

مواصفات اختبارات نهاية الفصل للغة الإنجليزية الحلقة الثانية



تم تحميل هذا الملف من موقع المناهج الإماراتية

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

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ملفات اكتب للمعلم اكتب 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

المزيد من مادة
لغة انجليزية:

إعداد: وزارة التربية والتعليم الإمارات

التواصل الاجتماعي بحسب مرحلة متوسطة



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

مواصفات اختبارات لنهاية الفصل

1

تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Play Google (أندرويد)

تطبيق المناهج على Store App (آبل)



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

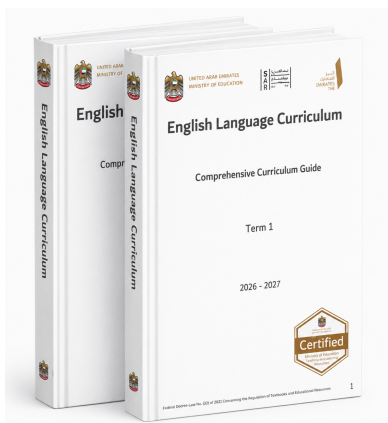
Centralised

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.

	Part 1: Vocabulary	Part 2: Grammar	Part 3A: Reading	Part 3B: Reading	Part 4 Writing
Working toward Grade Level Goal	✓				
Working at Grade Level Goal		✓	✓		✓
Working beyond 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 Vocabulary 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

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



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

English Language Test Specifications

End-of-Term 1 Examinations

Cycle 2

English End-of-Term 1 Test Specifications Cycle 2 – 2026-2027



Grade Level Goal

5

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
		Platform	SwiftAssess
			Writing: 40
			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)	

Part	Level	Theme	Vocabulary	Grammar
Part 2: Grammar	At Grade Level Goal	Curious Creatures and Extraordinary Places Describing People and Things, Describing Places, Amazing Animals and Places	amphibian, gills, regrow, survive, salt, reflect, protect, scientist, rainforest, desert, beach, whale, special, amazing, see-through	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
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.	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.	▪ 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)

Part	Level	Theme		
Part 3A: Reading	At Grade Level Goal	Exciting Adventures Lost in the Hajar Mountains, A Kayaking Adventure		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answers. Choose A, B or C.	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.	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)

Part	Level	Theme		
Part 3B: Reading	Beyond Grade Level Goal	What Happens if ...? Amazing Weather Around the World		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	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.	▪ 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)

Part	Level	Theme		Functional Language
Part 4: Writing	At Grade Level Goal	<i>The Writing Task will be based around one of these themes:</i>		
		Exciting Adventures Adventure Story Writing		FL.31 Describing past experiences and events, FL.5 Describing people, FL.6 Describing places
		What Happens if ...? Weather Watchers and Problem Solvers, The Weather Watch Team		FL.16 Expressing opinion, FL.35 Making predictions and hypothesising
		Task Description	Learning Outcomes	Construct Limits
		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.	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.	▪ 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)

Grade Level Goal

6

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
		Platform	SwiftAssess
			Writing: 40
			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)	

Part	Level	Theme	Vocabulary	Grammar
Part 2: Grammar	At Grade Level Goal	Animals How to train animals	beekeeper, falconer, honeycomb, lure, nectar, pollinate, talons, wax, command, guide, service animal, support, independence, obstacle, behaviour, train	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)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.	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.	▪ 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)

Part	Level	Theme		Functional Language
Part 4: Writing	At Grade Level Goal	<i>The Writing Task will be based around one of these themes:</i>		
		Exploring Mountain Climbing and Survival, Difficulties explorers face (desert / ocean / mountain)		FL.27 Describing advantages and disadvantages FL.16 Expressing opinion
		Leisure and Free Time How did you spend your time? (Entertainment and Attractions)		FL.31 Describing past experiences and events
		Task Description	Learning Outcomes	Construct Limits
		Constructed Writing Response Write about ____. - Prompt 1 - Prompt 2 - Prompt 3 Write at least 80 words in complete sentences.	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.	▪ One question with three prompts to elicit a personal narrative. ▪ Word count: 80 words ▪ 40 marks (based on rubric)

Grade Level Goal

7

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
		Platform	SwiftAssess
			Writing: 40
			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)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Grammar	At Grade Level Goal	It's a Small World Where does your food come from?	cocoa, tea, rice, dates, crop, grow, produce, country, chocolate, port	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)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C .	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.	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)

Part	Level	Theme		
Part 3A: Reading	At Grade Level Goal	Food for Life How does a food web work?, How are things connected in a food chain?		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text and choose the correct answers. Choose A , B or C .	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.	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)

Part	Level	Theme		
Part 3B: Reading	Beyond Grade Level Goal	Patterns What are some important features of Islamic Art?, What is a pattern?		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text and choose the correct answers. Choose A, B or C.	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.	▪ 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)

Part	Level	Theme		Functional Language
Part 4: Writing	At Grade Level Goal	<i>The Writing Task will be based around one of these themes:</i>		FL.13 Describing processes FL.7 Describing objects
		It's a Small World What can visitors see and do in the UAE?		
		Food for Life How can food improve your health?		
		Task Description	Learning Outcomes	Construct Limits
		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.	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.	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)

Grade Level Goal

8

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
		Platform	SwiftAssess
			Writing: 40
			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)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Grammar	At Grade Level Goal	The Ocean How do humans affect the health of the oceans?, What should we do to clean up the oceans?	plastic, chemicals, fish, ocean, garbage, toxins, river, rain, animals, technology, trash, floats, harbor, installed, huge, pollution, current, machine	G.8.1 Modals (present) G.5.3 Conditionals (Second) G.10.1. Passives (present simple passive) G.9.8 Nouns (noun phrases)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose A , B or C .	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.	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)

Part	Level	Theme		
Part 3A: Reading	At Grade Level Goal	Who am I? How can we define identity? , What are you like?		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text and choose the correct answers. Choose A, B or C.	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.	▪ 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)

Part	Level	Theme		
Part 3B: Reading	Beyond Grade Level Goal	Scientific Wonders What do you know about the wonders of the natural world?, What can Science tell us about our world?		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text and choose the correct answers. Choose A, B or C.	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.	▪ 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)

Part	Level	Theme		Functional Language
Part 4: Writing	At Grade Level Goal	The Writing Task will be based around one of these themes:		FL.16 Expressing opinion, FL.6 Describing places, FL.24 Asking for and giving advice
		Space What would you take on a space journey?		
		Who Am I How can I be a good friend?, What are you like?		
		Task Description	Learning Outcomes	Construct Limits
		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.	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.	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

Grade Level Goal

9

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)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Grammar	At Grade Level Goal	Innovation and Technology What cars will we be driving in the future?	engine, airbag, seat belt, hybrid, electric, battery, horsepower, touchscreen, warranty, SUV	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)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.	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.	▪ 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)

Part	Level	Theme		
Part 3A: Reading	At Grade Level Goal	Ecosystems What has happened to coral reefs in the Arabian Sea?, How have animals adapted to different ecosystems?		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text and choose the correct answer. Choose A, B or C.	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.	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)

Part	Level	Theme		
Part 3B: Reading	Beyond Grade Level Goal	Visual Arts How are CGI movies made?		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text and choose the correct answer. Choose A, B or C.	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.	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)

Part	Level	Theme		Functional Language
Part 4: Writing	At Grade Level Goal	The Writing Task will be based around one of these themes:		FL.24 Asking for and giving advice FL.13 Describing processes FL.16 Expressing opinion
		The Brain How does the brain store information?, What is the best way to review?		
		Innovation and Technology Why is renewable energy the best energy for the future?		
		Task Description	Learning Outcomes	Construct Limits
		Constructed Writing Response 		