مواصفات اختبارات نهاية الفصل للغة الإنجليزية



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇦ المناهج الإماراتية ⇦ مرحلة متوسطة ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ ملفات متنوعة ⇦ الملف

تاريخ إضافة الملف على موقع المناهج: 2026-11-05 12:05:58

المزيد من مادة لغة انجليزية:	ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

التواصل الاجتماعي بحسب مرحلة متوسطة

صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب مرحلة متوسطة والمادة لغة انجليزية في الفصل الأول

1	مواصفات اختبارات نهاية الفصل
2	مواصفات اختبارات نهاية الفصل للغة الإنجليزية الحلقة الثانية
3	مواصفات اختبارات لنهاية الفصل

تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على App Store (آبل)	تطبيق المناهج على Play Google (أندرويد)

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year
2026
27

English Language Test Specifications

End-of-Term 1 Examinations

CYCLE
2

Overview

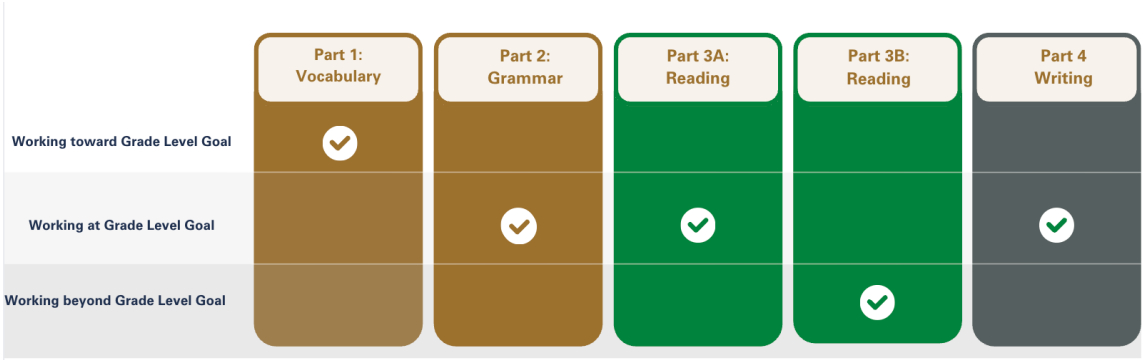
The Cycle 2 End-of-Term English Language assessments are designed to reflect the curriculum, ensuring systematic coverage of Reading and Viewing, and Writing and Representing. The exams focus on reading comprehension, and vocabulary development, while also assessing students' ability to produce structured, coherent writing across a range of text types. Grammar and functional language are embedded within tasks to evaluate how well students apply language structures in context rather than in isolation. By aligning with the grade-level learning outcomes, the exams provide teachers with reliable evidence of students' strengths and areas for support, helping to inform instruction and guide learning in subsequent terms.

Structure

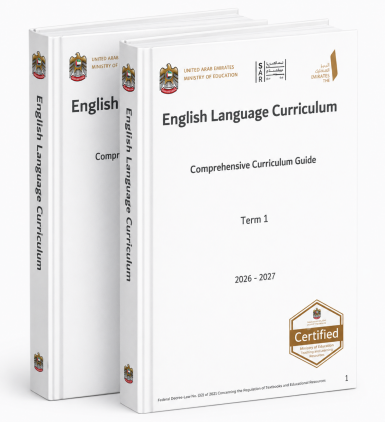
Centralised

The assessment is divided into three parts:

- **Part 1 – Vocabulary**: Targets working towards Grade Level Goal.
- **Part 2 – Grammar**: Assesses skills at Grade Level Goal.
- **Part 3A - Reading**: Targets working at Grade Level Goal.
- **Part 3B – Reading**: Targets working Beyond Grade Level Goal.
- **Part 4 - Writing**: Assesses student writing ability at Grade Level Goal.



Curriculum Alignment



The Cycle 2 English Language assessments are fully aligned with the curriculum, which is structured around the domains of Reading and Viewing and Writing and Representing. Grammar, Functional Language, and Vocabular are embedded throughout the assessments to support progression across both domains and to reflect real-world communication. The assessments are mapped to CEFR proficiency levels, mirroring the curriculum's emphasis on inclusion, differentiation, and learner autonomy within a structured continuum of learning. In line with the curriculum, assessment tasks also integrate global competencies, providing opportunities for students to demonstrate critical and creative thinking, well-being, ethical and intercultural understanding, as well as digital and financial literacy and sustainability awareness. This alignment ensures that assessments not only measure literacy skills but also reinforce the broader aims of the curriculum.

Grade	Stage	Grade Level Goal	Resource	CEFR	IELTS
5 General	Stage 1	Grade 5 Grade Level Goal	5 General English Book	A1.2-A2.1	
5 Advanced	Stage 2	Working beyond Grade 5 Grade Level Goal	5 Advanced / 6 General English Book	A2.1	
6 General		Grade 6 Grade Level Goal		A2.1	
6 Advanced	Stage 3	Working beyond Grade 6 Grade Level Goal	6 Advanced / 7 General English Book	A2.1-A2.2	
7 General		Grade 7 Grade Level Goal		A2.1-A2.2	
7 Advanced	Stage 4	Working beyond Grade 7 Grade Level Goal	7 Advanced / 8 General English Book	A2.2-B1.1	4
8 General		Grade 8 Grade Level Goal		A2.2-B1.1	4
8 Advanced	Stage 5	Working beyond Grade 8 Grade Level Goal	8 Advanced English Book	B1.1	4.5

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Text Types

Text Type	Overview	Sources
Description	**Provide explanations for what a person, place or thing is like**	Travelogue or diary, Catalogue, Geographical map, Online flight schedule, Description of a feature, function, or process in a technical manual, Signs and notices, Maps, tourist leaflets, posters, Timetables, Reference lists, Webpages, catalogues, Factual descriptions, Personal descriptions, Brochures and leaflets, Guides, Annotated Bibliography, Book Review, Technical Report
Narration	**Provides a sequence and description of events; tells a story**	Novels, Short stories, Plays, Biographies, Comic strips, Newspaper reports of events, Anecdotes, jokes, Narratives, Fiction, Literature, Recorded passages and audio materials, Shows, drama, TV news reports, TV documentaries, Radio documentaries, Autobiography, Memoir, Case Study
Exposition	**Provide an explanation of how different elements interrelate and form a meaningful whole**	Scholarly essays, Diagrams showing how a system functions, Graphs of trends, Concept maps, Entries in an online encyclopaedia, Definitions, summaries, text interpretations, Factual texts, articles, and reports, lengthy complex texts, reports, etc., Highly specialized sources, Technical instructions, Lectures, talks, presentations, Literature Review, Research Article, Conference Paper
Argumentation	**Provide a viewpoints about a topic**	Letters to the editor, Poster advertisements, Posts in an online forum, Web-based reviews of books or films, Argumentative texts, Reviews, editorials, commentaries, Discussions and debates, TV current affairs and talk shows, Position Paper, Editorial, Critique
Instruction	**Provide directions on what to do**	Recipes, Diagrams showing a first-aid procedure, Guidelines for operating digital software, Directions, Technical instructions, Warnings on hazards, Regulations, Conditions, Instructions, User Guide, Laboratory Manual, Policy Manual
Transaction	**Aim to achieve a specific purpose**	Everyday e-mail and text message exchanges between colleagues or friends that request and confirm arrangements, Forms, Conversations, invoices, Correspondence: formal and informal letters, Official documents, Messages on postcards, Short text messages / Twitter, Recorded audio materials, Meeting Minutes, Memorandum

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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

English Language Test Specifications

End-of-Term 1 Examinations

Cycle 2

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Grade Level Goal

5

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موقع المناهج الإماراتية

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Grade 5GLG - Grade 5 General– Stage 1 – A1.2-A2.1

Grade Level Goal	Grade 5 GLG	Learning Continuum Stage	1
Class	5 General	CEFR	A1.2-A2.1

Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60	Writing: 40
		Platform	SwiftAssess	Paper-based

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	**Exciting Adventures**	stranded, lost, canyon, river, decision, solution, frightened	
		Curious Creatures and Extraordinary Places	rainforest, desert, mountain, beach, tiger, camel	
		What Happens if … ?	sandstorm, heatwave, flood, storm, temperature, weather, heavy rain, strong wind	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Matching (word–image) Look at the word. Match the word to the correct picture. Choose A or B.	**Reading Strategies** ENG.01.RV.S.3.3 : Apply basic reading strategies, including adjusting reading pace, rereading and correcting errors and using visuals, context, first language, dictionaries, glossaries and digital tools, culture, experiences, key features of text and text format and appearance to understand simple written to multimodal texts.	▪ 5 words, 10 images (1 correct answer and 1 distractor for each word) ▪ 2 marks each (total: 10)

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="4">Part 2: Grammar</td><td rowspan="4">At Grade Level Goal</td><td>Curious Creatures and Extraordinary Places | Describing People and Things, Describing Places, Amazing Animals and Places</td><td>amphibian, gills, regrow, survive, salt, reflect, protect, scientist, rainforest, desert, beach, whale, special, amazing, see-through</td><td>G.14.1. Past time (past simple (including verb ‘to be’))
G.14.3. Past time (Past continuous)
G.4.1. Clauses and phrases: defining relative clauses
G.5.1. Zero conditional</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Gap-Fill
_____
Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.</td><td>Reading Strategies
ENG.01.RV.S.3.3 : Apply basic reading strategies, including adjusting reading pace, rereading and correcting errors and using visuals, context, first language, dictionaries, glossaries and digital tools, culture, experiences, key features of text and text format and appearance to understand simple written to multimodal texts.</td><td>▪ 1 descriptive text (A1.2 - A2.1) of 80 words (10% either way) with 5 gaps
▪ 3 options, one of which is the correct answer
▪ 2 marks each (total: 10)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="3">Part 3A: Reading</td><td rowspan="3">At Grade Level Goal</td><td colspan="3">Exciting Adventures | Lost in the Hajar Mountains, A Kayaking Adventure</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice

Read the text. Choose the correct answers. Choose A, B or C.</td><td>Comprehension Skills
Specific Information:
4 x ENG.01.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.

Details:
2 x ENG.01.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.

Inference
1 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object using contextual and morphological cues when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.

Overall Meaning
1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.</td><td>▪ 1 descriptive text (A1.2 - A2.1) of 120-150 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)</td></tr>
</table>

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<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="2">Part 3B: Reading</td><td rowspan="2">Beyond Grade Level Goal</td><td colspan="3">What Happens if …? | Amazing Weather Around the World</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td></td><td>Multiple-Choice

Read the text. Choose the correct answer. Choose A, B or C.</td><td>Comprehension Skills
Details:
3 x ENG.01.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.

Inference
2 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object using contextual and morphological cues when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.

Connections
2 x ENG.01.RV.CS.3.1: Make simple personal connections between ideas, events or characters and own experience, background knowledge, other familiar texts or the world around them when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.

Overall Meaning
1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.</td><td>▪ 1 narrative text (A2.2) of 120-150 words (10% either way) (Max: 165)
▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)</td></tr>
</table>

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<table>
<tr><th>Part</th><th>Level</th><th colspan="2">Theme</th><th>Functional Language</th></tr>
<tr><td rowspan="6">Part 4: Writing</td><td rowspan="6">At Grade Level Goal</td><td colspan="2">The Writing Task will be based around one of these themes:</td><td rowspan="2">FL.31 Describing past experiences and events, FL.5 Describing people, FL.6 Describing places</td></tr>
<tr><td colspan="2">Exciting Adventures | Adventure Story Writing</td></tr>
<tr><td colspan="2">What Happens if …? | Weather Watchers and Problem Solvers, The Weather Watch Team</td><td>FL.16 Expressing opinion, FL.35 Making predictions and hypothesising</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td>Constructed Writing Response
_____

Write about _____. You can use the picture or write about your own _____.
Answer these questions:
• Prompt 1
• Prompt 2
• Prompt 3

Write at least 60 words in complete sentences.</td><td>Spelling
ENG.01.WR.S.2.2: Spell a wide range of familiar and unfamiliar words using phonological and morphological knowledge, spelling generalisations, regular spelling patterns and a limited range of irregular spellings, including less common vowel and consonant patterns.

Punctuation
ENG.01.WR.S.3.1: Write sentences using capital letters, full stops, question marks and commas correctly, and apostrophes, quotation marks and hyphens with emerging control.

Fluency in text production
ENG.01.WR.P.1.1: Produce short, simple written or multimodal texts on familiar topics using short, simple and some linked sentences, and giving simple reasons with ‘because’, although there may be frequent inaccuracies and limitations in vocabulary or structure.

Presentation and development of ideas
ENG.01.WR.P.2.1: Express simple ideas and information on familiar topics, giving simple reasons with ‘because’, and using a limited range of familiar phrases and expressions in short, simple written or multimodal texts with developing coherence, although there may be frequent inaccuracies and limitations in vocabulary or structure.</td><td>▪ Image(s) and one question with three prompts to elicit an adventure story or an informational text.
▪ Word count: 60 words
▪ 40 marks (based on rubric)</td></tr>
</table>

Grade Level Goal

6

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Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Grade 6 GLG - Grade 5 Advanced / 6 General – Stage 2 – A2.1

Grade Level Goal	Grade 6 GLG	Learning Continuum Stage	2
Class	5 Advanced / 6 General	CEFR	A2.1

Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60	Writing: 40
		Platform	SwiftAssess	Paper-based

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	**Leisure and Free Time**	costume, attraction, performance, entrance, hobby, colorful, dessert	
		Animals	carnivore, herbivore, habitat, enclosure	
		Our Solar System	telescope, compass, crater, asteroid, science	
		Exploring	explorer, expedition, journey, route, discover, survive	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Sentence Cloze Choose the correct word to complete the sentence. Choose A or B.	**Reading Strategies** ENG.02.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language.	▪ 5 sentences with one gap ▪ 2 options per sentence (A or B): 1 correct answer and 1 distractor ▪ 2 marks each (total: 10)

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="4">Part 2: Grammar</td><td rowspan="4">At Grade Level Goal</td><td>Animals | How to train animals</td><td>beekeeper, falconer, honeycomb, lure, nectar, pollinate, talons, wax, command, guide, service animal, support, independence, obstacle, behaviour, train</td><td>G.17.2 Wh-questions
G14.1 Past time (past simple (including verb ‘to be’))
G.4.3 Clauses and Phrases: Imperatives,
G8.1 Modals (Must / Must not)
G14.2 Past Time (used to/would)
G.11.1 Phrasal Verbs (non-separable)
G.6.2 Conjunctions (subordinating)</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Gap-Fill

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.</td><td>Reading Strategies
ENG.02.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language.</td><td>▪ 1 descriptive text (A2.1) of 100 words (10% either way) with 5 gaps
▪ 3 options, one of which is the correct answer
▪ 2 marks each (total 10)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="2">Part 3A: Reading</td><td rowspan="2">At Grade Level Goal</td><td colspan="3">Exploring | Famous modern explorers, How exploring has changed, What are some difficulties explorers face</td></tr>
<tr><td>Multiple-Choice

Read the text. Choose the correct answer. Choose A, B or C.</td><td>Comprehension Skills
Specific Information:
4 x ENG.02.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language.

Details:
2 x ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language.

Inference
1 x ENG.02.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language.

Overall Meaning
1 x ENG.02.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language.</td><td>▪ 1 descriptive text (A2.1) of 150-170 words (10% either way – Max: 187)
▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="3">Part 3B: Reading</td><td rowspan="3">Beyond Grade Level Goal</td><td colspan="3">Our Solar System | Planets and Space Science, Asteroids and Space Events</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td>Multiple-Choice

Read the text. Choose the correct answer. Choose A, B or C.</td><td>Comprehension Skills
Details:
4 x ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language.

Inference
2 x ENG.02.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language.

Connections
1 x ENG.02.RV.CS.3.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to help understand the topic or structure of new content when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language.

Overall Meaning
1 x ENG.02.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language.</td><td>▪ 1 narrative text (A2.2) of 150-170 words (10% either way – Max: 187)
▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)</td></tr>
</table>

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<table>
<tr><th>Part</th><th>Level</th><th colspan="2">Theme</th><th>Functional Language</th></tr>
<tr><td rowspan="6">Part 4: Writing</td><td rowspan="6">At Grade Level Goal</td><td colspan="2">The Writing Task will be based around one of these themes:</td><td rowspan="2">FL.27 Describing advantages and disadvantages
FL.16 Expressing opinion</td></tr>
<tr><td colspan="2">Exploring | Mountain Climbing and Survival, Difficulties explorers face (desert / ocean / mountain)</td></tr>
<tr><td colspan="2">Leisure and Free Time | How did you spend your time? (Entertainment and Attractions)</td><td>FL.31 Describing past experiences and events</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td>Constructed Writing Response

Write about _____.
- Prompt 1
- Prompt 2
- Prompt 3

Write at least 80 words in complete sentences.</td><td>Spelling
ENG.02.WR.S.2.2: Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings.

Punctuation
ENG.02.WR.S.3.1: Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control.

Fluency in text production
ENG.02.WR.P.1.1: Produce short, simple written or multimodal texts on familiar topics, expressing simple comparisons and justifications where appropriate in a simple list of points and linked sentences, although there may be inaccuracies and some limitations in vocabulary or structure.

Presentation and development of ideas
ENG.02.WR.P.2.1: Express simple ideas, information and opinions on familiar topics using an increasing range of familiar phrases and expressions in short, simple written or multimodal texts with developing coherence, although there may be inaccuracies and some limitations in vocabulary or structure.</td><td>▪ One question with three prompts to elicit a personal narrative.
▪ Word count: 80 words
▪ 40 marks (based on rubric)</td></tr>
</table>

Grade Level Goal

7

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2026 2025
موقع المناهج الإماراتية

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Grade 7 GLG - Grade 6 Advanced / 7 General – Stage 3 - A2.1-A2.2

Grade Level Goal	Grade 7 GLG	Learning Continuum Stage	3
Class	6 Advanced / 7 General	CEFR	A2.1-A2.2

Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60	Writing: 40
		Platform	SwiftAssess	Paper-based

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	**Food for Life**	healthy, fresh, producer, consumer, predator, prey, plastic	
		How Things Work	evaporation, condensation, filter, supply, engineer	
		It's a Small World	advantage, drawback, communicate, translate	
		Patterns	pattern, sequence, sum, number, hexagon, square	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap Fill Choose the correct word(s) to complete the sentences. Choose **A**, **B** or **C**.	**Reading Strategies** ENG.03.RV.S.3.3: Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	▪ 5 sentences with one gap ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 10)

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="3">Part 2: Grammar</td><td rowspan="3">At Grade Level Goal</td><td>It's a Small World | Where does your food come from?</td><td>cocoa, tea, rice, dates, crop, grow, produce, country, chocolate, port</td><td>G.7.5 Determiners (quantifiers)
G.9.3 Nouns (countable_uncountable)
G.4.1 Clauses and phrases (defining relative clauses)
G.4.2 Clauses and phrases (non-defining relative clauses)
G.5.1 Conditionals (Zero)
G.2.2 Adverbs (sequencing)</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Gap-Fill

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.</td><td>Reading Strategies
5 x ENG.03.RV.S.3.3: Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.</td><td>▪ 1 descriptive text of 120 words (10% either way) with 5 gaps
▪ 3 options, one of which is the correct answer
▪ 2 marks each (total 10)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="2">Part 3A: Reading</td><td rowspan="2">At Grade Level Goal</td><td colspan="3">Food for Life | How does a food web work?, How are things connected in a food chain?</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td></td><td>Multiple-Choice

Read the text and choose the correct answers.
Choose A, B or C.</td><td>Comprehension Skills
Specific Information:
4 x ENG.03.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.

Details:
2 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.
Inference

1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.

Overall Meaning
1 x ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.</td><td>▪ 1 narrative text (A2.1-A2.2) of 170-200 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)</td></tr>
</table>

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<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="3">Part 3B: Reading</td><td rowspan="3">Beyond Grade Level Goal</td><td colspan="3">Patterns | What are some important features of Islamic Art?, What is a pattern?</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice

Read the text and choose the correct answers.
Choose A, B or C.</td><td>Comprehension Skills
Details:
4 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.

Inference
2 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.

Connections
1 x ENG.03.RV.CS.3.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.

Overall Meaning
1 x ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.</td><td>▪ 1 expository text (B1.1) of 170-200 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="2">Theme</th><th>Functional Language</th></tr>
<tr><td rowspan="5">Part 4: Writing</td><td rowspan="5">At Grade Level Goal</td><td colspan="2">The Writing Task will be based around one of these themes:</td><td rowspan="3">FL.13 Describing processes
FL.7 Describing objects</td></tr>
<tr><td colspan="2">It's a Small World | What can visitors see and do in the UAE?</td></tr>
<tr><td colspan="2">Food for Life | How can food improve your health?</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Constructed Writing Response

Look at the four pictures of _____. Describe what happened at each stage and _____. Use sequencing words and phrases.

Write at least 100 words in complete sentences.</td><td>Spelling
ENG.03.WR. S.2.2 Spell a wide range of words using regular and irregular spellings with increasing accuracy.

Punctuation
ENG.03.WR.S.3.1: Write sentences using a wide range of punctuation with a high level of control.

Fluency in text production
ENG.03.WR.P.1.1: Produce simple written or multimodal texts on familiar and concrete topics, expressing simple comparisons and justifications where appropriate in a simple list of points and linked sentences with an increasing ability to convey meaning, although there may be inaccuracies and repetition of vocabulary and structures.

Presentation and development of ideas
ENG.03.WR.P.2.1: Express simple ideas, information, opinions, feelings and emotions on familiar and concrete topics using an increasing range of familiar phrases and expressions in simple written or multimodal texts with developing coherence, although there may be inaccuracies and repetition of vocabulary and structures.</td><td>4 labelled (2-3 words) images showing a process or sequence related to the theme.

One question asking students to interpret the visual information and describe each stage using sequencing words and phrases.

▪ Word count: 100 words
▪ 40 marks (based on rubric)</td></tr>
</table>

Grade Level Goal



Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Grade 8 GLG - Grade 7 Advanced / 8 General – Stage 4 - A2.2-B1.1

Grade Level Goal	Grade 8 GLG	Learning Continuum Stage	4
Class	7 Advanced / 8 General	CEFR	A2.2-B1.1

Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60	Writing: 40
		Platform	SwiftAssess	Paper-based

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	**The Ocean**	pollution, toxins, predator, carnivore, creature, bacteria	
		Space	climate, weather, gravity, oxygen, mission, experiment	
		Scientific Wonders	canyon, volcano, arteries, veins, trench, reef, erosion	
		Who am I?	identity, personality, qualities, skills, respect, trust	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap Fill Choose the correct word(s) to complete the sentences. Choose **A**, **B** or **C**.	**Reading Strategies** ENG.04.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	▪ 5 sentences with a gap ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 10)

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="3">Part 2: Grammar</td><td rowspan="3">At Grade Level Goal</td><td>The Ocean | How do humans affect the health of the oceans?, What should we do to clean up the oceans?</td><td>plastic, chemicals, fish, ocean, garbage, toxins, river, rain, animals, technology, trash, floats, harbor, installed, huge, pollution, current, machine</td><td>G.8.1 Modals (present)
G.5.3 Conditionals (Second)
G.10.1. Passives (present simple passive)
G.9.8 Nouns (noun phrases)</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Gap-Fill

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.</td><td>Reading Strategies
5 x ENG.04.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.</td><td>▪ 1 descriptive text of 130 words (10% either way) with 5 gaps
▪ 3 options, one of which is the correct answer
▪ 2 marks each (total 10)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="2">Part 3A: Reading</td><td rowspan="2">At Grade Level Goal</td><td colspan="3">Who am I? | How can we define identity? , What are you like?</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td></td><td>Multiple-Choice

Read the text and choose the correct answers.
Choose A, B or C.</td><td>Comprehension Skills

Specific Information:
4 x ENG.04.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.

Details:
2 x ENG.04.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.

Inference
1 x ENG.04.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.

Overall Meaning
1 x ENG.04.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.</td><td>▪ 1 expository text (A2.2 – B1.1) of 200-230 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="2">Part 3B: Reading</td><td rowspan="2">Beyond Grade Level Goal</td><td colspan="3">Scientific Wonders | What do you know about the wonders of the natural world?, What can Science tell us about our world?</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td></td><td>Multiple-Choice

Read the text and choose the correct answers.
Choose A, B or C.</td><td>Comprehension Skills

3 x ENG.04.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.

2 x ENG.04.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.
Connections

1 x ENG.04.RV.CS.4.2: Make basic inferences or predictions about text content, line of argumentation and sequence of events in a narrative, using text features and basic connectors when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.

1 x ENG.04.RV.CS.3.1: Make logical connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them and give simple reasons for these connections when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.

1 x 04.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.</td><td>▪ 1 expository text (B1.2) of 200-230 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="2">Theme</th><th>Functional Language</th></tr>
<tr><td rowspan="6">Part 4: Writing</td><td rowspan="6">At Grade Level Goal</td><td colspan="2">The Writing Task will be based around one of these themes:</td><td rowspan="3">FL.16 Expressing opinion,
FL.6 Describing places,
FL.24 Asking for and giving advice</td></tr>
<tr><td colspan="2">Space | What would you take on a space journey?</td></tr>
<tr><td colspan="2">Who Am I | How can I be a good friend?, What are you like?</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Constructed Writing Response

1.1
Read the text. Write the main ideas of the text in your own words. Write 3-4 sentences.

1.2 Write about _____.
▪ Prompt 1
▪ Prompt 2
▪ Prompt 3

Write at least 110 words in paragraphs.</td><td>Spelling
ENG.04.WR.S.2.2: Spell many challenging words with accuracy.

Fluency in text production
ENG.04.WR.P.1.1: Produce simple and some extended written or multimodal texts on familiar and concrete topics, expressing comparisons and justifications where appropriate with an increasing ability to convey meaning, although there may be some inaccuracies and repetition of vocabulary and structures.

Text Structure
ENG.04.WR.P.4.1: Produce simple and some extended written or multimodal texts on familiar and concrete topics with paragraphs that may contain a topic sentence and some supporting details where appropriate, although there may be some inaccuracies and repetition of vocabulary and structures.

Presentation and development of ideas
ENG.04.WR.P.2.1: Express simple ideas, information, opinions, feelings, emotions and personal perspectives on familiar and concrete topics using a wide range of phrases and expressions in simple and some extended written or multimodal texts, although there may be some inaccuracies and repetition of vocabulary and structures.

Processing text in Writing
ENG.04.WR.S.6.1 :Summarise and describe the main points and information in simple written, spoken or multimodal texts on familiar and concrete topics using a wide range of phrases and expressions in writing, although there may be some inaccuracies and repetition of vocabulary and structures.</td><td>1.1 (15 marks)
One text (A2.2–B1.1) of 150 words (10% either way) related to the theme.

One question asking for the main ideas of the text, using their own words.

1.2 (25 marks)
A main prompt, with 3 sub-prompts

▪ Word count: 110 words

▪ 40 marks total</td></tr>
</table>

Grade Level Goal

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Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Grade 9 GLG - Grade 8 Advanced – Stage 5 - B1.1

Grade Level Goal	**Grade 9 GLG**	**Learning Continuum Stage**		**5**
Class	**8 Advanced**	**CEFR**		**B1.1**
Language Domain	Reading & Viewing and Writing & Representing	**Total Marks**	Reading: 60	Writing: 40
		Platform	SwiftAssess	Paper-based

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	**Towards Grade Level Goal**	**Ecosystems**	flora, fauna, conservation, biodiversity, adaptation, survive, climate, environment	
		Innovation and Technology	renewable, sustainable, electric, hybrid, invention, technology	
		The Brain	attention, rehearsal, retrieval, psychologist, melatonin, hormone, isolation	
		Visual Arts	perspective, focus, foreground, background	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap Fill Choose the correct words to complete the sentences. Choose **A**, **B** or **C**.	**Reading Strategies** ENG.05.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, headings and connectors, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.	▪ 5 sentences with a gap ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 10)

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="3">Part 2: Grammar</td><td rowspan="3">At Grade Level Goal</td><td>Innovation and Technology | What cars will we be driving in the future?</td><td>engine, airbag, seat belt, hybrid, electric, battery, horsepower, touchscreen, warranty, SUV</td><td>G.15.4 Future Time (future continuous)
G.19.2 Verb forms
G.1.5 Adjectives (followed by prepositions and infinitives)
G.10.1 Passives (present simple passive)
G.13.3 Present Time (present perfect simple)</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Gap-Fill
_____

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.</td><td>Reading Strategies
5 x ENG.05.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, headings and connectors, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.</td><td>▪ 1 expository text (B1.1) of 150 words (10% either way) with 5 gaps
▪ 3 options, one of which is the correct answer
▪ 2 marks each (total 10)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="3">Part 3A: Reading</td><td rowspan="3">At Grade Level Goal</td><td colspan="3">Ecosystems| What has happened to coral reefs in the Arabian Sea?, How have animals adapted to different ecosystems?</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice
_____
Read the text and choose the correct answer.
Choose A, B or C.</td><td>Comprehension Skills
Specific Information:
3 x ENG.05.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.

Details:
3 x ENG.05.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.

Inference:
1 x ENG.05.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.

Overall Meaning:
1 x ENG.05.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.</td><td>▪ 1 narrative text (B1.1) of 230-250 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="2">Part 3B: Reading</td><td rowspan="2">Beyond Grade Level Goal</td><td colspan="3">Visual Arts | How are CGI movies made?</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td></td><td>Multiple-Choice

Read the text and choose the correct answer.
Choose A, B or C.</td><td>Comprehension Skills
Details:
3 x ENG.05.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.

Inference:
2 x ENG.05.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.

1 x ENG.05.RV.CS.4.2: Make inferences or predictions about text content, line of argumentation and sequence of events in a narrative, using text features and basic connectors when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.

Connections:
1 x ENG.05.RV.CS.3.1: Make logical connections between ideas, events or themes and own experience, background knowledge, other familiar texts or the world around them and give clear reasons for these connections when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.

Overall Meaning:
1 x ENG.05.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.</td><td>▪ 1 expository text (B1.2) of 230-250 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="2">Theme</th><th>Functional Language</th></tr>
<tr><td rowspan="5">Part 4: Writing</td><td rowspan="5">At Grade Level Goal</td><td colspan="2">The Writing Task will be based around one of these themes:</td><td rowspan="3">FL.24 Asking for and giving advice
FL.13 Describing processes
FL.16 Expressing opinion</td></tr>
<tr><td colspan="2">The Brain | How does the brain store information?, What is the best way to review?</td></tr>
<tr><td colspan="2">Innovation and Technology | Why is renewable energy the best energy for the future?</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td>Constructed Writing Response
_____

1.1
Read the text. Write the main ideas of the text in your own words. Write at least 3-4 sentences.

1.2 Write an essay giving your opinion on _____.
▪ Prompt 1
▪ Prompt 2
▪ Prompt 3

Write at least 120 words in paragraphs.</td><td>Processing text in writing
ENG.05.WR.S.6.1: Summarise the main points and information in simple, extended written, spoken or multimodal texts on familiar and some unfamiliar concrete topics using simple and a limited range of complex language and expressions in writing, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.

Fluency in text production
ENG.05.WR.P.1.1: Produce simple and some extended written or multimodal texts on familiar and some unfamiliar concrete topics, expressing some detail with comparisons and justifications where appropriate with an increasing ability to convey meaning, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.

Presentation and development of ideas
ENG.05.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on familiar and some unfamiliar concrete topics, giving some simple reasons and explanations using simple and a limited range of complex language and expressions in simple and some extended written or multimodal texts, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.

Text structure
ENG.05.WR.P.4.1: Produce simple and some extended written or multimodal texts on familiar and some unfamiliar concrete topics that show awareness of the conventional features of text organisation and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.</td><td>1.1 (15 marks)
One text (B.1.1) of 150 words related to theme.
One question asking for the main ideas of the text, using their own words.

1.2 (25 marks)
▪ One question with three prompts to elicit a text asking them for their opinion and experience on the topic.

▪ Word count: 120 words
▪ 40 marks total</td></tr>
</table>