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## EmSAT Advantage English Public Test Specification

**Test Description:** The EmSAT English Advantage assesses the English proficiency levels of students through their progression from grades 4 to 10. Tests are taken by students in each of Grades 4, 6, 8 and 10. The exams focus primarily on grammar, vocabulary, and reading skills. Exams are constructed using The Common European Framework of Reference for Languages (CEFR) as a basic conceptual framework (see appendix 1). Test sections, questions, and options are randomized for most of the test. Sections and subsections of the test are timed by the computer. Test-takers can see how much time they have throughout the exam.

<b>Test Duration:</b>	50 minutes
<b>Questions:</b>	90 questions
<b>Content Areas:</b>	Grammar; Vocabulary; Reading
<b>Task Types:</b>	Multiple Choice; Matching; Re-Ordering; Fill-in-the-Blank; Reading

EmSAT Advantage English Scoring Bands				
Score / CEFR	Grade 04	Grade 06	Grade 08	Grade 10
1250 - 1425 (B2)				Exceeds Expectations
1100 - 1225 (B1+)				
875 - 1075 (B1)			Exceeds Expectations	Meets Expectations
675 - 850 (A2+)	Exceeds Expectations		Meets Expectations	Meets Expectations
500 - 650 (A2)				
325 - 475 (A1+)	Meets Expectations		Below Expectations	Below Expectations
125 - 300 (A1)				



## EmSAT Advantage English Public Test Specification

### Appendix 1: Content Areas

**Major domains:** There are three main domains of the EmSAT Advantage English exam, as follows:

#### **Grammar**

In the Grammar sections in the test, test-takers are assessed on their ability to select the correct word or words to complete a sentence. Grammar content is primarily based on the English Grammar Profile Project ([www.englishprofile.org](http://www.englishprofile.org)), and grammar difficulty is ranked according to CEFR levels as well (<https://www.cambridgeenglish.org/exams-and-tests/cefr/>). Questions can be multiple-choice (MCQ), fill in the blanks, or re-ordering words to form a sentence.

#### **Vocabulary**

The Vocabulary sections consist of short multiple-choice vocabulary questions which assess the extent to which students know the high-frequency words needed to function effectively in an English-medium environment. Vocabulary content is primarily based on the English Vocabulary Project ([www.englishprofile.org](http://www.englishprofile.org)). The list has been screened to ensure that the words are culturally appropriate and useful in an academic context. Questions can be matching, multiple-choice (MCQ), fill in the blanks, or re-ordering words to form a sentence.

#### **Reading**

For all grade levels, candidates are assigned one extended reading passage, ranging in difficulty from A1 (grade 4) to B1 (grade 10), along with six questions. Reading skills tested include: identifying the main idea, simple factual details, finding the meaning of an unfamiliar word, inference (understanding what is implied), and sequencing (understanding the order of events). Questions on reading passages are multiple-choice (MCQ).



**Sampling Methodology:** The sampling methodology for the EmSAT Advantage exams is as follows:

Section	CEFR Level	Number of Questions			
		Grade 4	Grade 6	Grade 8	Grade 10
Matching	A1	27	27	9	9
	A2	18	18	24	12
	B1			12	24
Re-Ordering	A1	3	2	1	1
	A2	2	3	3	2
	B1			1	1
	B2				1
Grammar MCQ	A1	6	6	3	2
	A2	6	6	6	4
	B1			3	4
	B2				2
Vocabulary MCQ	A1	6	6	3	3
	A2	6	6	6	3
	B1			3	3
	B2				3
Fill-in-the-Blank	A1	5	5	3	2
	A2	5	5	4	3
	B1			3	3
	B2				2
Reading	A1	1 x 6			
	A2		1 x 6	1 x 6	
	B1				1 x 6



## EmSAT Advantage English Public Test Specification

### Appendix 2: Sample Items

Note: EmSAT Advantage English questions are CEFR level-specific, not grade-specific. The following are samples of Advantage English items at various CEFR levels – the answer key and CEFR level for each item can be found at the end of this document.

1. **Matching**



Doctor

Apple

Beach

Zoo

Pool



2.

**Matching : Synonyms** (وصل الكلمة مع الكلمة المرادفة لها)

Various

Clean

Pale

Digital

Tidy

Several

Strong

Light



3. **Matching : Antonyms** (وصل الكلمة مع الكلمة المضادة لها)

Frequent

Mild

Silly

Useless

Brave

Afraid

Rare

Sensible

4. **Make a sentence with these words.**

my school . like my class and I I like

5. **Make a sentence with these words.**

the movie with my I watched it. enjoyed cousin and we



6. **Make a sentence with these words.**

should think about before buying the price . You a computer

7. **Make a sentence with these words.**

lessons during the . We can drink neither eat nor

8. **Vocabulary**

My \_\_\_\_\_ was born the same year as me.

- a. minute
- b. father
- c. morning
- d. wife





9. **Vocabulary**

I put the letter in the \_\_\_\_\_ and wrote her address on it.

a. lid

b. envelope

c. taxi

d. airplane

10. **Vocabulary**

This chicken is \_\_\_\_\_ inside. You need to cook it more.

a. glad

b. sympathetic

c. neat

d. raw



11. **Vocabulary**

The factories are all in the \_\_\_\_\_ area to the south of the city.

- a. parked
- b. copied
- c. classified
- d. industrial

12. **Grammar**

Mansour \_\_\_\_\_ from Abu Dhabi.

- a. be
- b. am
- c. is
- d. are



13. **Grammar**

\_\_\_\_\_ gold shops in Dubai are interesting to visit.

- a. A
- b. This
- c. One
- d. The

14. **Grammar**

Ten years ago, there \_\_\_\_\_ fewer cars on the roads.

- a. be
- b. was
- c. are
- d. were



15. Grammar

\_\_\_\_\_ Khalid nor Mohammed is coming to my party.

- a. Nor
- b. Either
- c. But
- d. Neither

16. Grammar

املا الفراغ الآتي بالكلمة المناسبة ليكون المعنى صحيحًا، على أن يكون الفراغ من كلمة واحدة فقط:

My school \_\_\_\_\_ not very big.

17. Grammar

املا الفراغ الآتي بالكلمة المناسبة ليكون المعنى صحيحًا، على أن يكون الفراغ من كلمة واحدة فقط:

\_\_\_\_\_ many brothers do you have?



18. **Grammar**

املا الفراغ الآتي بالكلمة المناسبة ليكون المعنى صحيحًا، على أن يكون الفراغ من كلمة واحدة فقط:

I'm hungry. \_\_\_\_\_ we have any food in the house?

19. **Grammar**

املا الفراغ الآتي بالكلمة المناسبة ليكون المعنى صحيحًا، على أن يكون الفراغ من كلمة واحدة فقط:

I \_\_\_\_\_ find my shoes -- please help me look for them.



## Reading

“I’m bored” is a common complaint from children. Children who say this often sound accusing, like they are blaming their parents. As a parent, it is easy to feel guilty when you hear this. But I believe that being bored is important. Why is it good to be bored? Well, when you are bored you have to invent, to be creative – you have to find something to do.

There was a time when children would say “I’m bored” and their parents would say, “Go and find something to do!” The children, doing what they were told, would go off and within a few minutes they would be playing an invented game, running races or making something out of old cardboard boxes and bits of string. But nowadays, they are not allowed to be bored. Before a child gets bored, he or she can just turn on a TV, a computer game or a mobile phone. Every moment is taken. How can you be bored when you have a laptop computer with games ready-made? How can children learn to find something to do for themselves when they can just turn on a television at any hour of day or night and find a cartoon channel to entertain them and stop them getting bored? They can’t. So they never learn to be creative, to make a game from nothing, to sit and think, to draw, to play by themselves in the sand, to imagine themselves in a different place at a different time, to write a story; in short, they never learn to use their own **resources**.

Some of my happiest moments have been waiting around doing nothing. For example, I remember waiting for a bus for hours when I was a child, just watching the people go by. I can still remember every detail of that afternoon, almost thirty years later. If I had had a mobile phone, I would probably have spent the time playing games and wouldn’t have seen or remembered anything.

Basically, people need to see boredom in a different light. Cambridge University professor W.R. Inge wrote “Nobody is bored when he is trying to make something that is beautiful or say something that is true”. Finding the solution to being bored means thinking creatively, and in **my opinion**, creative thinking is good. So boredom is good, especially for children.

20. According to the text, what did parents often do in the past?
- A) say they were bored of their children
  - B) play games and run races with their children
  - C) tell their children to find something to do
  - D) turn on the TV or the computer for the children
21. According to the text, children’s lives are different these days because they \_\_\_\_\_.
- A) have lots of things to stop boredom
  - B) can draw, play and write stories more
  - C) are more bored
  - D) are more independent



22. What are the **resources** the author refers to in paragraph 2?
- A) oil and gas
  - B) imagination and creativity
  - C) books and magazines
  - D) laptops and televisions
23. What do the words **my opinion** (paragraph 4) refer to?
- A) the writer's opinion
  - B) the reader's opinion
  - C) Professor Inge's opinion
  - D) a bored person's opinion
24. According to the writer, what are the benefits of being bored?
- A) You can spend more time doing what your parents tell you.
  - B) You have the opportunity to play exciting computer games.
  - C) You have more time to watch different television channels.
  - D) You learn to be more independent and think more creatively.
25. The purpose of this text is to \_\_\_\_\_.
- A) list different types of boredom
  - B) describe the history of boredom
  - C) give an opinion on boredom
  - D) tell a story about boredom



## Answer Key

Question	Item Type	CEFR Level	Key
1.	Vocabulary Matching	A1	A - Zoo B - Apple C - Doctor
2.	Vocabulary Matching	A2	Various - Several Clean - Tidy Pale - Light
3.	Vocabulary Matching	B1	Frequent - Rare Silly - Sensible Brave - Afraid
4.	Grammar Re-Ordering	A1	I like my school and I like my class.
5.	Grammar Re-Ordering	A2	I watched the movie with my cousin and we enjoyed it
6.	Grammar Re-Ordering	B1	You should think about the price before buying a computer.
7.	Grammar Re-Ordering	B2	We can neither eat nor drink during the lessons.
8.	Vocabulary MCQ	A1	D
9.	Vocabulary MCQ	A2	B
10.	Vocabulary MCQ	B1	D
11.	Vocabulary MCQ	B2	D
12.	Grammar MCQ	A1	C
13.	Grammar MCQ	A2	D
14.	Grammar MCQ	B1	D
15.	Grammar MCQ	B2	D
16.	Fill-in-the-Blank	A1	is / was
17.	Fill-in-the-Blank	A2	How
18.	Fill-in-the-Blank	B1	Do
19.	Fill-in-the-Blank	B2	can't / couldn't
20.	Reading	B1	C
21.	Reading	B1	A
22.	Reading	B1	B
23.	Reading	B1	A
24.	Reading	B1	D
25.	Reading	B1	C