) To describe an action happening right now.
  - b) To describe a habitual action.
  - c) To describe a future action.
4. Which verb form is correct in the sentence: "She \_\_\_\_\_ going to the party"?
  - a) is
  - b) are
  - c) am
5. Which sentence is correct?
  - a) She is not going to the party tonight.
  - b) She don't going to the party tonight.

**c) She doesn't go to the party tonight.**

---

**Answer Key:**

1. b) Is studying
2. a) Anna usually studies in the morning.
3. b) She is studying for her exam.
4. c) To describe an action happening right now.
5. a) is
6. b) Present simple
7. c) talking
8. b) Mark is working at a bank.
9. b) To describe a repeated or habitual action.
10. b) Mark is talking to a customer right now.
11. b) I am cooking dinner right now.
12. b) I cook dinner every night.
13. c) To describe an action happening right now.
14. b) am
15. b) I cook dinner every night.
16. c) They are playing football in the park.
17. c) To describe an action happening right now.
18. b) Present simple
19. a) play
20. b) They play football after school.
21. a) Present continuous
22. a) She usually goes to parties.
23. a) To describe an action happening right now.
24. a) is
25. a) She is not going to the party tonight.