مواصفات اختبار نهاية الفصل 2026

تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف الثامن ⇦ لغة انجليزية ⇦ الفصل الثالث ⇦ ملفات متنوعة ⇦ الملف

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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
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التواصل الاجتماعي بحسب الصف الثامن

صفحة المناهج الإماراتية على فيسبوك

المواد على تلغرام | التربية الاسلامية | اللغة العربية | اللغة الانجليزية | الرياضيات

المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الثالث

1	مفردات الوحدة التاسعة الرحلات العظيمة
2	مفردات الوحدة الثامنة المهرجانات العالمية
3	النسخة العربية لدعوة متحف الاتحاد للجولات الافتراضية
4	دعوة افتراضية لزيارة متحف الاتحاد
5	كتاب الطالب المجلد الثالث منهج أكسس نسخة 2026

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year

2025
26

English Language Test Specifications

End-of-Term 3 Examinations

CYCLE
2

Overview

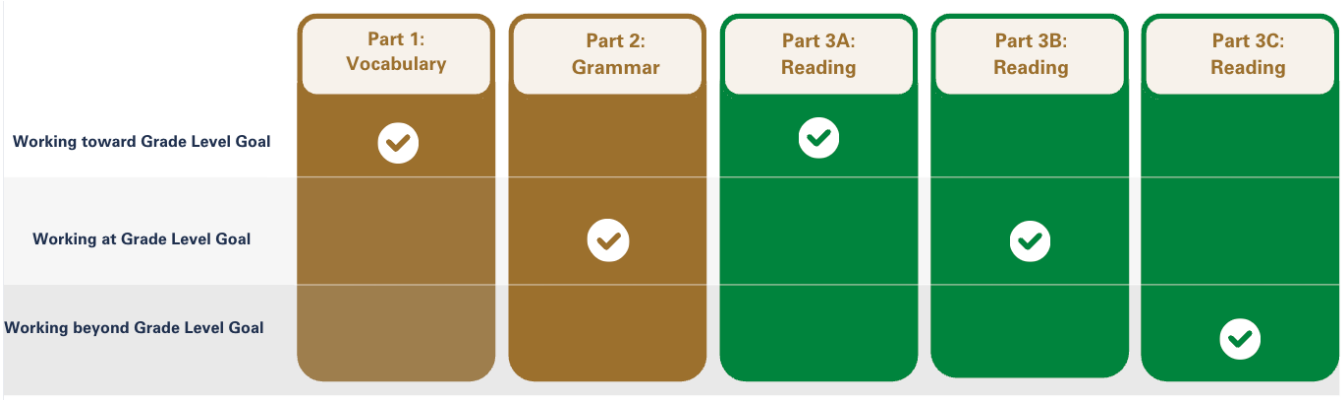
The Cycle 2 End-of-Term English Language assessments are designed to reflect the curriculum, ensuring systematic coverage of Reading and Viewing. The exams focus on reading fluency, comprehension, grammar, and vocabulary development. Grammar and Vocabulary are also embedded within reading tasks to evaluate how effectively students apply language structures in context rather than in isolation. By aligning with 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

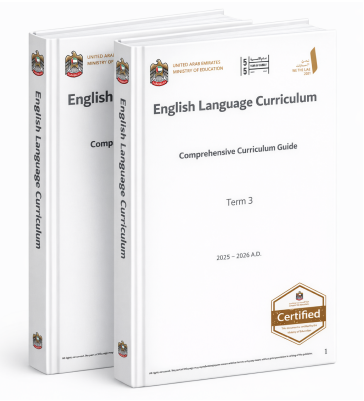
Centralised

The assessment is divided into three parts:

- **Part 1 – Vocabulary**: Assesses skills toward Grade Level Goal.
- **Part 2 - Grammar** Targets working at Grade Level Goal.
- **Part 3A – Reading**: Targets working toward Grade Level Goal
- **Part 3B – Reading:** Targets working at Grade Level Goal
- **Part 3C –** Reading: Targets working beyond Grade Level Goal



Curriculum Alignment



The Cycle 2 English Language assessments are fully aligned with the curriculum, which is structured around the Reading domain while Grammar and Vocabulary are embedded throughout the assessments to support progression across the domain 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	Access 5	A1.2-A2.1	
5 Advanced	Stage 2	Working beyond Grade 5 Level Goal	Advanced 5	A2.1	
6 General		Grade 6 Grade Level Goal	Access 6	A2.1	
6 Advanced	Stage 3	Working beyond Grade 6 Level Goal	Advanced 6	A2.1-A2.2	
7 General		Grade 7 Grade Level Goal	Access 7	A2.1-A2.2	
7 Advanced	Stage 4	Working beyond Grade 7 Level Goal	Advanced 7	A2.2-B1.1	4
8 General		Grade 8 Grade Level Goal	Access 8	A2.2-B1.1	4
8 Advanced	Stage 5	Working beyond Grade 8 Level Goal	Advanced 8	B1.1	4.5

Question Types

SENTENCE CLOZE (VOCAB)

Students are given a bank of words and must select the correct ones to complete a set of sentences. The word bank contains more words than there are gaps, so students must read carefully and use their understanding of meaning, collocation, and context to choose appropriately — and to rule out the distractors they do not need.

early late silent noisy hungry tired

1. She went to bed _____ because she had school the next morning.
2. The library was very _____ , so everyone was able to study easily.
3. After playing football for two hours, the children were very _____.

MULTIPLE-CHOICE GAP FILL (VOCAB)

Students read a series of sentences, each containing a gap, and choose the correct word from three options (A, B, or C). Options are carefully selected to test precise vocabulary knowledge, often featuring words that look or sound similar, making it essential that students understand exact meaning and usage rather than guessing from recognition alone.

1. The company's new strategy proved highly _____, attracting investors from around the world.

A effective

B affective

C infected

MULTIPLE-CHOICE GAP FILL (GRAMMAR)

Students read a short text with several gaps and select the correct word or phrase from three options (A, B, or C) to complete each one. This task requires students to apply their grammatical knowledge in context — understanding how tense, form, and structure function within connected, meaningful text rather than in isolated sentences.

Urban farming **1** _____ increasingly popular over the past decade. Many city dwellers now grow their own vegetables on rooftops or in community gardens. If more people **2** _____ this approach, local food supplies would become far more resilient.

1.
A becomes **B** has become **C** had become

2.
A would adopt **B** adopted **C** have adopted

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Question Types

TRUE, FALSE, NOT GIVEN

Students read a text and assess a series of statements, deciding whether each one is confirmed by the text (True), contradicted by it (False), or simply not addressed (Not Given).

The blue whale is the biggest animal ever known to have lived on Earth. An adult can reach up to 30 metres in length and weigh as much as 200 tonnes. Despite their immense size, blue whales feed almost exclusively on tiny shrimp-like animals called krill. A single whale can consume up to four tonnes of krill per day during feeding season. Blue whale populations declined sharply due to commercial whaling in the twentieth century, and the species remains endangered today.

1. No animal in history has grown as big as the blue whale.
True **False** **Not Given**

2. An adult blue whale can weigh more than 200 tonnes.
True **False** **Not Given**

3. The word "immense" in the text suggests that blue whales are very large.
True **False** **Not Given**

MULTIPLE-CHOICE

Students read a text and answer a set of comprehension questions, selecting the correct answer from three options (A, B, or C). Distractors are plausible and often drawn from language used in the text itself, so students must read closely and critically rather than relying on keyword matching alone.

Sara has always loved cooking, but she never had time to practise because of her busy job. Last year, she decided to sign up for an evening cooking class at a local college. At first, she found it difficult to keep up with the other students, who had more experience. However, her teacher encouraged her to be patient and to focus on the basics. By the end of the course, Sara had learned to prepare several dishes and felt much more confident in the kitchen. She now cooks dinner for her family every weekend.

1. Why had Sara not cooked much before joining the class?
A She did not enjoy cooking.
B She did not have enough free time.
C She could not find a suitable class.

2. The phrase "keep up with" in the text most likely means …
A to stay at the same level as others.
B to become better than the other students.
C to get to know the other students.

3. What is the main message of the text?
A Evening classes are a good way to meet new people.
B With patience and practice, people can learn new skills.
C Cooking is an important skill for everyday life.

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Question Types

READ AND IDENTIFY SPECIFIC INFORMATION

These questions assess students' ability to locate and recognise explicitly stated information in a simple, clearly structured text. Students are not required to interpret or infer meaning; the correct answer can be found directly in the text using basic scanning skills.

Where are pangolins found, according to the text?
A. Africa and Asia
B. Europe and Africa
C. Asia and Australia

What are pangolin scales made of?
A. bone
B. keratin
C. shell

READ AND IDENTIFY DETAILS

These questions assess students' ability to recognize supporting or descriptive details that add information to the text. Unlike specific-information questions, these items focus on smaller pieces of information that contribute to understanding but are not the main idea.

Why do pangolins use their claws?
A. to dig into insect nests
B. to climb trees quickly
C. to fight other animals

Why is curling into a ball useful for pangolins?
A. it keeps them warm
B. it protects them from predators
C. it helps them sleep

READ AND IDENTIFY THE OVERALL MEANING

These questions assess students' ability to understand the overall message or general meaning of a simple text. Students must consider the text as a whole rather than focusing on individual details or sentences.

What is the main focus of the text?
A. how pangolins hunt insects
B. why pangolins are unusual and endangered
C. how animals use scales

Which is the best title for the text?
A. Animals That Eat Insects
B. The Pangolin: A Protected and Unusual Mammal
C. Night Animals of Africa and Asia

INFER THE MEANING OF UNKNOWN WORDS

These questions assess students' ability to work out the meaning of unfamiliar words related to concrete actions or objects by using contextual clues. Students are not expected to know dictionary definitions but to infer meaning from how the word is used in a familiar situation.

What does 'cover' in paragraph 3 mean?
A. hide completely
B. put something on top
C. protect from rain

In paragraph 4, protected refers to being _____.
A. kept safe by laws
B. hidden from predators
C. covered with scales

MAKE CONNECTIONS

These questions assess students' ability to make simple connections between the text and their own experience, background knowledge, or the world around them. The connection supports understanding of the topic or why the information is important.

Which problem in the text is similar to challenges faced by other endangered animals?
A. losing protection from predators
B. being hunted by humans
C. difficulty finding food at night

Which idea from the text helps explain why animal protection laws exist?
A. animals need food to survive
B. human activity can threaten species
C. insects are part of nature

MAKE INFERENCES OR PREDICTIONS

These questions assess ability to use information across the text to infer or predict what may happen next or how ideas are likely to develop. It follows the logical sequence of events or arguments, using cause-and-effect relationships, time markers, and connectors. The focus is on reasoned prediction and inference, not recall of stated facts.

What is most likely to happen next if plant-eaters increase but predators do not?
A. plants may be eaten too quickly
B. decomposers disappear
C. producers make more sunlight

Based on the sequence described, what would happen first if decomposers disappeared?
A. dead matter would build up
B. predators would increase
C. food chains would stop immediately

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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
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English Language Test Specifications

End-of-Term 3 Examinations

Cycle 2

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Grade Level Goal

5

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Academic Year 2025-2026: 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	Total Marks	100
		Platform	SwiftAssess

Part	Level	Theme	Vocabulary
Part 1: Vocabulary	**Towards Grade Level Goal**	**Food and Drink** | Favourite Food, In the Kitchen, School Lunches	apples, carrots, dates, orange juice, grapes, bananas, sandwiches, picnic, fridge, cheese, milk, eggs, fish, meat, kitchen, rice, soup, vegetable, water, lunch
		Staying Healthy | Go to the doctor, Language Focus	eye test, hearing test, blood test, ill, difficult, doctor, headache, use a computer, drive a car, break my arm/leg, hurt, ride a bike

Task Description	Learning Outcomes	Construct Limits
Sentence Cloze _____ Choose the correct word(s) to complete the sentences. There are five words you do not need.	**Reading Strategies** ENG.01.RV.S.2.1 : Apply basic reading strategies, using visuals, context, first language, culture and experiences to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	▪ Word Bank of 10 words (A-J), 5 of which are distractors ▪ 5 sentences (1-5) ▪ 2 marks each (total: 10)

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Part	Level	Theme	Grammar		
Part 2: Grammar	**At Grade Level Goal**	**Staying Healthy** | Sick Note, I'm not well	G.2.3 Adverbs (frequency) G.13.1 Present Time (present simple) G.7.5 Determiners (Quantifiers: any) G.9.3 Countable and uncountable nouns G.7.5 Determiners (Quantifiers: some and any) G.9.3 Nouns (countable and uncountable - how much / how many) G.6.1 Conjunctions (coordinating)		
		Task Description	**Learning Outcomes**	**Construct Limits**	
		Multiple-Choice Gap-Fill Read the text and choose the correct answer to complete the sentences. Choose **A**, **B** or **C**.	**Reading Strategies** 5 x ENG.01.RV.S.2.1 : Apply basic reading strategies, using visuals, context, first language, culture and experiences to understand 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 (A1.2-A2.1) of 100 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ Items can require: -One word (e.g., *went*) -OR multiple words (e.g., *is going*, *has been playing*) ▪ 2 marks each (total 10)	

Part	Level	Theme		
Part 3A: Reading	**Towards Grade Level Goal**	**Food and Drink** | At the Market, Language Focus		
		Task Description	**Learning Outcomes**	**Construct Limits**
		True, False, Not Given ——————— Read the text. Choose the correct answer. Choose **True**, **False** or **Not Given** for each statement.	**Comprehension Skills** Specific Information 1 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 2 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object 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) of 120-150 words (10% either way) ▪ 6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24) ▪ Ensure one of each: True (supported), False (contradicted), Not Given (no evidence)

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Part	Level	Theme		
Part 3B: Reading	**At Grade Level Goal**	**Staying Healthy** | Eat colours every day, Food groups, School Lunches		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text. Choose the correct answer. Choose **A**, **B** or **C**.	**Comprehension Skills** Details: 4 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 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) 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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Part	Level	Theme		
Part 3C: Reading	**Beyond Grade Level Goal**	**Food and Drink** | Food Shopping, School Trip, Our Menu		
		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 3 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object 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 (A2.1)of 120-150 words (10% either way) 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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Grade Level Goal

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Academic Year 2025-2026: End of Term 1 Exam Test Specifications: Grade 6 GLG - Grade 5 Advanced– Stage 2 – A2.1

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

Language Domain	Reading & Viewing	Total Marks	100
		Platform	SwiftAssess

Part	Level	Theme	Vocabulary
Part 1: Vocabulary	Towards Grade Level Goal	**Food and Drink** | At the Market, Food Shopping	customer, fresh, tomatoes, onions, brown bread, white bread, milk, mangoes, bottle, street vendor, loaf/loaves, jar, gram, bag, kilo, dessert, pomegranate, sugar, honey
		Staying Healthy | Go to the doctor, Language Focus	eye test, hearing test, blood test, ill, difficult, doctor, headache, use a computer, drive a car, break my arm/leg, hurt, ride a bike, allergy test

Task Description	Learning Outcomes	Construct Limits
Sentence Cloze _____ Choose the correct word(s) to complete the sentences. There are five words you do not need.	**Reading Strategies** 5 x 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.	▪ Word Bank of 10 words (A-J), 5 of which are distractors ▪ 5 sentences (1-5) ▪ 2 marks each (total: 10)

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Part	Level	Theme	Grammar		
Part 2: Grammar	**At Grade Level Goal**	**Staying Healthy** | Sick Note, I'm not Well	G.2.3 Adverbs (frequency) G.13.1 Present Time (present simple (including the verb "to be")) G.7.5 Determiners (Quantifiers: any) G.9.3 Countable and uncountable nouns G.7.5 Determiners (Quantifiers: some and any) G.9.3 Nouns (countable and uncountable - how much / how many) G.6.1 Conjunctions (coordinating) G.1.4. Adjectives (participle adjectives)		
		Task Description	**Learning Outcomes**	**Construct Limits**	
		Multiple-Choice Gap-Fill Read the text and choose the correct word to complete the sentences. Choose **A**, **B** or **C**.	**Reading Strategies** 5 x 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 narrative text (A2.1) of 100 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ Items can require: -One word (e.g., *went*) -OR multiple words (e.g., *is going*, *has been playing*) ▪ 2 marks each (total 10)	

Part	Level	Theme		
Part 3A: Reading	**Towards Grade Level Goal**	**Food and Drink** | In the Kitchen, Language Focus		
		Task Description	**Learning Outcomes**	**Construct Limits**
		True, False, Not Given ——— Read the text. Choose the correct answer. Choose **True**, **False** or **Not Given** for each statement.	**Comprehension Skills** Details: 3 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. 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.	▪ 1 descriptive text (A1.2-A2.1)of 130-150 words (10% either way) ▪ 6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24) ▪ Ensure one of each: True (supported), False (contradicted), Not Given (no evidence)

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Part	Level	Theme		
Part 3B: Reading	**At Grade Level Goal**	**Staying Healthy** | Eat colours every day, Food groups		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice ——————— Read the text. Choose the correct answer. Choose **A**, **B** or **C**.	**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. 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.	▪ 1 descriptive text (A2.1) of 130-150 words (10% either way) 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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Part	Level	Theme		
		Food and Drink | Favourite Food, Food Shopping, School Trip		
		Task Description	**Learning Outcomes**	**Construct Limits**
Part 3C: Reading	**Beyond Grade Level Goal**	Multiple-Choice ——————— Read the text. Choose the correct answer. Choose **A**, **B** or **C**.	**Comprehension Skills** Details: 3 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 3 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.	▪ 1 descriptive text (A2-1-A2.2) of 130-150 words (10% either way) 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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Academic Year 2025-2026: End of Term 3 Exam Test Specifications: Grade 6 GLG - Grade 6 General– Stage 2 – A2.1

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

Language Domain	Reading & Viewing	Total Marks	100
		Platform	SwiftAssess

Part	Level	Theme	Vocabulary
Part 1: Vocabulary	Towards Grade Level Goal	**Animals** | Animals Around the World, Helping Animals, Describing Animals	adapt, climate, habitat, landscape, predator, prey, region, survive, wildlife, care, condition, danger, hygiene, illness, protect, shelter, treatment, appearance, dangerous, domestic, massive, peaceful, powerful, spotted, striped
		Planet Earth | Clean Energy, A Story About the Future, Land and Water	conservation, environment, protect, recycle, renewable, resource, waste, wind, community, decision, improve, local, problem, project, responsibility, solution, coast, desertification, erosion, flood, region, soil, valley, volcano

Task Description	Learning Outcomes	Construct Limits
Sentence Cloze _____ Choose the correct word(s) to complete the sentences. There are five words you do not need.	**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.	▪ Word Bank of 10 words (A-J), 5 of which are distractors ▪ 5 sentences (1-5) ▪ 2 marks each (total: 10)

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Part	Level	Theme	Grammar		
Part 2: Grammar	**At Grade Level Goal**	**Planet Earth** | Talking about Hobbies, My Weekend	G.1.2 Adjectives (comparatives) G.1.3 Adjectives (superlatives) G.12.1 Prepositions of place G.6.1 Conjunctions (coordinating) G.14.1 Past time past simple including verb to be G.2.2 Adverbs (sequencing) G.4.1 Adjectives for description		
		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.02.RV.S.2.1 : 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 narrative text (A2.1) of 100-110 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ Items can require: -One word (e.g., *went*) -OR multiple words (e.g., *is going*, *has been playing*) ▪ 2 marks each (total 10)	

Part	Level	Theme		
Part 3A: Reading	**Towards Grade Level Goal**	**Planet Earth** | Protecting the Environment, Land and Water		
		Task Description	**Learning Outcomes**	**Construct Limits**
		True, False, Not Given ——————— Read the text. Choose the correct answer. Choose **True**, **False** or **Not Given** for each statement.	**Comprehension Skills** Details: 3 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. 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.	▪ 1 expository text (A1.2-A2.1) of 150-170 words (10% either way) ▪ 6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24) ▪ Ensure one of each: True (supported), False (contradicted), Not Given (no evidence)

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Part	Level	Theme		
Part 3B: Reading	**At Grade Level Goal**	**Animals** | Ocean Creatures, My Opinion About Animals, Animal Adaptations		
		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.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.	▪ 1 argumentative text (A2.1) of 120-150 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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Part	Level	Theme		
Part 3C: Reading	**Beyond Grade Level Goal**	**Planet Earth** | Planet Earth, Our Daily Habits		
		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.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.3.1: 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.4.1: 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.	▪ 1 transactional text (A2.1-A2.2) of 120-150 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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Grade Level Goal

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Academic Year 2025-2026: End of Term 3 Exam Test Specifications: Grade 7 GLG - Grade 6 Advanced – Stage 3 - A2.1-A2.2

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

Language Domain	Reading & Viewing	Total Marks	100
		Platform	SwiftAssess

Part	Level	Theme	Vocabulary
Part 1: Vocabulary	Towards Grade Level Goal	**The Amazing Human Body** | How can we train our bodies to do more?, How can technology improve our senses?, What is your amazing fact?	fast, heavy, light, short, slow, strong, tall, young, blind, brain, braille, deaf, senses, technology, touch, blood, bones, cells, heart, lungs, organs, tissue
		People | What can ancient objects tell us about people?, What extreme activities do people do?	ancient, cooking pots, discovery, history, ruins, tools, disgusting, extreme, instructor, parachute, season, strange, eagles, igloos, lamb, nomads, unusual, wool

Task Description	Learning Outcomes	Construct Limits
Multiple-Choice Sentence Cloze Correct 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)

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Part	Level	Theme	Grammar	
Part 2: Grammar	**At Grade Level Goal**	**The Amazing Human Body** | What is a super sense?	G.1.2 Adjectives comparatives and superlatives G.1.1 Descriptive adjectives and adjective order G.9.7 Nouns (compound nouns) G.1.4 Adjectives (participle adjectives) G.13.3 Present time (present perfect simple) G.2.2 Adverbs (sequencing) G.9.8 Nouns (noun phrases) G.19.2 Verb forms verb + to + infinitive, verb + ing	
		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 narrative text (A2.1-A2.2) of 120 words (10% either way) with 5 gaps (1-5) ▪ 3 options, one of which is the correct answer ▪ Items can require: -One word (e.g., *went*) -OR multiple words (e.g., *is going*, *has been playing*) ▪ 2 marks each (total 10)

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Part	Level	Theme		
		People | What amazing people do you know?		
		Task Description	**Learning Outcomes**	**Construct Limits**
Part 3A: Reading	**Towards Grade Level Goal**	True, False, Not Given ——————— Read the text. Choose the correct answer. Choose **True**, **False** or **Not Given** for each statement.	**Comprehension Skills** Details: 3 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 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. 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 (A2.1) of 170-200 words (10% either way) ▪ 6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24) ▪ Ensure one of each: True (supported), False (contradicted), Not Given (no evidence)

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Part	Level	Theme		
Part 3B: Reading	**At Grade Level Goal**	**The Amazing Human Body** | What amazing things can people do?		
		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.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 03ENG.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 descriptive text (A2.1-A2.2) of 170-200 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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Part	Level	Theme		
Part 3C: Reading	**Beyond Grade Level Goal**	**People** | What are some unusual ways that people communicate?		
		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.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 descriptive text (A2.2-B1.1) of 170-200 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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Academic Year 2025-2026: End of Term 3 Exam Test Specifications: Grade 7 GLG - Grade 7 General – Stage 3 - A2.1-A2.2

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

Language Domain	Reading & Viewing	Total Marks	100
		Platform	SwiftAssess

Part	Level	Theme	Vocabulary
Part 1: Vocabulary	Towards Grade Level Goal	**People and Numbers** | At the Weekend, How we spend our Time	percent, quarter, half, seventy-five percent, none, activities, homework, cooking, gardening, computer games, spend, watch tv, ride a bike, comics, garden, running, stories, rest
		Climate and Weather | What will the weather be like tomorrow?, Extreme weather, How's the Weather?	degrees, wind, light, strong, heavy, temperature, storm, extreme weather, gas, unusual, flood, sandstorm, hurricane, heatwave, too, global warming, spring, autumn, sunny, cloudy, windy, snowy, weather, season, warm, rain

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)

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Part	Level	Theme	Grammar		
Part 2: Grammar	**At Grade Level Goal**	**People and Numbers** | Language Focus, Most of us eat breakfast	G.19.2 Verb forms (verb + to + inf. verb + inf. verb + ing) G,9.1 Nouns (plurals - regular) G.18.1/2/3 Reported Speech G.14.1 Past Time (past simple (including verb 'to be') G.2.3 Adverbs (frequency) G.15.1 Future Time (simple future (will and shall) G.13.2 Present Time (present continuous) G.6.1 Conjunctions (coordinating)		
		Task Description	**Learning Outcomes**	**Construct Limits**	
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	**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 narrative text (A2.1 – A2.2) of 120 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ Items can require: -One word (e.g., *went*) -OR multiple words (e.g., *is going*, *has been playing*) ▪ 2 marks each (total 10)	

Part	Level	Theme		
Part 3A: Reading	**Towards Grade Level Goal**	**Climate and Weather** | Storms		
		Task Description	**Learning Outcomes**	**Construct Limits**
		True, False, Not Given _____ Read the text. Choose the correct answer. Choose **True**, **False** or **Not Given** for each statement.	**Comprehension Skills** Details: 3 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. 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) of 170-200 words (10% either way) ▪ 6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24) ▪ Ensure one of each: True (supported), False (contradicted), Not Given (no evidence)

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Part	Level	Theme		
Part 3B: Reading	**At Grade Level Goal**	**People and Numbers** | Famous Places, Language Focus, To Give		
		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.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. Main Points: 1 x ENG.03.RV.CS.6.1: Read and identify the main points of 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 (A2.1 – A2.2) of 170-200 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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Part	Level	Theme		
Part 3C: Reading	**Beyond Grade Level Goal**	**Climate and Weather** | Extreme Weather Report, Weather and Mood		
		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.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. Main Points: 1 x ENG.03.RV.CS.6.1: Read and identify the main points of 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 (A2.2-B1.1) of 170-200 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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Grade Level Goal

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Academic Year 2025-2026: End of Term 3 Exam Test Specifications: Grade 8 GLG - Grade 7 Advanced – Stage 4 - A2.2-B1.1

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

Language Domain	Reading & Viewing	Total Marks	100
		Platform	SwiftAssess

Part	Level	Theme	Vocabulary
Part 1: Vocabulary	Towards Grade Level Goal	**Speed** | Where can you see the fastest cars?, How fast can humans go?	designed, record, dangerous, reach, perform, version, improve, team, arrangement, prediction, atmosphere, record, dangerous, speed, surface, distance, experience, extreme, athlete, parachute
		Entertainment | What kind of shows do people like?, What is good entertainment?	exciting, bored, disappointed, recommend, interesting, worst, circus, show, rope, heart, comedy, documentary, character, filmmaker, funny, digital, soccer, nature

Task Description	Learning Outcomes	Construct Limits
Multiple-Choice Gap Fill Choose the correct words to complete the sentences.	**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 two gaps each ▪ 3 options, one of which is the correct answer ▪ Distractors should be plausible within the context but clearly incorrect when the full sentence meaning is considered. ▪ 2 marks each (total: 10)

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Part	Level	Theme	Grammar	
Part 2: Grammar	**At Grade Level Goal**	**Speed** | What is special about a hummingbird?	G.15.1 Future Time (simple future (will and shall)) G.15.2 Future Time (going to) G.15.3 Future Time (future time (present continuous)) G.1.4 Adjectives (participle adjectives) G.12.1 Prepositions (place) G.12.2 Prepositions (time) G.12.3 Prepositions (movement) G.10.1 Passives (present simple passive) G.2.8 Adverbs (degree)	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap-Fill _____ Read the text and choose the correct word(s) to complete the sentences.	**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 (A2.2-B1.1) of 130 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ Items require: Multiple words (e.g., *is going*, *has been playing*) ▪ 2 marks each (total 10)

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Part	Level	Theme		
Part 3A: Reading	**Towards Grade Level Goal**	**Entertainment** | How do people enjoy themselves in different countries?		
		Task Description	**Learning Outcomes**	**Construct Limits**
		True, False, Not Given ——————— Read the text. Choose the correct answer. Choose **True**, **False** or **Not Given** for each statement.	**Comprehension Skills** Details: 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. Inference: 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. 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 descriptive (travelogue) text (A2.1-A2.2) of 200-230 words (10% either way) ▪ 6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24) ▪ Ensure one of each: True (supported), False (contradicted), Not Given (no evidence)

Part	Level	Theme		
Part 3B: Reading	**At Grade Level Goal**	**Speed** | How quickly can you go around the world?		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text. Choose the correct answer.	**Comprehension Skills** Details: 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. Inference: 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.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 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 narrative text (A2.2-B1.1) of 200-230 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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Part	Level	Theme		
Part 3C: Reading	**Beyond Grade Level Goal**	**Entertainment** | What did you like about that movie?, What are your plans for the weekend?		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text. Choose the correct answer. Choose **A**, **B** or **C**.	**Comprehension Skills** 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 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. Connections 1 x ENG.04.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.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 argumentative text (B1.1) of 200-230 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

Academic Year 2025-2026: End of Term 3 Exam Test Specifications: Grade 8 GLG - Grade 8 General – Stage 4 - A2.2-B1.1

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

Language Domain	Reading & Viewing	Total Marks	100
		Platform	SwiftAssess

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	**World Festivals** | The Islamic pilgrimage to Mecca, Three festivals	journey, travel, special, important, religious, holy, prayer, mosque, crowd, experience, festival, celebrate, delicious, bright, colourful, special, decorate, lanterns, sweets, pancakes	
		Great Expeditions | Exploring the Seas, Space, Exploring Space	to sink, to explore, passenger, object, terrible, disaster, ship, robot, solar system, dangerous, planet, to get hurt, explore, expensive, important, space, astronaut, rocket, spacecraft, space station, explore, Earth, Moon, zero gravity, land (verb)	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap Fill Correct the correct words 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 two gaps each ▪ 3 options, one of which is the correct answer ▪ Distractors should be plausible within the context but clearly incorrect when the full sentence meaning is considered. ▪ 2 marks each (total: 10)

Part	Level	Theme	Grammar	
Part 2: Grammar	**At Grade Level Goal**	**Great Expeditions** | Above and Beyond	G.2.8 Adverbs (degree) / [extreme adjectives] G.15.1 Future Time (simple future (will and shall)) G.15.3 Future Time (future time (present continuous) G.1. 2 Adjectives (comparatives) G.14.1 Past Time (past simple (including verb 'to be') G.14.3 Past Time (past continuous) G.10.6 Passives (present perfect simple passive) G.6.2 Conjunctions (subordinating) G.19.1 Verb Forms (gerunds)	
		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 (A2.2-B1.1)of 130 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ Items require: Multiple words (e.g., *is going*, *has been playing*) ▪ 2 marks each (total 10)

Part	Level	Theme		
Part 3A: Reading	**Towards Grade Level Goal**	**World Festivals** | National Festivals		
		Task Description	**Learning Outcomes**	**Construct Limits**
		True, False, Not Given Read the text. Choose the correct answer. Choose **True**, **False** or **Not Given** for each statement.	**Comprehension Skills** Details: 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. 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 (A2.1-A2.2) of 200-230 words (10% either way) ▪ 6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24) ▪ Ensure one of each: True (supported), False (contradicted), Not Given (no evidence)

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Part	Level	Theme		
Part 3B: Reading	**At Grade Level Goal**	**Great Expeditions** | Travels in Africa		
		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.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 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.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 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 narrative text (A2.2-B1.1)(example blogpost) of 200-230 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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Part	Level	Theme		
Part 3C: Reading	**Beyond Grade Level Goal**	**World Festivals** | Let's go to a festival, Invitation to a food festival, Children's festival		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text. Choose the correct answer. Choose **A**, **B** or **C**.	**Comprehension Skills** 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 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 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 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 narrative text (B1.1) of 200-230 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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Grade Level Goal

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2026 2025
موقع المناهج الإماراتية

Academic Year 2025-2026: End of Term 3 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	Total Marks	100
		Platform	SwiftAssess

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	**How things change** | How have some children changed the world?, What are we doing in our free time?	challenge, solution, collect, expensive, problem, presentations, experience, change (v.), allowed, changed, competition, graph, increase, leisure time, popular, spectators	
		National resources | How do we use pearls as a national resource?, How has the way we farm changed?, How is the UAE growing its economy for the future?	goggles, pearls, clam, basket, air tank, resources, diving, divers, traditional, agriculture, consumer, crop, organic, produce (noun), technique, import, hydroponic, business, community, culture, development, education, solutions, tourism, traditions, economy	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap Fill Correct 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 two gaps each ▪ 3 options, one of which is the correct answer ▪ Distractors should be plausible within the context but clearly incorrect when the full sentence meaning is considered. ▪ 2 marks each (total: 10)

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Part	Level	Theme	Grammar		
Part 2: Grammar	**At Grade Level Goal**	**How things change** | Why have eating habits changed?	G.10.6 Passives (present perfect simple passive) G.5.2 Conditionals (First) G.1.2 Adjectives (comparatives) G.10.3 Passives (present continuous passive) G.14.2 Past Time (used to / would) G.2.2 Adverbs (sequencing) G.19.2 Verb forms (verb + to + inf / verb + -ing) G.4.2 Clauses and phrases (non- defining relative clauses) 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** 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 narrative text (B1.1) of 150 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ Items require: Multiple words (e.g., *is going*, *has been playing*) ▪ 2 marks each (total 10)	

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Part	Level	Theme		
Part 3A: Reading	**Towards Grade Level Goal**	**National Resources** | What is the history of oil in the UAE?		
		Task Description	**Learning Outcomes**	**Construct Limits**
		True, False, Not Given ——————— Read the text. Choose the correct answer. Choose **True**, **False** or **Not Given** for each statement.	**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. 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 (A2.2-B1.1) of 230-250 words (10% either way) ▪ 6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24) ▪ Ensure one of each: True (supported), False (contradicted), Not Given (no evidence) ▪ Inference: Use an unfamiliar word and provide clear context clues to show meaning

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Part	Level	Theme		
Part 3B: Reading	**At Grade Level Goal**	**How things change**| How has life changed in the UAE?		
		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.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. 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 (B1.1) of 230-250 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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Part	Level	Theme		
Part 3C: Reading	**Beyond Grade Level Goal**	**National Resources** | Why should we care about our water?		
		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.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. 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 argumentative text (B1.2) of 230-250 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

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