وزارة التربية والتعليم
MINISTRY OF EDUCATION

ترخيص المهن التعليمية
Educational Professions Licensure

Early Childhood Specialization Tests

Study Guide

Core Academic Competencies

(KG1 – Grade 2) Teachers

Year 2020

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KG1 to Grade 2 Teachers

The Teacher Licensing System in the Ministry of Education of the United Arab Emirates is one of the educational priorities that aim at optimizing investment in teachers in order to help them achieve the objectives of the ministry and to improve educational outcomes.

In addition to the Early Childhood Pedagogy test, the Specialization Test is a requirement for teachers teaching KG1 through Grade 2, the test is composed of 2 section:

- English **or** Arabic Literacy section, where the Arabic section is for teachers who teach most of their classes in Arabic, whereas English literacy is for those who teach most of their classes in English
- Numeracy section

The two sections are delivered separately and consecutively using different test codes.

Candidates will be required to pass both the Numeracy and Literacy tests. In case a candidate did not pass one of the two tests, the candidate will have to repeat both tests.

The English Literacy and Numeracy tests are computer delivered with Adaptive test design.

Understanding Computer Adaptive Test (CAT)

The test is adaptive. Test content and difficulty is customized to the individual test taker. When a test taker answers a question correctly, they will be given more difficult content; when they answer a question incorrectly, they will be given easier content. This process of continuous adjustment delivers optimized content for each test taker throughout the exam, maximizing their opportunity to perform at their best and providing a more accurate measure of their ability. Test takers should do their best to answer each question correctly; answering more difficult questions correctly reflects higher ability and therefore higher score. Once a question is answered, and the next question given, they will not be able to go back and change the answer.

For detailed information regarding Computer Adaptive Testing please visit “Understanding Computer Adaptive Test ” section on the website

Numeracy Section

The Numeracy Section for teachers is one of the subsets of the Early childhood Specialization Test which is a requirement for obtaining the teaching license for teachers who are teaching KG1 through grade 2.

Section Overview

Test Section Name	Numeracy Test KG1-Grade2
Number of questions	40
Test Duration	80 minutes
Format of questions	Multiple Choice questions and Fill in the blank
Test Delivery	Computer delivered
Test design	Adaptive with No Calculator Permitted
Test Instructions	Once you move to the next question, you will not be able to go back and change the answer.

Section specifications

I. Number and Quantity

Candidates must:

- demonstrate an understanding of base-ten system, fractions, decimals, and percentage
- be able to apply understanding of place value and properties of operations
- be able to utilize the properties of numbers and operations with comprehensive understanding of arithmetic as a coherent and logical subject
- be able to recognize how number theory forms the basis for further learning in algebra
- demonstrate knowledge of different number systems and use rational numbers to model and solve real-world problems, like problems involving money and time

1. Whole Numbers

Teachers must be able to:

- demonstrate knowledge of pre-numeracy concepts and characteristics of the mathematical development of children
- apply understanding of place value and properties of operations to round, add, subtract, multiply, and divide multi-digit numbers and justify computational algorithms
- apply number theory concepts: write numbers in expanded form, find and use multiples or factors of numbers, identify prime numbers
- evaluate powers of numbers and square roots of perfect squares up to 144, work with radicals and positive integer exponents

2. Rational Numbers - Fractions

Teachers must be able to:

- understand how to extend number operations to fractions and performs operations (+, −, ×, ÷) on fractions
- apply properties of signed rational numbers, ordering, and the absolute value of rational numbers
- apply and extend understanding of operations with fractions to add, subtract, multiply, and divide rational numbers
- solves mathematical and real-world problems involving the four basic operations with rational numbers
- apply knowledge of numbers that are not rational and find rational approximations of irrational numbers

3. Rational Numbers - Decimals

Teachers must be able to:

- demonstrate the ability to analyze and perform operations (+, −, ×, ÷) with decimals
- analyze decimal notation and compare decimals, decimal fractions, and fractions
- apply properties of repeating decimal expansions and converts between repeating decimal expansions and rational numbers

II. Algebra

Candidates must:

- have a comprehensive understanding of operations and algebraic thinking
- demonstrate the ability to make connections between numerical operations and algebraic thinking
- be able to utilize operations and algebraic thinking to model and solve real-world problems and demonstrate fluency with operations, algebraic expressions, equations and functions
- demonstrate the ability to make connections between multiplication, division, ratios and rates of change in order to have a comprehensive understanding involving ratios and proportional reasoning

1. Operations and Algebraic Thinking

Teachers must be able to:

- demonstrate the ability to apply operations and relationships between operations
- apply strategies for writing and interpreting numerical expressions
- analyze properties of factors and multiples both numerical and algebraic
- demonstrate the ability to analyze and apply properties of integers, exponents, square roots
- represent solutions to problems and equations in algebraic and graphical form
- perform operations with numbers expressed in scientific notation
- find the value of an expression when given values of the variables

2. Patterns

Teachers must be able to:

- understand how to generate and analyze patterns and relationships
- identify inherent features of patterns that are not explicit in the rule used to generate them
- use properties of operations to generate equivalent expressions

3. Linear Expressions and Functions

Teachers must be able to:

- extend and apply properties of arithmetic to algebraic expressions, equations, and inequalities
- analyze and solve linear equations, inequalities and systems of linear equations
- solve mathematical and real-world problems using numerical and algebraic expressions and equations
- define, evaluate and compare functions, and use functions to model relationships between quantities
- identify or write expressions of number sentences to represent problem situations involving unknowns

4. Rational Expressions and Functions

Teachers must be able to:

- demonstrate the ability to solve problems involving unit rate, constant speed, ratios of lengths, areas, and other quantities in same and dissimilar units
- interpret percentage of a quantity as rate per 100 and solve real-world problems involving percentage
- identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships
- represent proportional relationships by equations
- use proportional relationships to solve multistep ratio and percent problems
- analyze the connections between proportional relationships, lines, and linear equations

III. Geometry and Measurement

Candidates must:

- have a comprehensive understanding of measurement and geometry
- be able to understand how to use measurement concepts and standard units to interpret geometry as a system based on definitions and mathematical logic and reasoning
- demonstrate the ability to model and solve real-world problems using measurement and geometry
- be able to solve problems involving angle measure, perimeter, area, surface area, and volume

1. Geometry

Teachers must be able to:

- understand how to analyze attributes of shapes, including symmetry and properties of their lines and angles
- solve mathematical and real-world problems involving angle measure, perimeter, area, surface area, and volume
- solve problems involving congruence and similarity
- describe congruence in terms of a sequence of rotations, reflections, and translations
- describe similarity in terms of a sequence of rotations, reflections, translations, and dilations
- graph points and shapes on the coordinate plane to solve mathematical and real-world problems
- use elementary properties to describe and compare common two- and three-dimensional geometric shapes, including line and rotational symmetry
- relate three-dimensional shapes with their two-dimensional representations (e.g., nets, two-dimensional views of three-dimensional objects)

2. Measurement

Teachers must be able to:

- demonstrate the ability to solve problems involving measurement and conversions of measurement units
- draw, measure and estimate lengths of line segments
- draw and estimate the size of given angles
- estimate perimeters, areas and volumes

IV. Statistics and Probability

Candidates must:

- demonstrate the ability to model and solve real-world problems using statistics and probability
- demonstrate fluency in using data, measures of central tendency and variability, and draw inferences from the data distributions
- apply knowledge of probability and statistics to understand how chance events are used to make inferences

1. Data

Teachers must be able to:

- demonstrate the ability to represent, analyze, and solve problems with data presented in various forms (like tables, bar graphs, pictographs, line graphs and pie charts)
- use information from data displays to answer questions that go beyond directly reading the data displayed (e.g., solve problems and perform computations using the data, combine data from two or more sources, make inferences, and draw conclusions based on the data)
- utilize patterns of association in bivariate data using scatter plots, linear models, and two-way tables

2. Measures of Central Tendency

Teachers must be able to:

- demonstrate knowledge of statistical variability and measures
- summarize and describe data distributions
- demonstrate knowledge of the use of random sampling to draw inferences about a population
- draw informal or comparative inferences about two populations using data distributions and measures of centrality and variability

3. Counting and Probability

Teachers must be able to:

- use chance to investigate processes to evaluate probability models (situations)
- judge chances of outcomes as certain, more likely, equally likely, less likely, or impossible in general terms
- given a random experiment determine the chance of a certain outcome
- solve basic problems of dependent and independent events

Sample Questions

1.

Saif does the following:

- writes down a number n,
- then he multiplies the number by itself
- then he divides the answer by 2
- then subtracts 10.

Which expression is equivalent to what Saif did?

يفعل سيف ما يلي:

- يكتب رقم n،
- ثم يضرب الرقم بنفسه
- ثم يقسم الإجابة على 2
- ثم يطرح 10.

أي تعبير يُكافئ ما فعله سيف ؟

A. $\frac{n^2 - 10}{2}$

B. $\frac{2n}{2} - 10$

C. $\frac{n^2}{2} - 10$

D. $\frac{2n - 10}{2}$

2.

If Ahmed digs a hole in his backyard at a rate of 1.5 cubic meters every 10 minutes, how long will it take him to dig a hole which is 13.5 cubic meters big?

إذا كان أحمد يحفر حفرة في الفناء الخلفي لمنزله بمعدل 1.5 متر مكعب كل 10 دقائق، فكم من الوقت سيستغرق ليحفر حفرة حجمها 13.5 متر مكعب؟

A. one and a half hours. ساعة ونصف.

B. one hour and fifteen minutes. ساعة وخمس عشرة دقيقة.

C. ninety five minutes. خمس وتسعون دقيقة.

D. 70 minutes 70 دقيقة.

3.

Each month, I set aside half of my salary for personal expenses. One quarter of my personal expenses each month is spent on movie and concert tickets. One sixth of my personal expenses each month are placed into my savings account. If I spent AED 900 on movie and concert tickets, how much money did I place into my savings account?

كل شهر، أُخصص نصف راتبي للمصاريف الشخصية. أُنفق ربع مصاريفي الشخصية كل شهر على تذاكر السينما والحفلات الموسيقية. أضع سُدس مصاريفي الشخصية كل شهر في حساب التوفير الخاص بي. إذا أنفقت AED 900 على تذاكر السينما والحفلات الموسيقية، ما المبلغ الذي وضعته في حساب التوفير الخاص بي؟

A. 675

B. 150

C. 1200

D. 600

4.

Which of the following numbers when placed in the boxes below make the equation true?

أي من الأعداد التالية عند وضعها في المربعات أدناه تجعل المعادلة صحيحة؟

$\square \times 5 = \square - 11$

A. 6, 41

B. 5, 35

C. 9, 58

D. 11, 5

5.

Which deal offers the best value for the money?

أي عرض يقدم أفضل قيمة للمال؟

1. 100 grams of cleaner for AED 4.50
2. 150 grams of cleaner for AED 6.90
3. 140 grams of cleaner for AED 5.60
4. 120 grams of cleaner for AED 5.16

1. 100 جرام منظف مقابل AED 4.50
2. 150 جرام منظف مقابل AED 6.90
3. 140 جرام منظف مقابل AED 5.60
4. 120 جرام منظف مقابل AED 5.16

A. 1

B. 3

C. 4

D. 2

6.

If a wheel rotates by 1800 degrees, how many complete revolutions has it made?

إذا دارت عجلة بمقدار 1800 درجة، فكم عدد الدورات الكاملة التي دارتها؟

A. 5

B. 1

C. 10

D. 18

7.

What is the difference between the two largest prime numbers between 10 and 25?

ما هو الفرق بين أكبر عددين أوليين بين 10 و 25؟

A. 12

B. 5

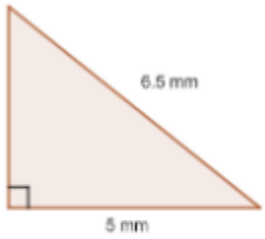
C. 2

D. 4

8.

Which of the following squares will give the closest area to the triangle shown below?

أي من مساحات المربعات التالية هي الأقرب لمساحة المثلث الموضح أدناه؟



A. a square with side length of 2.5 mm — مربع طول ضلعه 2.5mm

B. a square with side length of 3.5 mm — مربع طول ضلعه 3.5mm

C. a square with side length of 6.5 mm — مربع طول ضلعه 6.5mm

D. a square with side length of 5 mm — مربع طول ضلعه 5mm

9.

150% of a number is 10 less than the product of 10 × 10. The original number is the product of which two numbers?

150% من عدد ما هو أقل بمقدار 10 من حاصل ضرب 10 × 10، العدد الأصلي هو حاصل ضرب أي عددين مما يلي؟

A. 10 and 15

B. 5 and 12

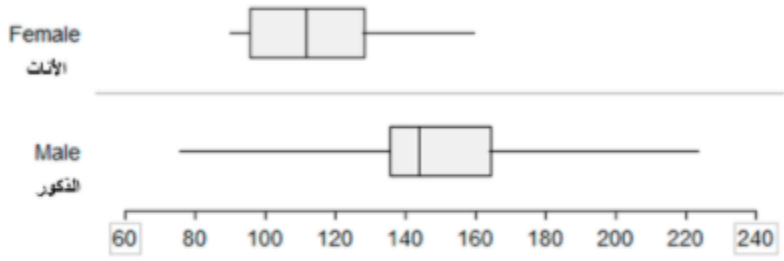
C. 5 and 6

D. 10 and 10

10.

Data about students' heart rate in beats per minute were collected after the students ran around an exercise track. The data are represented in the box plot below.

تم جمع بيانات حول معدل ضربات قلب الطلاب بتسجيل عدد النبضات في الدقيقة بعد أن ركض الطلاب حول مسار ميدان التدريب. تم تمثيل البيانات في مخطط الصندوق ذي العارضتين أدناه.



Which of the following conclusions could be drawn from the box plot?

أي من الاستنتاجات التالية يمكن استخلاصها من مخطط الصندوق ذي العارضتين؟

A. The median heart rate of males is lower than the maximum heart rate of females.

وسيط معدل ضربات القلب للذكور أقل من الحد الأقصى لمعدل ضربات القلب للإناث.

B. The median active heart rate for the set is 132 beats per minute.

وسيط معدل ضربات القلب النشط للمجموعة هو 132 نبضة في الدقيقة.

C. The highest active heart rate of the males is 25% greater than the highest heart rate of the females.

أعلى معدل ضربات القلب النشط للذكور هو 25% أكبر من أعلى معدل ضربات القلب للإناث.

D. 25% of the males have active heart rates which is similar to approximately 75% of the females.

25% من الذكور لديهم معدل ضربات قلب نشط وهو ما يقارب من 75% من الإناث.

11.

Sara has a total of 9 blue pens, 6 red pens, and 5 black pens. How many blue pens does she have as a percentage of the total of all pens?

لدى سارة ما مجموعه 9 أقلام زرقاء و 6 أقلام حمراء و 5 أقلام سوداء. كم نسبة الأقلام الزرقاء التي تمتلكها من إجمالي الأقلام؟

A. 55%

B. 60%

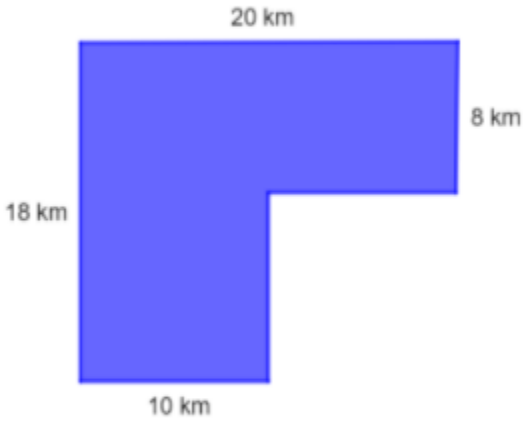
C. 45%

D. 9%

12.

The image below shows the image of a lake. If 1 square kilometer is equal to 100 hectares, what is the area of the lake, in hectares?

توضح الصورة أدناه صورة بحيرة. إذا كان الكيلومتر المربع الواحد يساوي 100 هكتار، فما مساحة البحيرة بالهكتارات؟



A. 26,000

B. 13,600

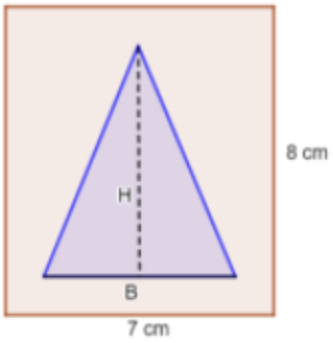
C. 7,600

D. 24,400

13.

The brown shaded area is 41 square centimeters. What are the values of B and H, in centimeters?

تبلغ مساحة المنطقة المظللة باللون البني 41 سنتيمتر مربع. ما هي قيم B و H بالسنتيمتر؟



A. B = 3; H = 5

B. B = 5; H = 3

C. B = 6; H = 7

D. B = 5; H = 6

14.

Which of the following is **not** a property of both a square and a rhombus?

أي مما يلي **لا** يُعد خاصية لكل من المربع والمعين معاً؟

A. Lengths of all sides are equal. أطوال جميع الأضلاع متساوية.

B. The diagonals are equal. أطوال الأقطار متساوية.

C. There are two pairs of parallel sides. هناك زوجان من الأضلاع المتوازية.

D. Opposite angles are equal. الزوايا المتقابلة متساوية.

15.

The UAE is going to introduce an annual salary tax (ST) based on your monthly salary (***s***). If you earn below or equal AED 20,000 each month, you will not have to pay the annual salary tax. If you earn more than AED 20,000 each month, you will have to pay the annual salary tax according to the formula below for each dirham that is over AED 20,000.

ستقوم دولة الإمارات العربية المتحدة بفرض ضريبة راتب سنوية (ST) بناء على راتبك الشهري (***s***). إذا كنت تكسب أقل من أو يساوي 20,000 درهم كل شهر، لن تضطر إلى دفع ضريبة الراتب السنوية. إذا كنت تكسب أكثر من 20,000 درهم شهرياً، فسيتعين عليك دفع ضريبة الراتب السنوية وفقًا للصيغة أدناه لكل درهم يزيد عن 20,000 درهم إماراتي.

$$ST = 12{,}450 + 30\%s$$

If Ayesha's salary is AED 40,000, how much annual salary tax will she owe at the end of the year, in AED?

إذا كان راتب عائشة هو 40,000 درهم، فما مقدار ضريبة الراتب السنوي التي سيستحق عليها في نهاية العام بالدرهم الإماراتي؟

A. 18,450

B. 24,450

C. 4,450

D. 13,650

16.

What is 10 grams of 10 kilograms as a percentage?

ما هو 10 جرام من 10 كيلوجرام كنسبة مئوية؟

A. 0.001%

B. 0.01%

C. 0.1%

D. 10%

17.

The graph below shows how Noor allocates her time between 9:00 AM and 8:30 PM every school day.

يوضح الشكل أدناه كيف تقسّم نور وقتها بين الساعة 9:00 صباحاً و 8:30 مساءً كل يوم دراسي.

What is the approximate percentage of time of her school day (between 9:00 AM and 8:30 PM) she spends watching TV?

ما هي النسبة التقريبية من يومها الدراسي (بين الساعة 9:00 صباحًا و 8:30 مساءً) للوقت الذي تقضيه في مشاهدة التلفزيون؟

A. 12%

B. 13%

C. 1.5%

D. 6%

18.

Which number below is closest to one hundred thousand?

أي عدد هو الأقرب إلى مائة ألف؟

A. ninety-nine thousand three hundred fifty. تسعة وتسعون ألفا وثلاث مائة وخمسون.

B. ninety-eight thousand eight hundred fifty. ثمانية وتسعون ألفا وثمانمائة وخمسون.

C. nine thousand nine hundred fifty. تسعة آلاف وتسعمائة وخمسون.

D. hundred thousand and nine hundred مائة ألف وتسعمائة.

19.

The following speeds of tennis players' first serves are recorded during training. The speeds in kilometers per hour are shown below.

يتم تسجيل السرعات التالية للإرسال الأول للاعبي التنس أثناء التدريب. السرعات بالكيلومترات لكل ساعة موضحة أدناه.

89, 84, 92, 94, 85, 84, 82, 87, 98, 99, 86, 89, 82, 102, 90, 86, 91, 114, 100, 85, 84, 84, 91, 89, 93

What is the median of this data set?

ما هو الوسيط لمجموعة البيانات هذه؟

A. 82

B. 90.4

C. 114

D. 89

20.

There are three consecutive even numbers between 10 and 30 which, when added together equal 42. What is the smallest number of the three?

ثلاثة أعداد زوجية متتالية بين 10 و 30 ، ناتج جمعها يساوي 42. ما هو أصغرهم؟

A. 16

B. 12

C. 20

D. 18

21.

The graph below shows how Noor allocates her time between 9:00 AM and 8:30 PM every school day.

يوضح الشكل أدناه كيف تُقسّم نور وقتها بين الساعة 9:00 صباحاً و 8:30 مساءً وذلك كل يوم دراسي.

How much time does she spend watching TV?

كم من الوقت تقضيه في مشاهدة التلفاز؟

A. one and a half hours. ساعة و نصف.

B. half an hour. نصف ساعة.

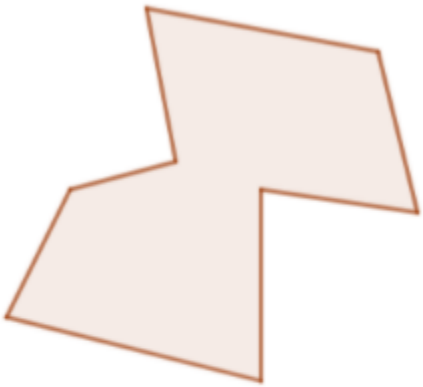
C. forty five minutes. خمس وأربعون دقيقة.

D. one hour and forty-four minutes. ساعة وأربع وأربعون دقيقة.

22.

The sum of all interior angles of any N sided polygon can be found by multiplying half the degrees of a circle by (two less than N).

يمكن إيجاد مجموع كل الزوايا الداخلية لأي مضلع عدد أضلاعه N عن طريق ضرب نصف مجموع درجات الدائرة في (N ناقص 2).



What is the sum of all interior angles of the polygon shown above?

ما مجموع كل الزوايا الداخلية للمضلع الموضح أعلاه؟

A. 540°

B. 720°

C. 1080°

D. 1440°

23.

Ahmed bought a TV for his room in 2016 for AED 1,500. He decided to sell it in 2020 for AED 900. What is the rate of depreciation per annum between when he bought the TV and when he sold it?

اشترى أحمد جهاز تلفزيون لغرفته في عام 2016 بمبلغ AED 1,500. قرر بيع التلفزيون في 2020 بمبلغ AED 900. ما هو معدل الاستهلاك السنوي في الفترة بين وقت شرائه التلفزيون وبيعه؟

A. 40%

B. 15%

C. 30%

D. 10%

24.

In the annual school marathon, of the 300 students who participated, 75 were unable to finish the race. Of the students who finished the race, 40% completed the race in under one and a half hours. How many students finished the race in over one and a half hours?

من بين 300 طالب شاركوا في ماراثون المدرسة السنوي، لم يتمكن 75 طالب من إنهاء السباق. من الطلاب الذين أنهوا السباق، أكمل 40% السباق في أقل من ساعة ونصف. كم عدد الطلاب الذين أنهوا السباق في أكثر من ساعة ونصف؟

A. 135

B. 120

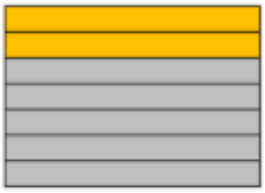
C. 90

D. 180

25.

The image below shows the percent of gold and silver in a piece of jewelry.

توضح الصورة أدناه نسبة كل من الذهب والفضة في قطعة مجوهرات.



If the piece of jewelry weighs 300 milligrams, approximately how many milligrams of silver is in the piece of jewelry?

إذا كانت قطعة المجوهرات تزن 300 ملِيجرام، فما هو تقريباً وزن الفضة في قطعة المجوهرات بالملِيجرام؟

A. 71

B. 214

C. 86

D. 212

Answer Key

Question	Answer
1	C
2	A
3	D
4	A
5	B
6	A
7	D
8	B
9	B
10	A
11	C
12	A
13	D
14	B
15	A
16	C
17	B
18	A
19	D
20	B
21	A
22	C
23	D
24	A
25	B

English Literacy Section

KG1 to Grade 2 Test Guide

The Literacy Section for Teachers assesses the English reading and writing proficiency of UAE's educators and prospective educators. It is a computer-based exam and has seven question types – Grammar, Vocabulary, Sentence Builder, Paragraph Builder, Cloze Reading, Single-Question Reading, and Writing.

The Literacy Section is part of the Specialization test for teachers which is one of the Professional teacher's license requirements for those who are teaching from KG1 through grade 2.

Section Overview

Test Section Name	Literacy Test KG1-Grade2
Number of questions	72, including one essay (250 words)
Test Duration	100 minutes
Format of questions	Multiple Choice, Drag and Drop, Essay, Reading, Sentence Builder, Paragraph Builder
Test Delivery	Computer delivered
Test design	Adaptive
Test Instructions	Once you move to the next question, you will not be able to go back and change the answer.

Test specifications

I. Reading

Candidate must:

- **understand written information**
- **understand and use a variety of reading and note-taking skills and strategies to assist the reading process**

1. Grammar

Grammar items assess the test-taker's 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). Questions can include multiple-choice, drag and drop, re-ordering words to form a sentence, and re-ordering sentences to form a paragraph.

Teachers must be able to:

- use structural analysis to guess meaning
- identify parts of a sentence, phrases and clauses and their relation to meaning
- recognize and decode grammatical connectors
- recognize academic discourse patterns and identify logical connectors

2. Vocabulary

Vocabulary items consist of short multiple-choice vocabulary questions which assess the extent to which test-takers 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). The list has been screened to ensure that the words are culturally appropriate and useful in an academic context.

Questions can be multiple-choice, drag and drop, or re-ordering words to form a sentence.

Teachers must be able to:

- Recognize and understand the meaning of high-frequency words and phrases

3. Cloze Reading Passages

In Cloze reading passage sections, test-takers see blanks in short (90 to 120-word) readings where level-appropriate words have been removed. The removed words are presented above the text and test-takers drag the words to fill the blanks.

Teachers must be able to:

- use structural analysis to guess meaning
- identify parts of a sentence, phrases and clauses and their relation to meaning
- recognize and decode grammatical connectors
- recognize academic discourse patterns and identify logical connectors Recognize and understand the meaning of high-frequency words and phrases
- use contextual clues and known vocabulary to guess the meaning of unknown words

4. Single-Question Readings

These items include short descriptive, narrative, or expository texts, ranging from 90 words to 150 words, with a single multiple-choice question. Reading skills tested include identifying the main idea, simple factual details, pronoun reference, finding the meaning of an unfamiliar word, inference (understanding what is implied), and sequencing (understanding the order of events).

Teachers must be able to:

- use specified features of a text to predict content, organization and context
- tolerate irrelevant printed information
- scan text for salient and specific information
- recognize the main idea of a text
- read critically to make inferences
- use contextual clues and known vocabulary to guess the meaning of unknown words
- identify grammatical connectors such as subject and object pronouns, this/that, and subject and object relatives
- recognize discourse patterns and comprehend logical, chronological and spatial connectors

5. Paragraph Builder

For Paragraph Builder items, test-takers must construct a prose paragraph or dialogue by dragging 3-6 sentences into their correct locations.

Teachers must be able to:

- use specified features of a text to predict content, organization and context
- tolerate irrelevant printed information
- recognize discourse patterns and comprehend logical, chronological and spatial connectors

II. Writing

The Writing component of the exam consists of a single writing task. The response is word-processor mediated, and test takers are expected to write 200-250 words. The prompt is given in English.

candidates must:

- **demonstrate sufficient language for clear descriptions, and to express viewpoints and arguments on general topics**
- **use a good range of generally accurate vocabulary about general topics**
- **use grammar and mechanics with reasonable accuracy so as not to impede meaning**

Sample questions

1. Students who get good grades _____ sent to France for a two-year course.

A. ◯ were
B. ◯ to be
C. ◯ is being
D. ◯ will be

2. I can start early or work late: my hours are _____.

A. ◯ flexibility
B. ◯ flexibly
C. ◯ flexible
D. ◯ flex

3. Many people use their credit card without thinking, but eventually they will have to _____ and pay their bills.

A. ◯ have the best of both worlds
B. ◯ turn a blind eye
C. ◯ run wild
D. ◯ face the music

4. We have achieved some of our goals, but _____ remains to be done.

A. ◯ the more
B. ◯ much
C. ◯ little
D. ◯ most

5. Drag the words into the blanks below to complete the sentence.

out	let	kept	away	down	locked	gave	in

She left the house without her keys and accidentally _____ herself _____.

6. Drag **all** the words into the spaces to make a correct sentence.

as	as	tall	am	nearly	is	I

My younger brother _____ _____ _____ _____ _____ _____ _____.

7. The guide showed us round the castle, _____ we thought was very beautiful, and then he drove us to the airport.

A. ◯ what
B. ◯ which
C. ◯ that
D. ◯ of which

8. Drag the words into the blanks below to make a correct sentence.

fastest	one	more	than	my	faster	fast	is	old	mine

My new car _____ _____ _____ _____ _____ _____.

9. The lion which escaped from the zoo was _____ last night and returned to the zoo.

A. ◯ distinguished
B. ◯ captured
C. ◯ gathered
D. ◯ released

10. You don't need to water those flowers - they're _____!

A. ◯ approximate
B. ◯ absurd
C. ◯ artificial
D. ◯ accessible

11. Vans can carry light loads, but _____ items have to be transported by truck or by rail.

A. ◯ alert
B. ◯ chaotic
C. ◯ bulky
D. ◯ variable

12. Flights _____ for London had to land in Manchester because of the bad weather.

A. ◯ reluctant
B. ◯ bound
C. ◯ vague
D. ◯ shabby

13. As the game finished, people in the crowd jumped over the _____ and ran onto the field to hug the players.

A. ◯ inflation
B. ◯ barrier
C. ◯ heel
D. ◯ dilemma

14. The police said he had started the fire, but he denied the _____ .

A. ◯ allegation
B. ◯ accessory
C. ◯ assignment
D. ◯ annoyance

15. There was an incredible sale in the store. I got _____ and bought too much stuff!

A. ◯ helped out
B. ◯ spread out
C. ◯ carried away
D. ◯ blown up

16. Drag the words to the spaces. There is one extra word.

at | but | have | quite | their | themselves

Coffee Drinkers and Farmers

Global coffee chains provide some of the best-tasting coffee on the planet. And that coffee definitely should taste pretty impressive _____ 25 AED per cup! While we consumers end up paying _____ a high price for our morning kick, how much of that income do the coffee growers see? Sadly, the farmers themselves often receive little payment for _____ efforts, sometimes surviving on as little as 4 dirhams per day. Such poor earnings _____ made many coffee drinkers uncomfortable, and consumers have pushed chains towards providing farmers not only better wages _____ also medical insurance and other benefits. Hopefully we can enjoy our coffee, knowing that the people who grow it are paid properly.

Question 17:

Drag the sentences to the spaces to make a paragraph.

Because they come from glaciers, and not frozen seawater, the icebergs are made up of freshwater, which is full of nutrients.

Holes in the iceberg also provide places for fish to escape from predators, and the ice provides a resting place for penguins or seabirds.

They are commonly found near Antarctica and in the North Atlantic Ocean near Greenland.

These nutrients provide food for fish of all sizes who come to feed around the new iceberg.

Icebergs: A Home for Wildlife

Icebergs are huge chunks of ice that have broken off from glaciers and fallen into the ocean. _____ _____ _____ _____ As a result, although they may last just a few years, icebergs form an important habitat for wildlife.

Question 18:

Drag the sentences to the spaces to make a dialogue.

Are you sure? Most of my patients seem to like it.

But I've used it before and it did not help at all.

OK - let's try this one, and see if it helps you.

Yes I am. Can you please prescribe another one?

At the Clinic

Doctor: Take this medicine for a week and you'll start to feel better.

Patient: _____

Doctor: _____

Patient: _____

Doctor: _____

Question 19:

Write 200 - 250 words on the following topic:

"In most developed countries people are living longer lives. Discuss the positive and negative effects on a society of people living longer."

Words: 0

Answer Key

Question Number	Correct answer
1	D
2	C
3	D
4	B
5	locked / out
6	My younger brother is nearly as tall as I am.
7	B
8	My new car is faster than my old one.
9	B
10	C
11	C
12	B
13	B
14	A
15	C
16	at, quite, their, have, but
17	Icebergs are huge chunks of ice that have broken off from glaciers and fallen into the ocean. They are commonly found near Antarctica and in the North Atlantic Ocean near Greenland. Because they come from glaciers, and not frozen seawater, the icebergs are made up of freshwater, which is full of nutrients. These nutrients provide food for fish of all sizes who come to feed around the new iceberg. Holes in the iceberg also provide places for fish to escape from predators, and the ice provides a resting place for penguins or seabirds. As a result, although they may last just a few years, icebergs form an important habitat for wildlife.
18	Doctor: Take this medicine for a week and you'll start to feel better. Patient: But I've used it before and it did not help at all. Doctor: Are you sure? Most of my patients seem to like it. Patient: Yes I am. Can you please prescribe another one? Doctor: OK - let's try this one, and see if it helps you.
19	Essay