



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Sample Reading Texts

School-based Summative Assessment

Term 2

Stage 2

Grade 6 General

Guidance on the Sample Reading Text Bank

Teachers are provided with a sample reading text bank to support the development of Term 2 School-based Summative Assessment. For each reading component, two sample texts are included (two texts for Reading Part 1 and two texts for Reading Part 2).

The sample texts are illustrative only and are not compulsory assessment materials. Teachers are not required to use these texts and may replace them with alternative texts that meet the same requirements.

Rationale

The sample reading texts demonstrate:

- Appropriate CEFR level for each reading part
- Suitable text length and linguistic complexity
- Alignment with Term 2 curriculum themes and content
- Consistency with the sample test specifications

They provide a shared reference point for what constitutes an acceptable reading text for assessment purposes.

1. Text Information

Each sample text is accompanied by reference information indicating:

- CEFR level
- Theme
- Text type

This information is intended to support accurate text selection and alignment when sourcing or creating alternative texts.

2. Teacher Autonomy in Text Selection

Teachers may:

- Use one of the sample texts as a model
- Adapt a sample text to suit their students
- Select or create an alternative text

Any alternative text selected should:

- Match the CEFR level specified for the reading part
- Reflect a theme covered during Term 2
- Use the same text type as indicated
- Be comparable in length and level of challenge to the sample texts

3. Question Development

Teachers are responsible for:

- Designing questions to accompany the selected text
- Ensuring questions assess the intended skills for each part
- Keeping all questions within the scope of the Term 2 curriculum

Learning Outcome	Example Question
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.	What did people use to reach higher floors before elevators? A. stairs B. ramps C. lifts What do people press to choose a floor in the elevator? A. buttons B. doors C. lights
Read and identify some 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.	Who found tall buildings difficult to use before elevators? A. older people carrying heavy bags B. builders and engineers C. office workers only Why did most buildings stay low before elevators were invented? A. people could not climb many stairs easily B. cities did not have enough space C. builders did not know how to build tall buildings
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.	In the second paragraph, what does <i>vertical</i> mean? A. going up and down B. very wide C. made of wood What does signal mean in this text? A. a message sent to the system B. a sound made by the elevator C. a warning sign on the wall
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 text mainly about? A. how elevators work and changed buildings B. how to repair elevators C. why stairs are dangerous What is the main message of the text? A. Road safety rules help us stay safe on trips. B. Museums are always interesting. C. Traffic lights are only for buses.

Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts: 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 invention helps people in a similar way? A. an escalator B. a notebook C. a mirror Which modern problem is most similar to the problem elevators solved? A. moving people easily in tall buildings B. choosing the right building design C. cleaning large offices
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4. Formatting

4.1 Font*

Univers is the typeface for English Language.

- **Heading Text**
 - **Font:** Univers
 - **Font Size:** 16
- **Topic/Subheading Text**
 - **Font:** Univers
 - **Font Size:** 14
- **Normal Text**
 - **Font:** Univers
 - **Font Size:** 12

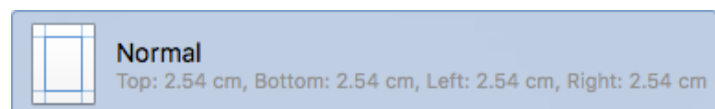
* For documents accessible to students in Grades 1-5, the font is always Century Gothic.

4.2 Page Margins

The *page margins should be set to "Normal"

- Top: 2.54cm
- Bottom: 2.54cm
- Left and Right: 2.54cm

* This will not apply to cover pages





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Sample Reading Texts

Reading 1

Text 1

Theme	CEFR	Text Type
How Does It Work Inventions That Changed the World	A2.1	Descriptive

Radio

Radio is an important invention. It was created more than 120 years ago. Many scientists worked together to design the first radio. It used electricity and a simple circuit. People could communicate over long distances, and life changed because of this.

In the past, radios were big and heavy. They were used at home to listen to the news and music. Today, radios are smaller and lighter. A button is used to control the sound, and the purpose of radio is still to share information and music with people.

Radio technology has improved over time. There has been a lot of innovation, so radios work better now. They are used in cars, offices, and homes every day. Many smartphones also have radio.

Radio is still a useful invention. People can listen to stations from different parts of the world, so they can learn and enjoy music at the same time.

Text 2

Theme	CEFR	Text Type
How Does It Work Inventions That Changed the World	A2.1	Descriptive

A Useful Invention

The fridge is a very useful invention in modern life. It was invented more than a hundred years ago. At that time people created better ways to use electricity at home. Before fridges, food was kept in cool rooms or with ice, and it went bad quickly. The main function of the fridge is to keep food fresh for a longer time.

A fridge is powered by electricity. Cold air is produced through a cooling process, and food is kept at a safe temperature. This new invention has changed daily life, because food can be kept for a long time.

Over time, the design has improved a lot. Fridges have become quieter and cheaper. Today, the fridge is used in almost every home. Its main function has stayed the same: to keep food fresh and safe. This helps people avoid hunger and stay healthy.

Reading 2

Text 1

Theme	CEFR	Text Type
Global Green Heroes Reducing Waste in Our School	A2.1	Descriptive

Our School Programme to Reduce Waste

Our school has a special programme to reduce waste and keep the area clean. The project started last year, and it helps everyone think about the environment. In every classroom, there is a bin for paper and another bin for plastic, so students can recycle easily. There are clear posters that explain how to reuse bottles and save water. Some students also remind others to turn off lights, so we do not waste electricity.

Teachers and students worked together, and the whole school community became more careful about waste. We reduced the amount of rubbish on the playground, and the building looked much cleaner. The programme also protects nature, because less plastic is thrown away and that helps animals and plants.

The school leader said the programme was a big success, and many students felt proud. The programme is simple, but it helps people take action and learn good habits for the future.

Text 2

Theme	CEFR	Text Type
Global Green Heroes Reducing Waste in Our School	A2.1	Descriptive

A Green Hero

In our area, the streets are now bright and clean. Next to every house, there is a blue bin for paper. There is also a green bin for plastic. In the past, people threw everything away, but Hamdan started a special project to protect the land. He was a good leader, and he showed the community how to recycle their daily waste.

Our local forest looks more beautiful now because Hamdan with a group of neighbours picked up all the rubbish. They took action together, so the grass looks better now. Hamdan encouraged families to save water and turn off the electricity in empty rooms. People now reuse their glass jars for food, and they don't buy new ones. This change helped to reduce waste.

Hamdan felt proud of his work. He wanted to reduce dirty air and water to help the planet, and his simple ideas worked well. Everyone now thinks he is a true hero because he cares for nature every day.