



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Sample Reading Texts

School-based Summative Assessment

Term 2

Grade 4 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
Answer literal, inferential and evaluative questions using text evidence.	What did people use to see at night before the light bulb? A. flashlights B. candles and oil lamps C. firewood Why was the light bulb a safer invention? A. It was cheaper to make B. It was brighter and less dangerous C. It was easier to carry
Identify main ideas and supporting details in informational texts.	What is the main idea of the text? A. Light bulbs are hard to make B. The light bulb changed how people live C. Candles are still used today What is one thing the light bulb helps people do? A. Build houses B. Work and read after dark C. Travel during the day
Determine the meaning of unfamiliar words using context, affixes and root words.	What does the word <i>dangerous</i> mean in the text? A. Safe to use B. Able to cause harm C. Very expensive What does the word <i>structure</i> mean in the text? A. A type of tool B. A large building or construction C. A group of people

More information on question development can be found in the School-based Assessment Guide.



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Sample Reading Texts

Reading 1

Text 1

Theme	CEFR	Text Type
World of Wonders Incredible Inventions	A1-A2	Descriptive

The Computer

I'm Ahmad. I read books about computers. In the past, people worked in a very slow way. A scientist had a new idea to help with this problem. This idea is the invention of the computer. It's a machine, and it uses electricity. It helps people to quickly answer math problems. People are able to do their jobs and have more time to spend with family. At first, it was very big. People did not take it away. Over time, it changed. Now, people can move it.

Today, people may use computers in different ways. My dad uses the computer to learn and work. My brother looks for information about scientists. He writes down what he finds. I like computers because I can win games and say hello to my friends.

Text 2

Theme	CEFR	Text Type
World of Wonders Incredible Inventions	A1-A2	Descriptive

A Fantastic Invention

Do you like to talk on the phone? Alexander Bell invented it. The phone is a machine that uses electricity to work. This invention changed the way we talk to each other. Before, people wrote letters to their friends. Some walked to see and talk to each other in person. Now, they use phones to call.

Now, phones are different. They are like computers. But they are smaller than computers. Phones help people find information. Before, phones were only used inside homes. Phones may be expensive, but now people take their phones everywhere they go. People use their phones to talk, take pictures and keep notes. There is even a light on the phone to help you see at night. Many people say that the phone may be one of the best inventions.

Reading 2

Text 1

Theme	CEFR	Text Type
World of Wonders Amazing Structures	A1-A2	Descriptive

The Pyramids

Hamid is ten years old. He lives in Dubai. One year ago, Hamid went to Egypt. He went to see the pyramids. He saw people from France there. They learned how the pyramids were built.

People built the pyramids in Egypt. Pyramids are over one hundred years old. Workers used big, heavy stones to build the walls and rooms. They did not use metal or glass. The stones were hard to move. Many people worked together. They lifted and placed one stone at a time.

The pyramids were hard to build. After years, they were built very tall. Many people still visit them today. This is why the pyramids are famous.

Text 2

Theme	CEFR	Text Type
World of Wonders Amazing Structures	A1-A2	Descriptive

All About Skyscrapers

Have you seen a skyscraper before? A skyscraper is a very tall building. It is like a tower. Workers built skyscrapers in cities. Now, many people can work and live in one place.

Workers planned carefully before they built a skyscraper. First, workers designed plans on paper. Next, they made small buildings from wood. This helped them to see if the building could stand. Plastic was not strong enough. Stones were too heavy. Last, workers decided to use metal and glass for the real building.

Skyscrapers have many floors. People use stairs or lifts to go up and down. Some skyscrapers have shops and homes inside. Many buildings have lights. In the past, people liked to take pictures of famous skyscrapers.