الهيكل الوزاري 2026

تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف التاسع ⇦ تم ⇦ الفصل الثالث ⇦ ملفات متنوعة ⇦ الملف

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

التواصل الاجتماعي بحسب الصف التاسع

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

المزيد من الملفات بحسب الصف التاسع والمادة تم في الفصل الثالث

1	الهيكل الوزاري 2026

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year

2025
26

English Language Test Specifications

End of Term 3 Examinations

CYCLE
3

Overview

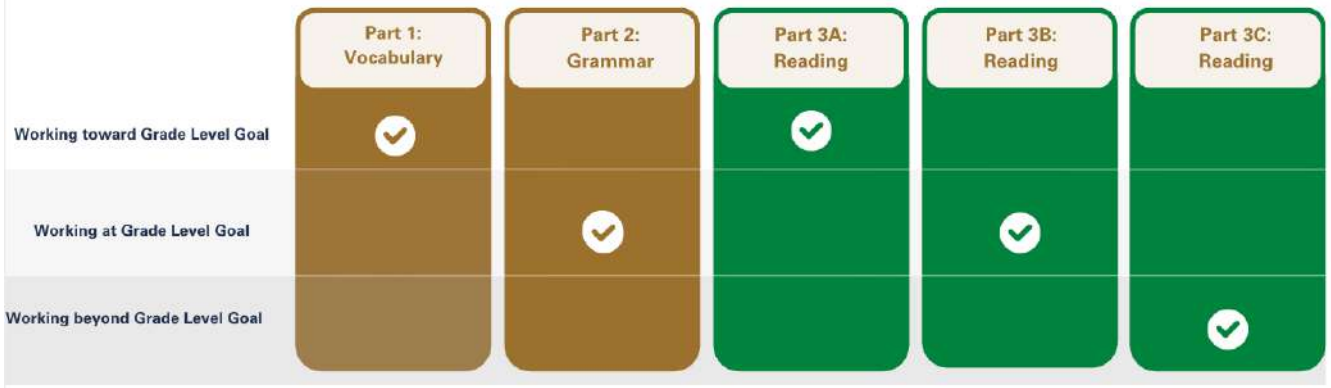
The Cycle 3 End-of-Term English Language assessments are designed to reflect the curriculum, ensuring systematic coverage of Reading and Viewing, in addition to Writing & Representing for Grade 12. The exams focus on reading fluency, comprehension, and vocabulary development, while also assessing students' ability to produce structured, coherent writing across a range of text types. Grammar and functional language are also 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

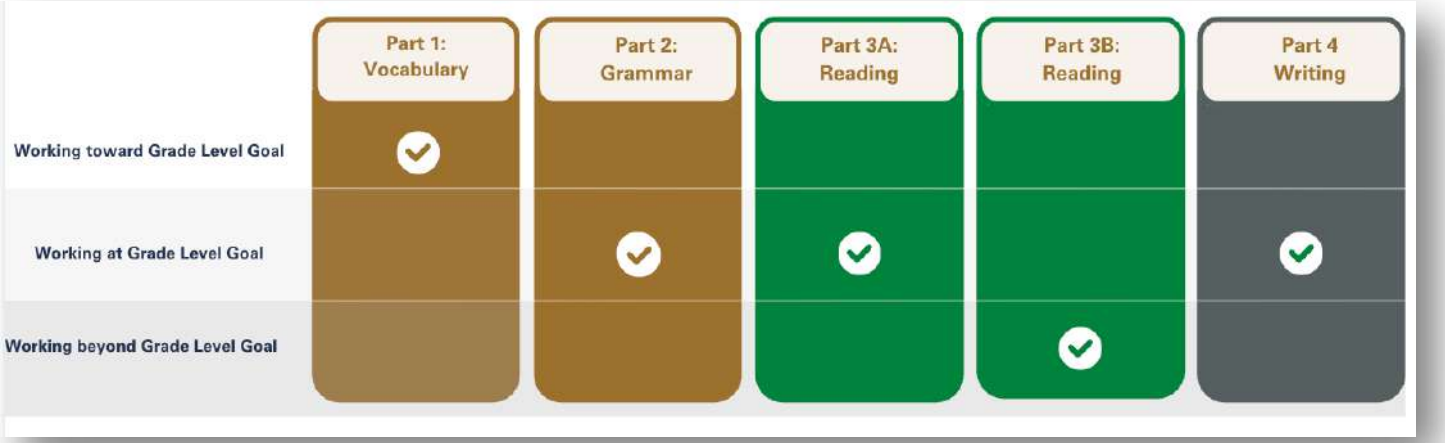
Grades 9-11: The assessment is divided into three parts:

- **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



Grade 12: The assessment is divided into four parts:

- **Part 1 – Vocabulary**: Assesses skills toward Grade Level Goal.
- **Part 2 - Grammar** Targets working 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**: Targets working at Grade Level Goal



Curriculum Alignment

The Cycle 3 English Language assessments are fully aligned with the curriculum, which is structured around the domain of Reading and Viewing. 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
9 General	Stage 5	Grade 9 Grade Level Goal	New Interactions Grade 9 General	B1.1	4.5
9 Advanced	Stage 6	Working beyond Grade 9 Level Goal	New Interactions Grade 9 Advanced	B1.2	5
10 General		Grade 10 Grade Level Goal	New Interactions Grade 10 General	B1.2	5
10 Advanced	Stage 7	Working beyond Grade 10 Level Goal	New Interactions Grade 10 Advanced	B1.2-B2.1	5-5.5
11 General		Grade 11 Grade Level Goal	New Interactions Grade 11 General	B1.2-B2.1	5-5.5
11 Advanced	Stage 8	Working beyond Grade 11 Level Goal	New Interactions Grade 11 Advanced	B2.1	5.5
12 General		Grade 12 Grade Level Goal	New Interactions Grade 12 General	B2.1	5.5
12 Advanced	Stage 9	Working beyond Grade 12 Level Goal	New Interactions Grade 12 Advanced	B2.2	6

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

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.

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

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 3 Examinations

Cycle 3

Grade Level Goal

9

Academic Year 2025-2026: End of Term 3 Exam Test Specifications: Grade 9GLG - Grade 9 General– Stage 5 – B1.1

Grade Level Goal	Grade 9 GLG	Learning Continuum Stage	5
Class	9 General	CEFR	B1.1

Language Domain	Reading & Viewing	Total Marks	100
		Platform	SwiftAssess

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	**Towards Grade Level Goal**	**Our World** | Making Connections, Celebrations and Events	exchange, member, join, make connections, practice, sound like, around the world, connect, members, wedding, graduation, cultural celebration, attend, dress up, accept, RSVP	
		In Your Dreams! | Telling Your Dream, A lecture about sleep	suddenly, wake-up, strange, scary. confusing, familiar, brain, mental health, psychology, review, solve, conclude	
		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.05.RV.S.2.1 : 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, two are distractors ▪ 2 marks each (total: 10)

Part	Level	Theme	Grammar		
Part 2: Grammar	**At Grade Level Goal**	Our World | What did they mean?	G.17.2 Questions (Wh- questions) G.14.3 Past Time (past continuous) G.4.1 Clauses and Phrases (defining relative clauses) G.14.1 Past Time (past simple (including verb 'to be')) G.7.5 Determiners (Quantifiers) G.2.5 Adverbs (adverbial linkers) G.17.3 Questions (question tags)		
		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.05.RV.S.2.1 : 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 transactional 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)	

Part	Level	Theme		
Part 3A: Reading	**Towards Grade Level Goal**	**In Your Dreams!** | A Dream Narrative, Narrating a Dream		
		Task Description	**Learning Outcomes**	**Construct Limits**
		True, False, Not Given Read the text. Choose the correct answer. Choose **True, False** or **Not Given.**	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 narrative 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)

Part	Level	Theme		
Part 3B: Reading	**At Grade Level Goal**	**Our World** | Technology in Our World, Changing Careers		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice ——————— Read the text. Choose the correct answer. Choose **A**, **B** or **C**.	**Comprehension Skills** Specific Information: 1 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 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 (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)

Part	Level	Theme		
Part 3C: Reading	**Beyond Grade Level Goal**	**In your Dreams!** | Are You Sleeping Well?		
		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.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 (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)

Grade Level Goal

10

Academic Year 2025-2026: End of Term 3 Exam Test Specifications:
Grade 10 GLG - Grade 9 Advanced/10 General – Stage 6 – B1.2

Grade Level Goal	Grade 10 GLG	Learning Continuum Stage	6
Class	9 Advanced / 10 General	CEFR	B1.2

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

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	**Make Yourself at Home** | Making Requests	accommodation, bus line, landlord, security deposit, require, be located, available, on-site, refundable, unfurnished, dorms, co-op, meal plan, shared facilities, single room, triple room, on campus, off campus, privacy, downside, request, problem, manager, fix, possible, sorry, afraid, mind, idea, impossible	
		Multicultural Communities | "When in Rome, do as the Romans do!", Dining Customs	impression, amazed, leftovers, air conditioning, surprised, cultural norms, adapt, behave, formal, informal, custom, napkin, silverware, utensil, handle, serve, set the table	
		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.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, 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 structured and may use some nonstandard language or expressions.	▪ 5 sentences with a gap ▪ 3 options, one of which is the correct answer, two are distractors ▪ 2 marks each (total: 10)

Part	Level	Theme	Grammar		
Part 2: Grammar	**At Grade Level Goal**	**Make Yourself at Home** | A Short History of...	G.10.2 Passives (past simple passive) G.17.4 Questions (indirect questions) G.10.1 Passives (present simple passive) G.1.2 Adjectives (comparatives) G.2.2 Adverbs (sequencing) 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. Choose **A**, **B** or **C**.	**Reading Strategies** ENG.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, 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 structured and may use some nonstandard language or expressions.	▪ 1 narrative text (B1.2) of 160 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**	**Multicultural Communities** | What is Beautiful Architecture?		
		Task Description	**Learning Outcomes**	**Construct Limits**
		True, False, Not Given ——— Read the text. Choose the correct answer. Choose **True, False** or **Not Given.**	Details: 3 x ENG.06.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 structured and may use some nonstandard language or expressions. Inference 2 x ENG.06.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 structured and may use some nonstandard language or expressions. Main Points 1 x ENG.06.RV.CS.6.1: Read and identify the main points of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 expository text (B1.1) of 250-270 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**	**Make Yourself at Home** | Homes Through Time		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text. Choose the correct answer. Choose **A**, **B** or **C**.	**Comprehension Skills** Specific information: 1 x ENG.06.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 structured and may use some nonstandard language or expressions. Details: 2 x ENG.06.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 structured and may use some nonstandard language or expressions. Main Points: 2 x ENG.06.RV.CS.6.1: Read and identify the main points of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference 2 x ENG.06.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 structured and may use some nonstandard language or expressions.	▪ 1 expository text (B1.2) of 250-270 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

Part	Level	Theme		
Part 3C: Reading	**Beyond Grade Level Goal**	**Multicultural Communities** | Intercultural Communication, An Anecdote About Miscommunication, National Stereotypes		
		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.06.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 structured and may use some nonstandard language or expressions. Inference 2 x ENG.06.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 structured and may use some nonstandard language or expressions. 1 x ENG.06.RV.CS.3.1 : Make logical connections between ideas, perspectives or themes and own experience, background knowledge, other familiar texts or the wider world and explain how the connections influence meaning when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Main Points 1 x ENG.06.RV.CS.6.1: Read and identify the main points of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 argumentative text (B1.2-B2.1) of 250-270 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

Grade Level Goal

11

Academic Year 2025-2026: End of Term 3 Exam Test Specifications:
Grade 11 GLG - Grade 10 Advanced/11 General/11 Applied – Stage 7 - B1.2-B2.1

Grade Level Goal	Grade 11 GLG	Learning Continuum Stage	7
Class	10 Advanced / 11 General / 11 Applied	CEFR	B1.2-2.1

Language Domain	Reading & Viewing	Total Marks	100
		Platform	SwiftAssess

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	**Towards Grade Level Goal**	**Live and Learn!** | Life on Campus, Lecture: Science Literacy - Connected Learning	identification, for short, major, works out, dormitory, fill out, rush, pretty well, appealing, approach, complex, concept, conduct, focus, memorize, observe, process, symbol	
		Bright Lights, Big City | Student Housing, Phone Etiquette, Requesting and Giving Directions	accommodate, budget, calculate, commute, cramped, expenses, facilities, pros and cons, tenant, furnished, secure building, leaking, repair, repairs, rent, utilities, intersection, corner, opposite, across from	
		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.07.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 5 sentences with a gap ▪ 3 options, one of which is the correct answer, two are distractors ▪ 2 marks each (total: 10)

Part	Level	Theme	Grammar	
Part 2: Grammar	**At Grade Level Goal**	**Live and Learn!** | How to Avoid Plagiarism	G.2.4 Adverbs (adverbial linkers) G.8.1 Modal verbs (present) G.1.2 Adjectives (comparative) G.5.2 First Conditional G.19.2 Verb forms ((verb + to + infinitive; verb + infinitive; verb + '-ing') G.13.3 Present time (present perfect simple) G.5.3 Second Conditional G.17.4 (Questions) Indirect questions	
		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.07.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 narrative text (B1.2-B2.1) of 160 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, if it were me*) ▪ 2 marks each (total 10)

Part	Level	Theme		
Part 3A: Reading	**Towards Grade Level Goal**	**Bright Lights, Big City** | Planet Under Stress		
		Task Description	**Learning Outcomes**	**Construct Limits**
		True, False, Not Given ——————— Read the text. Choose the correct answer. Choose **True, False** or **Not Given.**	**Comprehension Skills** Specific Information 1 x ENG.07.RV.CS.2.1: Read and identify specific information in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Details 3 x ENG.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference 1 x ENG.03.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 extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Main Points 1 x ENG.07.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 expository text (B1.1) of 250-270 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**	**Live and Learn! |** The Role of Online Education		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text. Choose the correct answer. Choose **A**, **B** or **C**.	**Comprehension Skills** Specific Information 1 x ENG.07.RV.CS.2.1: Read and identify specific information in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Details 2 x ENG.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference 2 x ENG.03.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 extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Mood and Tone 1 x ENG.07.RV.CS.7.1: Identify mood, tone or attitude when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Overall Meaning 1 x ENG.07.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 expository text (B1.2-2.1) of 270-300 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

Part	Level	Theme		
Part 3C: Reading	**Beyond Grade Level Goal**	**Bright Lights, Big City |** A City That's Doing Something Right		
		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.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference 2 x ENG.03.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 extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Predictions 1 x ENG.07.RV.CS.4.2: Make inferences or predictions about text content, line of argumentation, and the meaning of sections of text, using whole text comprehension, and text features and organisation when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Mood and Tone 1 x ENG.07.RV.CS.7.1: Identify mood, tone or attitude when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Overall Meaning 1 x ENG.07.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 expository text (B2.1) of 270-300 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

Grade Level Goal

12

Academic Year 2025-2026: End of Term 3 Exam Test Specifications:
Grade 12 GLG - Grade 11 Advanced – Stage 8 – B2.1

Grade Level Goal	Grade 12 GLG	Learning Continuum Stage	8
Class	11 Advanced	CEFR	B2.1

Language Domain	Reading & Viewing	Total Marks	100
		Platform	SwiftAssess

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	**A Universal Language?** | What do people really mean?, What do you do for fun?	G11: catch on, friendliness, friendly, friendships, greeting, hard to say, in the dark, make friends, naturally, say goodbye, take a seat	
		Each to their own | What do you do for fun?	G11: mind, crazy about it, contemporary, can't stand, see eye to eye, don't care for, exhibit, trial, series, ethnic	
		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.08.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points and word choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret and analyse extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	▪ 5 sentences with a gap ▪ 3 options, one of which is the correct answer, two are distractors ▪ 2 marks each (total: 10)

Part	Level	Theme	Grammar		
Part 2: Grammar	**At Grade Level Goal**	**Each to their own** | Animal communication	G.5.4 Third Conditional G.11.1 Phrasal Verbs (non-separable) G.18 Reported speech G.10.7 Passives (past perfect simple passive) G.10.7 Past Perfect Simple Passive G.14.5 Past Perfect Continuous G.2.5 Adverbial linkers G.14.2 Past time (used to)		
		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.08.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points and word choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret and analyse extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	▪ 1 narrative text (B2.1) of 160 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, if it were me, if they had left earlier*) ▪ 2 marks each (total 10)	

Part	Level	Theme		
Part 3A: Reading	**Towards Grade Level Goal**	**A Universal Language?** | Animal communication		
		Task Description	**Learning Outcomes**	**Construct Limits**
		True, False, Not Given ——— Read the text. Choose the correct answer. Choose **True, False** or **Not Given.**	**Comprehension Skills** Details: 3 x ENG.08.RV.CS.5.1: Read and identify details in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Inference: 2 x ENG.08.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Main Points 1 x ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	▪ 1 descriptive text (B1.2-B2.1) of 250-270 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**	**Each to their own** | Modern landmarks 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.08.RV.CS.5.1: Read and identify details in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Inference/Predictions: 2 x ENG.08.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Connections: 1 x ENG.08.RV.CS.3.1: Interpret and analyse explicit and implicit connections between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world to support conclusions when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Main Points 1 x ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	▪ 1 expository text (B2.1) of 300-330 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

Part	Level	Theme		
Part 3C: Reading	**Beyond Grade Level Goal**	**A Universal Language?** | Cyberbullying: How to...		
		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.08.RV.CS.5.1: Read and identify details in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Inference/Predictions: 2 x ENG.08.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Connections: 2 x ENG.08.RV.CS.3.1: Interpret and analyse explicit and implicit connections between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world to support conclusions when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Main Points 1 x ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	▪ 1 expository text (B2.2) of 300-330 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 12 GLG - 12 General/12 Applied – Stage 8 – B2.1

Grade Level Goal	Grade 12 GLG	Learning Continuum Stage	8
Class	12 General / 12 Applied	CEFR	B2.1

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

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	**A Universal Language?** | It's not always what you say that matters, Research and present	G12: range, consist of, media, unacceptable, approval, indicate, disagreement, gesture, universally, acceptable, influence	
		Each to their own | Planning a tour in NYC, What does Generation Z do for fun?	G12: island, museum, statue, theater, Ferris wheel, heights, edit, associated with, advances, decade, ambition, enthusiastic, apart from, affect, considerable, occupy	
		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.08.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points and word choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret and analyse extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	▪ 7 sentences with a gap ▪ 3 options, one of which is the correct answer, two are distractors ▪ 2 marks each (total: 14)

Part	Level	Theme	Grammar	
Part 2: Grammar	**At Grade Level Goal**	**A Universal Language?** | Animal communication	G.5.4 Third Conditional G.11.1 Phrasal Verbs (non-separable) G.18 Reported speech G.10.7 Passives (past perfect simple passive) G.14.5 Past Perfect Continuous G.2.5 Adverbial linkers G.14.2 Past time (used to)	
		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.08.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points and word choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret and analyse extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	▪ 1 narrative text (B2.1) of 170 words (10% either way) with 7 gaps ▪ 3 options, one of which is the correct answer ▪ Items require: Multiple words (e.g., *is going, has been playing, if it were me, if they had left earlier*) ▪ 2 marks each (total 14)

Part	Level	Theme		
Part 3A: Reading	**At Grade Level Goal**	**A Universal Language?** | Animal communication		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text. Choose the correct answer. Choose **A**, **B** or **C**.	**Comprehension Skills** Specific Information 2 x ENG.08.RV.CS.2.1: Read and identify specific information in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Details: 2 x ENG.08.RV.CS.5.1: Read and identify details in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Inference/Predictions 2 x ENG.08.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Mood, tone and attitude 1 x ENG.08.RV.CS.7.1: Identify and analyse mood, tone or attitude when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Main Points 1 x ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	▪ 1 expository text (B2.1) of 300-330 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme		
Part 3B: Reading	**Beyond Grade Level Goal**	**Each to their own** | Modern landmarks 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.08.RV.CS.5.1: Read and identify details in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Inference/Predictions 2 x ENG.08.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Mood, tone and attitude 1 x ENG.08.RV.CS.7.1: Identify and analyse mood, tone or attitude when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Connections 1 x ENG.08.RV.CS.3.1: Interpret and analyse explicit and implicit connections between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world to support conclusions when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Main Points 1 x ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	▪ 1 expository text (B2.2) of 300-330 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme	Vocabulary	Functional Language
Part 4: Writing	**At Grade Level Goal**	Past vs. present or Architecture today or What makes us who we are? or combine thematical areas as per the CCG.	Prompts to elicit: Vocab related to theme	Fl.26 Comparing and contrasting

Task Description	Learning Outcomes	Construct Limits
Guided constructed response _____ 4. 1 What are the two different points of view presented in the text? Summarise them in your own words. Write at least 4-5 sentences. 4.2 Now write an essay where you compare _____. • prompt 1 • prompt 2 • prompt 3 Write at least 200 words in paragraphs.	**Fluency in text production** ENG.08.WR.P.1.1: Produce clear, extended and detailed written or multimodal texts on concrete and some abstract topics, expressing comparisons and justifications where appropriate, where meaning is clear, although there may be some repetition of language and structures, and some inaccuracies with more complex language. ENG.08.WR.P.4.1: Produce structured written or multimodal texts that follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show an increasing awareness of audience. ENG.08.WR.P.4.1: Produce extended, structured written or multimodal texts on concrete and some abstract topics that follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show an increasing awareness of audience, although there may be some repetition of language and structures, and some inaccuracies with more complex language. **Presentation and development of ideas** ENG.08.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on concrete and some abstract topics, giving detailed reasons and explanations using simple and complex language and expressions in extended written or multimodal texts, although there may be some repetition of language and structures, and some inaccuracies with more complex language. **Processing text in Writing** ENG.08.WR.S.6.1 : Summarise, paraphrase and synthesise information and arguments from a variety of sources of extended written, spoken or multimodal texts on concrete and some abstract topics, giving details where needed using simple and complex language and expressions in writing, although there may be some repetition of language and structures, and some inaccuracies with more complex language.	4.1 ▪ One text (B2.1)of 180 words related to a theme that displays two different ideas ▪ One question asking what the main points of the text was (they have to identify the two points of view). ▪ 15 marks (based on rubric) 4.2 ▪ One question asking them to write a comparative essay ▪ Three prompts comparing points of view (different to the text) ▪ 25 marks (based on rubric) ▪ Word count: 200 words

Beyond Grade Level Goal

12

Academic Year 2025-2026: End of Term 3 Exam Test Specifications:
Beyond Grade 12 GLG - Grade 12 Advanced/ 12 Elite – Stage 9 – B2.2

Grade Level Goal	Beyond Grade 12 GLG	Learning Continuum Stage	9
Class	12 Advanced / 12 Elite	CEFR	B2.2

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

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	**Towards Grade Level Goal**	Let's Get to the Heart of the Matter	cardiac muscles, chamber, contract, hollow, lean, peel, pump, strip, tick tock, vary, have a change of heart, have a heart-to-heart talk, take something to heart, follow one's heart, have one's heart set on	
		Presentation : Avian Flu - A Potential Pandemic?	contagious, outbreak, susceptible, virus, vaccination, strain, unprecedented, transmit, mutation, hybrid virus, orthodontist, pharmacist, psychiatrist, pediatrician, therapist, ophthalmologist, anesthesiologist, dermatologist, geriatrician, neurologist, osteopath	
		Home Remedies, Is Alternative Therapy Right for You?	adventure-prone, bruises, soothing, mixture, remedy, effectiveness, allergic reaction, treatment, relieve, treat, effectiveness, symptoms, natural, alternative, side effects	
		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.09.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points, and word and language choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret, evaluate and critically analyse extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	▪ 7 sentences with a gap ▪ 3 options, one of which is the correct answer, two are distractors ▪ 2 marks each (total: 14)

Part	Level	Theme	Grammar	
Part 2: Grammar	**At Grade Level Goal**	Fun? It'll Cost Ya	G.8.3 Modals (Passive) G.15.6 Future Time (future perfect continuous) G.18.1/2/3 Reported Speech G.4.1 Clauses and phrases (defining relative clauses) G.8.1 Modals of Possibility G.1.2 Adjectives (comparatives)	
		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.09.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points, and word and language choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret, evaluate and critically analyse extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	▪ 1 expository text (B2.2) of 180 words (10% either way) with 7 gaps ▪ 3 options, one of which is the correct answer ▪ Items require: Multiple words (e.g., *is going*, *has been playing, if it were me, if they had left earlier*) ▪ 2 marks each (total 14)

Part	Level	Theme		
Part 3A: Reading	**At Grade Level Goal**	Delicious Food, Deadly Stoves		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice ——————— Read the text. Choose the correct answer. Choose **A**, **B** or **C**.	**Comprehension Skills** Specific Information 2 x ENG.09.RV.CS.2.1: Read and identify specific information in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Details 2 xENG.09.RV.CS.5.1: Read and identify details in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Inference 2 x ENG.09.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Mood and Tone 1 x ENG.09.RV.CS.7.1: Analyse and evaluate mood, tone or attitude, whether implicit or explicit, when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Overall Meaning 1 x ENG.09.RV.CS.1.1: Read and identify the overall meaning of extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	▪ 1 argumentative text (B2.2) of 330-350 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme		
Part 3B: Reading	**Beyond Grade Level Goal**	What's the Diagnosis?		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text. Choose the correct answer. Choose **A**, **B** or **C**.	**Comprehension Skills** Specific Information 1 x ENG.09.RV.CS.2.1: Read and identify specific information in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Details: 2 xENG.09.RV.CS.5.1: Read and identify details in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Inference 2 x ENG.09.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Connections 1 x ENG.09.RV.CS.3.1: Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Mood and Tone 1 x ENG.09.RV.CS.7.1: Analyse and evaluate mood, tone or attitude, whether implicit or explicit, when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Overall Meaning 1 x ENG.09.RV.CS.1.1: Read and identify the overall meaning of extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	▪ 1 expository text (B2.2-C1.1) of 330-350 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme	Vocabulary	Functional Language
Part 4: Writing	**At Grade Level Goal**	Habits of Happiness or Describing Trends: Stress Levels and Wellness Habits or combine thematical areas as per the CCG.	Prompts to elicit: Vocabulary related to task and theme	FL.16 Expressing opinion FL.41 Describing causes and consequences

Task Description	Learning Outcomes	Construct Limits
Guided constructed response ——————— 4.1 Read the text carefully. What are the two different points of view presented in the text? Summarise them in your own words. Write at least 4-5 sentences. 4.2 Read the text again. Main writing prompt. • prompt 1 • prompt 2 • prompt 3 Write at least 220 words in paragraphs.	**Presentation and development of ideas** ENG.09.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on concrete and some abstract topics, giving detailed reasons and explanations at some length using simple and complex language and expressions in extended written or multimodal texts, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies. **Text Structure** ENG.09.WR.P.4.1: Produce extended, structured written or multimodal texts on concrete and some abstract topics that clearly follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a clear awareness of audience, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies. **Presentation and development of ideas** ENG.09.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on concrete and some abstract topics, giving detailed reasons and explanations at some length using simple and complex language and expressions in extended written or multimodal texts, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies. **Processing text in writing** ENG.09.WR.S.6.1: Summarise, paraphrase, synthesise, compare, contrast and explain information and arguments from a variety of sources of extended and some complex texts on concrete and some abstract topics, giving details where needed using simple and complex language and expressions in writing, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies.	4.1 ▪ One text (B2.2) of 200 words related to theme that is structured on two thoughts. ▪ One question asking what the two points of view presented in the text are, in their own words. ▪ 15 marks (based on rubric) 4.2 ▪ One question asking them to write an opinion essay in response to the text asking for reasons, examples or evidence to support their opinion. ▪ Three prompts ▪ Word count: 220 words ▪ 25 marks (based on rubric)