

10 Complete Advanced Exam Models



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المزيد من مادة
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التواصل الاجتماعي بحسب الصف العاشر



صفحة المناهج
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المزيد من الملفات بحسب الصف العاشر والمادة لغة انجليزية في الفصل الثالث

The Most Important Vocabulary

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شرح الهيكل الوزاري لسنة 2026

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Vocabulary Mazes for EOT 3 Exam

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10 Complete Advanced Exam Models

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10 Complete Advanced Exam Models

Grade 10 advanced and Grade 11

Vocabulary - Grammar - Reading
Creative topics, varied answer positions, and professional layout

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Included: 10 full models + teacher answer key

Complete Practice Exam Model 1

Theme: Digital Responsibility - Grade 10 Advanced and Grade 11

Part 1: Vocabulary - Multiple Choice Gap-Fill

Read each sentence and choose the correct word or phrase. Choose A, B, or C.

1. Students must show their _____ before entering the research room.

A. intersection B. identification C. expenses

2. The teacher asked each group to _____ a short investigation about sources.

A. commute B. conduct C. repair

3. A digital footprint is a useful _____ in connected learning.

A. tenant B. rent C. concept

4. The new study corner was quiet and _____ to serious learners.

A. appealing B. leaking C. cramped

5. A green leaf can be a _____ of sustainability.

A. rush B. budget C. symbol

Part 2: Grammar - Multiple Choice Gap-Fill

Academic Honesty in a Connected Classroom

Mariam was preparing a project about online sources. Her teacher said that students (1) _____ copy ideas without citation. While Mariam (2) _____ articles, she found a useful report. She asked whether it (3) _____ used in her essay. The teacher advised her (4) _____ the author clearly. If she follows the rules, her work (5) _____ more reliable.

1. Gap (1)

A. must not B. must to not C. not must

2. Gap (2)

A. has reviewed B. reviewed C. was reviewing

3. Gap (3)

A. can be B. could be C. is being

4. Gap (4)

A. to cite B. cited C. citing

5. Gap (5)

A. became B. becomes C. will become

Part 3A: Reading - True / False / Not Given**A Responsible Digital Footprint**

Digital responsibility may sound like a simple school topic, but it affects the way students learn, communicate, and make daily decisions. In many schools, students leave traces online through sources, comments, and shared files. This problem does not usually begin with bad intentions. It often grows because of weak citation habits and quick copying. When learners are busy, they may choose the fastest solution instead of the wisest one. Over time, small habits become normal, and normal habits shape the quality of learning.

Teachers can help by turning the issue into a visible classroom practice. One useful example is recording source details while reading. This makes students slow down and notice details before they act. It also encourages them to ask better questions: What is the source? Who is affected? Is the route clear? Is the cost complete? Is the evidence strong? Such questions develop judgment, not just memory.

The solution is not to blame students or remove freedom. A better approach is to build routines that make responsible choices easier. Clear instructions, supportive feedback, and well-designed facilities can guide learners without controlling every action. If students practise these habits regularly, they gain stronger academic honesty and clearer research. The passage shows that real improvement comes from awareness, practice, and cooperation, not from quick rules alone. The exact cost of every programme is not mentioned because the main concern is behaviour and understanding.

Choose: A. True B. False C. Not Given

1. The passage says that digital responsibility affects learning or daily decisions.

A. True B. False C. Not Given

2. The passage says the problem always begins with bad intentions.

A. True B. False C. Not Given

3. The passage gives recording source details while reading as a useful practice or example.

A. True B. False C. Not Given

4. The passage says removing all freedom is the best solution.

A. True B. False C. Not Given

5. The passage suggests that improvement can lead to stronger academic honesty and clearer research.

A. True B. False C. Not Given

6. The passage states the exact total cost of the programme.

A. True B. False C. Not Given

Part 3B: Reading - Multiple Choice**Connected Learning Needs Careful Judgment**

A successful learner does more than collect information. He or she learns how to judge it, connect it to experience, and use it responsibly. This is especially important in the area of digital responsibility. At first, the topic may appear practical rather than academic, yet it involves several reading skills: identifying details, recognizing purpose, comparing options, and inferring what is not directly stated. These skills are exactly what students need in advanced reading.

Consider the word digital footprint. In a simple sentence, it may refer to one clear idea. In a longer text, however, it may carry a wider meaning connected to choices, responsibility, and consequences. A reader who stops at the surface meaning may answer a question too quickly. A stronger reader observes the surrounding words, the examples, and the writer's attitude. This careful approach helps the reader understand both the main message and the smaller details.

The writer's attitude in this kind of text is usually careful and educational. The writer does not simply attack a problem, nor does he pretend that one easy solution will fix everything. Instead, the text encourages students to think in stages. First, they identify the problem. Next, they consider possible causes. Then, they evaluate solutions and predict results. This makes reading more than a search for isolated answers. It becomes a process of thinking. When students read in this way, they become more independent, more accurate, and more prepared for real academic tasks.

Choose A, B, or C.

1. What is the main idea of the passage?

- A. Students should read texts about digital responsibility with judgment and careful analysis.
- B. All classroom problems have one simple answer.
- C. Students should memorize every sentence without thinking.

2. Why does the writer mention the word "digital footprint"?

- A. To prove that vocabulary is never important.
- B. To give a historical date about the topic.
- C. To show that a word may have a wider meaning in context.

3. The word "infer" is closest in meaning to ____.

- A. forget quickly
- B. understand something from clues
- C. copy exactly

4. Which skill is NOT mentioned as part of advanced reading?

- A. drawing cartoons for every paragraph
- B. recognizing purpose
- C. comparing options

5. What is the writer's attitude?

- A. careless and humorous
- B. angry and hopeless
- C. Careful and educational.

6. What can be inferred from the passage?

- A. Strong readers use details and context before answering.
- B. Fast guessing is always the safest method.
- C. Examples should be ignored in reading.

7. What is the writer's purpose?

- A. To describe a football match.
- B. To explain how careful reading improves understanding.
- C. To advertise a private apartment.

Part 3C: Reading - Multiple Choice**The Small Citation Club**

A group of students noticed a small problem connected with digital responsibility. At first, most of them thought it was too ordinary to study. Some students wanted to complain immediately, while others preferred to ignore it. Their teacher asked them to conduct a short investigation before suggesting solutions. The students collected notes, interviewed classmates, and observed what happened at different times of the day. This simple process changed the way they understood the situation.

They discovered that the problem had more than one cause. Part of it came from individual habits, but another part came from the system around those habits. For example, when instructions were unclear or facilities were difficult to use, even responsible students made mistakes. When people had no quiet place to ask questions, confusion continued. The group therefore decided that a useful solution should not only tell people what to do; it should also make the right action easier.

Their final proposal was modest but carefully designed. It included clearer signs, short reminders, a weekly review, and a support point where students could ask questions. No one claimed that the plan would solve every problem forever. However, after several weeks, the students noticed fewer complaints and better cooperation. The project taught them an important lesson: creative solutions are often small, but they are effective when they are based on observation, evidence, and respect for the people who will use them. This is why school projects can prepare students for larger social and academic challenges.

Choose A, B, or C.

1. What did the students do before suggesting solutions?

- A. They conducted a short investigation.
- B. They copied another school's project.
- C. They cancelled the activity completely.

2. What did the students discover?

- A. Only one student was responsible for everything.
- B. The problem was imaginary.
- C. The problem had more than one cause.

3. The word "modest" is closest in meaning to ____.

- A. limited but sensible
- B. extremely expensive
- C. completely useless

4. Why were clearer signs included in the proposal?

- A. To stop students from asking questions.
- B. To make the right action easier for users.
- C. To make the school look older.

5. Which item was NOT included in the final proposal?

- A. short reminders
- B. a new airport near the school
- C. a weekly review

6. What happened after several weeks?

- A. All students left the school.
- B. The project was banned immediately.
- C. There were fewer complaints and better cooperation.

7. What lesson did the project teach?

- A. Small creative solutions can work when based on evidence and respect.
- B. Observation is a waste of time.
- C. Rules should be unclear to test students.

Complete Practice Exam Model 2

Theme: Student Housing - Grade 10 Advanced and Grade 11

Part 1: Vocabulary - Multiple Choice Gap-Fill

Read each sentence and choose the correct word or phrase. Choose A, B, or C.

1. The apartment was already _____, so Omar did not buy a desk.

A. furnished B. complex C. opposite

2. Before moving, students should compare the _____ of each choice.

A. identification B. intersections C. pros and cons

3. The monthly _____ was lower than expected.

A. major B. rent C. symbol

4. A gate and cameras made the building feel _____.

A. secure B. rushed C. leaking

5. Nadia had to _____ her expenses before signing the contract.

A. memorize B. observe C. calculate

Part 2: Grammar - Multiple Choice Gap-Fill

Choosing a Place to Live

Salem wanted to live near the university. The flat he visited yesterday (1) _____ farther from campus than he expected. His friend suggested (2) _____ the route during rush hour. The owner said the broken window (3) _____ before Friday. Salem asked if the rent (4) _____ utilities. If he chooses carefully, he (5) _____ fewer problems later.

1. Gap (1)

A. was B. has been C. is

2. Gap (2)

A. to test B. tested C. testing

3. Gap (3)

A. would repair B. would be repaired C. repaired

4. Gap (4)

A. included B. includes C. including

5. Gap (5)

A. has B. had C. will have

Part 3A: Reading - True / False / Not Given**The Hidden Cost of a Cheap Room**

Student housing may sound like a simple school topic, but it affects the way students learn, communicate, and make daily decisions. In many schools, students focus only on rent and ignore utilities, repairs, and commuting. This problem does not usually begin with bad intentions. It often grows because of poor budgeting and rushed decisions. When learners are busy, they may choose the fastest solution instead of the wisest one. Over time, small habits become normal, and normal habits shape the quality of learning.

Teachers can help by turning the issue into a visible classroom practice. One useful example is comparing rent with transport and internet costs. This makes students slow down and notice details before they act. It also encourages them to ask better questions: What is the source? Who is affected? Is the route clear? Is the cost complete? Is the evidence strong? Such questions develop judgment, not just memory.

The solution is not to blame students or remove freedom. A better approach is to build routines that make responsible choices easier. Clear instructions, supportive feedback, and well-designed facilities can guide learners without controlling every action. If students practise these habits regularly, they gain more stable independent living. The passage shows that real improvement comes from awareness, practice, and cooperation, not from quick rules alone. The exact cost of every programme is not mentioned because the main concern is behaviour and understanding.

Choose: A. True B. False C. Not Given

1. The passage says that student housing affects learning or daily decisions.

A. True B. False C. Not Given

2. The passage says the problem always begins with bad intentions.

A. True B. False C. Not Given

3. The passage gives comparing rent with transport and internet costs as a useful practice or example.

A. True B. False C. Not Given

4. The passage says removing all freedom is the best solution.

A. True B. False C. Not Given

5. The passage suggests that improvement can lead to more stable independent living.

A. True B. False C. Not Given

6. The passage states the exact total cost of the programme.

A. True B. False C. Not Given

Part 3B: Reading - Multiple Choice

Learning to Budget Before Moving

A successful learner does more than collect information. He or she learns how to judge it, connect it to experience, and use it responsibly. This is especially important in the area of student housing. At first, the topic may appear practical rather than academic, yet it involves several reading skills: identifying details, recognizing purpose, comparing options, and inferring what is not directly stated. These skills are exactly what students need in advanced reading.

Consider the word budget. In a simple sentence, it may refer to one clear idea. In a longer text, however, it may carry a wider meaning connected to choices, responsibility, and consequences. A reader who stops at the surface meaning may answer a question too quickly. A stronger reader observes the surrounding words, the examples, and the writer's attitude. This careful approach helps the reader understand both the main message and the smaller details.

The writer's attitude in this kind of text is usually practical and realistic. The writer does not simply attack a problem, nor does he pretend that one easy solution will fix everything. Instead, the text encourages students to think in stages. First, they identify the problem. Next, they consider possible causes. Then, they evaluate solutions and predict results. This makes reading more than a search for isolated answers. It becomes a process of thinking. When students read in this way, they become more independent, more accurate, and more prepared for real academic tasks.

Choose A, B, or C.

1. What is the main idea of the passage?

- A. Students should read texts about student housing with judgment and careful analysis.
- B. Students should memorize every sentence without thinking.
- C. All classroom problems have one simple answer.

2. Why does the writer mention the word "budget"?

- A. To give a historical date about the topic.
- B. To prove that vocabulary is never important.
- C. To show that a word may have a wider meaning in context.

3. The word "infer" is closest in meaning to ____.

- A. understand something from clues
- B. copy exactly
- C. forget quickly

4. Which skill is NOT mentioned as part of advanced reading?

- A. comparing options
- B. drawing cartoons for every paragraph
- C. recognizing purpose

5. What is the writer's attitude?

- A. angry and hopeless
- B. Practical and realistic.
- C. careless and humorous

6. What can be inferred from the passage?

- A. Examples should be ignored in reading.
- B. Fast guessing is always the safest method.
- C. Strong readers use details and context before answering.

7. What is the writer's purpose?

- A. To explain how careful reading improves understanding.
- B. To advertise a private apartment.
- C. To describe a football match.

Part 3C: Reading - Multiple Choice**A Dormitory That Changed Its Rules**

A group of students noticed a small problem connected with student housing. At first, most of them thought it was too ordinary to study. Some students wanted to complain immediately, while others preferred to ignore it. Their teacher asked them to conduct a short investigation before suggesting solutions. The students collected notes, interviewed classmates, and observed what happened at different times of the day. This simple process changed the way they understood the situation.

They discovered that the problem had more than one cause. Part of it came from individual habits, but another part came from the system around those habits. For example, when instructions were unclear or facilities were difficult to use, even responsible students made mistakes. When people had no quiet place to ask questions, confusion continued. The group therefore decided that a useful solution should not only tell people what to do; it should also make the right action easier.

Their final proposal was modest but carefully designed. It included clearer signs, short reminders, a weekly review, and a support point where students could ask questions. No one claimed that the plan would solve every problem forever. However, after several weeks, the students noticed fewer complaints and better cooperation. The project taught them an important lesson: creative solutions are often small, but they are effective when they are based on observation, evidence, and respect for the people who will use them. This is why school projects can prepare students for larger social and academic challenges.

Choose A, B, or C.

1. What did the students do before suggesting solutions?

- A. They cancelled the activity completely.
- B. They conducted a short investigation.
- C. They copied another school's project.

2. What did the students discover?

- A. The problem was imaginary.
- B. The problem had more than one cause.
- C. Only one student was responsible for everything.

3. The word "modest" is closest in meaning to ____.

- A. completely useless
- B. extremely expensive
- C. limited but sensible

4. Why were clearer signs included in the proposal?

- A. To make the right action easier for users.
- B. To make the school look older.
- C. To stop students from asking questions.

5. Which item was NOT included in the final proposal?

- A. a weekly review
- B. short reminders
- C. a new airport near the school

6. What happened after several weeks?

- A. The project was banned immediately.
- B. There were fewer complaints and better cooperation.
- C. All students left the school.

7. What lesson did the project teach?

- A. Small creative solutions can work when based on evidence and respect.
- B. Rules should be unclear to test students.
- C. Observation is a waste of time.

Complete Practice Exam Model 3

Theme: Campus Directions - Grade 10 Advanced and Grade 11

Part 1: Vocabulary - Multiple Choice Gap-Fill

Read each sentence and choose the correct word or phrase. Choose A, B, or C.

1. The health center is _____ the main library.

A. opposite B. complex C. cramped

2. A police officer stood near the busy _____.

A. tenant B. dormitory C. intersection

3. The campus has modern _____, including clinics and labs.

A. budgets B. facilities C. repairs

4. The directions were too _____ for new students.

A. complex B. furnished C. secure

5. Do not _____; read the instructions carefully.

A. memorize B. accommodate C. rush

Part 2: Grammar - Multiple Choice Gap-Fill

Giving Directions Politely

A group of visitors asked a student for directions. He told them (1) _____ right at the intersection. One visitor asked where the market (2) _____. While the group (3) _____ toward the bus station, they checked the map. Signs should (4) _____ clear for new students. If directions are simple, visitors (5) _____ less confused.

1. Gap (1)

A. to turn B. turning C. turned

2. Gap (2)

A. will be B. is C. was

3. Gap (3)

A. was walking B. walked C. has walked

4. Gap (4)

A. keeping B. be kept C. keep

5. Gap (5)

A. became B. will become C. becomes

Part 3A: Reading - True / False / Not Given**Finding the Way on a New Campus**

Campus directions may sound like a simple school topic, but it affects the way students learn, communicate, and make daily decisions. In many schools, new students often get lost when directions are vague. This problem does not usually begin with bad intentions. It often grows because of unclear landmarks and complicated routes. When learners are busy, they may choose the fastest solution instead of the wisest one. Over time, small habits become normal, and normal habits shape the quality of learning.

Teachers can help by turning the issue into a visible classroom practice. One useful example is using the library, clinic, and intersections as reference points. This makes students slow down and notice details before they act. It also encourages them to ask better questions: What is the source? Who is affected? Is the route clear? Is the cost complete? Is the evidence strong? Such questions develop judgment, not just memory.

The solution is not to blame students or remove freedom. A better approach is to build routines that make responsible choices easier. Clear instructions, supportive feedback, and well-designed facilities can guide learners without controlling every action. If students practise these habits regularly, they gain less stress and better time management. The passage shows that real improvement comes from awareness, practice, and cooperation, not from quick rules alone. The exact cost of every programme is not mentioned because the main concern is behaviour and understanding.

Choose: A. True B. False C. Not Given

1. The passage says that campus directions affects learning or daily decisions.

A. True B. False C. Not Given

2. The passage says the problem always begins with bad intentions.

A. True B. False C. Not Given

3. The passage gives using the library, clinic, and intersections as reference points as a useful practice or example.

A. True B. False C. Not Given

4. The passage says removing all freedom is the best solution.

A. True B. False C. Not Given

5. The passage suggests that improvement can lead to less stress and better time management.

A. True B. False C. Not Given

6. The passage states the exact total cost of the programme.

A. True B. False C. Not Given

Part 3B: Reading - Multiple Choice

Why Landmarks Matter

A successful learner does more than collect information. He or she learns how to judge it, connect it to experience, and use it responsibly. This is especially important in the area of campus directions. At first, the topic may appear practical rather than academic, yet it involves several reading skills: identifying details, recognizing purpose, comparing options, and inferring what is not directly stated. These skills are exactly what students need in advanced reading.

Consider the word landmark. In a simple sentence, it may refer to one clear idea. In a longer text, however, it may carry a wider meaning connected to choices, responsibility, and consequences. A reader who stops at the surface meaning may answer a question too quickly. A stronger reader observes the surrounding words, the examples, and the writer's attitude. This careful approach helps the reader understand both the main message and the smaller details.

The writer's attitude in this kind of text is usually helpful and practical. The writer does not simply attack a problem, nor does he pretend that one easy solution will fix everything. Instead, the text encourages students to think in stages. First, they identify the problem. Next, they consider possible causes. Then, they evaluate solutions and predict results. This makes reading more than a search for isolated answers. It becomes a process of thinking. When students read in this way, they become more independent, more accurate, and more prepared for real academic tasks.

Choose A, B, or C.

1. What is the main idea of the passage?

- A. All classroom problems have one simple answer.
- B. Students should read texts about campus directions with judgment and careful analysis.
- C. Students should memorize every sentence without thinking.

2. Why does the writer mention the word "landmark"?

- A. To prove that vocabulary is never important.
- B. To show that a word may have a wider meaning in context.
- C. To give a historical date about the topic.

3. The word "infer" is closest in meaning to ____.

- A. forget quickly
- B. copy exactly
- C. understand something from clues

4. Which skill is NOT mentioned as part of advanced reading?

- A. drawing cartoons for every paragraph
- B. recognizing purpose
- C. comparing options

5. What is the writer's attitude?

- A. careless and humorous
- B. angry and hopeless
- C. Helpful and practical.

6. What can be inferred from the passage?

- A. Fast guessing is always the safest method.
- B. Strong readers use details and context before answering.
- C. Examples should be ignored in reading.

7. What is the writer's purpose?

- A. To explain how careful reading improves understanding.
- B. To describe a football match.
- C. To advertise a private apartment.

Part 3C: Reading - Multiple Choice

The Map Project

A group of students noticed a small problem connected with campus directions. At first, most of them thought it was too ordinary to study. Some students wanted to complain immediately, while others preferred to ignore it. Their teacher asked them to conduct a short investigation before suggesting solutions. The students collected notes, interviewed classmates, and observed what happened at different times of the day. This simple process changed the way they understood the situation.

They discovered that the problem had more than one cause. Part of it came from individual habits, but another part came from the system around those habits. For example, when instructions were unclear or facilities were difficult to use, even responsible students made mistakes. When people had no quiet place to ask questions, confusion continued. The group therefore decided that a useful solution should not only tell people what to do; it should also make the right action easier.

Their final proposal was modest but carefully designed. It included clearer signs, short reminders, a weekly review, and a support point where students could ask questions. No one claimed that the plan would solve every problem forever. However, after several weeks, the students noticed fewer complaints and better cooperation. The project taught them an important lesson: creative solutions are often small, but they are effective when they are based on observation, evidence, and respect for the people who will use them. This is why school projects can prepare students for larger social and academic challenges.

Choose A, B, or C.

1. What did the students do before suggesting solutions?

- A. They conducted a short investigation.
- B. They copied another school's project.
- C. They cancelled the activity completely.

2. What did the students discover?

- A. Only one student was responsible for everything.
- B. The problem was imaginary.
- C. The problem had more than one cause.

3. The word "modest" is closest in meaning to ____.

- A. extremely expensive
- B. limited but sensible
- C. completely useless

4. Why were clearer signs included in the proposal?

- A. To make the right action easier for users.
- B. To stop students from asking questions.
- C. To make the school look older.

5. Which item was NOT included in the final proposal?

- A. short reminders
- B. a weekly review
- C. a new airport near the school

6. What happened after several weeks?

- A. All students left the school.
- B. There were fewer complaints and better cooperation.
- C. The project was banned immediately.

7. What lesson did the project teach?

- A. Small creative solutions can work when based on evidence and respect.
- B. Observation is a waste of time.
- C. Rules should be unclear to test students.

Complete Practice Exam Model 4

Theme: Phone Etiquette - Grade 10 Advanced and Grade 11

Part 1: Vocabulary - Multiple Choice Gap-Fill

Read each sentence and choose the correct word or phrase. Choose A, B, or C.

1. To avoid disturbing others, students should _____ on the speaker.

A. focus B. repair C. rent

2. Some students try to _____ a whole lecture without understanding it.

A. leak B. commute C. memorize

3. The phone-policy poster used a red phone as a clear _____.

A. symbol B. major C. tenant

4. The lecturer explained the _____ of respectful communication.

A. utility B. concept C. corner

5. The student performed _____ in the debate after preparing well.

A. for short B. pretty well C. across from

Part 2: Grammar - Multiple Choice Gap-Fill

Phone Etiquette During Lectures

During a lecture, the teacher asked students (1) _____ their phones on silent mode. Many students (2) _____ messages during breaks, not during class. A student who records a lecture without permission (3) _____ trust. If a classmate needed help, he asked whether he (4) _____ share his notes. Students (5) _____ respect quiet learning spaces.

1. Gap (1)

A. kept B. to keep C. keeping

2. Gap (2)

A. should to check B. should check C. checking

3. Gap (3)

A. damaged B. damages C. may damage

4. Gap (4)

A. could B. can C. will

5. Gap (5)

A. musting B. must to C. must

Part 3A: Reading - True / False / Not Given**A Quieter Lecture Hall**

Phone etiquette may sound like a simple school topic, but it affects the way students learn, communicate, and make daily decisions. In many schools, phones can interrupt study spaces when students ignore others. This problem does not usually begin with bad intentions. It often grows because of loud calls, repeated notifications, and recording without permission. When learners are busy, they may choose the fastest solution instead of the wisest one. Over time, small habits become normal, and normal habits shape the quality of learning.

Teachers can help by turning the issue into a visible classroom practice. One useful example is asking before recording a lecture. This makes students slow down and notice details before they act. It also encourages them to ask better questions: What is the source? Who is affected? Is the route clear? Is the cost complete? Is the evidence strong? Such questions develop judgment, not just memory.

The solution is not to blame students or remove freedom. A better approach is to build routines that make responsible choices easier. Clear instructions, supportive feedback, and well-designed facilities can guide learners without controlling every action. If students practise these habits regularly, they gain greater respect and better concentration. The passage shows that real improvement comes from awareness, practice, and cooperation, not from quick rules alone. The exact cost of every programme is not mentioned because the main concern is behaviour and understanding.

Choose: A. True B. False C. Not Given

1. The passage says that phone etiquette affects learning or daily decisions.

A. True B. False C. Not Given

2. The passage says the problem always begins with bad intentions.

A. True B. False C. Not Given

3. The passage gives asking before recording a lecture as a useful practice or example.

A. True B. False C. Not Given

4. The passage says removing all freedom is the best solution.

A. True B. False C. Not Given

5. The passage suggests that improvement can lead to greater respect and better concentration.

A. True B. False C. Not Given

6. The passage states the exact total cost of the programme.

A. True B. False C. Not Given

Part 3B: Reading - Multiple Choice

Respectful Phone Use

A successful learner does more than collect information. He or she learns how to judge it, connect it to experience, and use it responsibly. This is especially important in the area of phone etiquette. At first, the topic may appear practical rather than academic, yet it involves several reading skills: identifying details, recognizing purpose, comparing options, and inferring what is not directly stated. These skills are exactly what students need in advanced reading.

Consider the word etiquette. In a simple sentence, it may refer to one clear idea. In a longer text, however, it may carry a wider meaning connected to choices, responsibility, and consequences. A reader who stops at the surface meaning may answer a question too quickly. A stronger reader observes the surrounding words, the examples, and the writer's attitude. This careful approach helps the reader understand both the main message and the smaller details.

The writer's attitude in this kind of text is usually balanced and instructive. The writer does not simply attack a problem, nor does he pretend that one easy solution will fix everything. Instead, the text encourages students to think in stages. First, they identify the problem. Next, they consider possible causes. Then, they evaluate solutions and predict results. This makes reading more than a search for isolated answers. It becomes a process of thinking. When students read in this way, they become more independent, more accurate, and more prepared for real academic tasks.

Choose A, B, or C.

1. What is the main idea of the passage?

- A. Students should read texts about phone etiquette with judgment and careful analysis.
- B. Students should memorize every sentence without thinking.
- C. All classroom problems have one simple answer.

2. Why does the writer mention the word "etiquette"?

- A. To give a historical date about the topic.
- B. To prove that vocabulary is never important.
- C. To show that a word may have a wider meaning in context.

3. The word "infer" is closest in meaning to ____.

- A. copy exactly
- B. understand something from clues
- C. forget quickly

4. Which skill is NOT mentioned as part of advanced reading?

- A. drawing cartoons for every paragraph
- B. comparing options
- C. recognizing purpose

5. What is the writer's attitude?

- A. angry and hopeless
- B. careless and humorous
- C. Balanced and instructive.

6. What can be inferred from the passage?

- A. Examples should be ignored in reading.
- B. Strong readers use details and context before answering.
- C. Fast guessing is always the safest method.

7. What is the writer's purpose?

- A. To explain how careful reading improves understanding.
- B. To advertise a private apartment.
- C. To describe a football match.

Part 3C: Reading - Multiple Choice**The Silent Mode Agreement**

A group of students noticed a small problem connected with phone etiquette. At first, most of them thought it was too ordinary to study. Some students wanted to complain immediately, while others preferred to ignore it. Their teacher asked them to conduct a short investigation before suggesting solutions. The students collected notes, interviewed classmates, and observed what happened at different times of the day. This simple process changed the way they understood the situation.

They discovered that the problem had more than one cause. Part of it came from individual habits, but another part came from the system around those habits. For example, when instructions were unclear or facilities were difficult to use, even responsible students made mistakes. When people had no quiet place to ask questions, confusion continued. The group therefore decided that a useful solution should not only tell people what to do; it should also make the right action easier.

Their final proposal was modest but carefully designed. It included clearer signs, short reminders, a weekly review, and a support point where students could ask questions. No one claimed that the plan would solve every problem forever. However, after several weeks, the students noticed fewer complaints and better cooperation. The project taught them an important lesson: creative solutions are often small, but they are effective when they are based on observation, evidence, and respect for the people who will use them. This is why school projects can prepare students for larger social and academic challenges.

Choose A, B, or C.

1. What did the students do before suggesting solutions?

- A. They conducted a short investigation.
- B. They cancelled the activity completely.
- C. They copied another school's project.

2. What did the students discover?

- A. The problem was imaginary.
- B. Only one student was responsible for everything.
- C. The problem had more than one cause.

3. The word "modest" is closest in meaning to ____.

- A. completely useless
- B. limited but sensible
- C. extremely expensive

4. Why were clearer signs included in the proposal?

- A. To make the right action easier for users.
- B. To make the school look older.
- C. To stop students from asking questions.

5. Which item was NOT included in the final proposal?

- A. a weekly review
- B. short reminders
- C. a new airport near the school

6. What happened after several weeks?

- A. There were fewer complaints and better cooperation.
- B. The project was banned immediately.
- C. All students left the school.

7. What lesson did the project teach?

- A. Rules should be unclear to test students.
- B. Small creative solutions can work when based on evidence and respect.
- C. Observation is a waste of time.

Complete Practice Exam Model 5

Theme: Science Literacy - Grade 10 Advanced and Grade 11

Part 1: Vocabulary - Multiple Choice Gap-Fill

Read each sentence and choose the correct word or phrase. Choose A, B, or C.

1. Scientists _____ small changes before they draw conclusions.

A. rent B. observe C. rush

2. A good researcher follows a careful _____.

A. dormitory B. process C. corner

3. The class used a practical _____ to test the claim.

A. rent B. tenant C. approach

4. Science literacy helps people understand _____ information.

A. complex B. furnished C. leaking

5. The team will _____ the survey next week.

A. repair B. commute C. conduct

Part 2: Grammar - Multiple Choice Gap-Fill

Science Literacy and Claims

A science teacher asked her class (1) _____ online claims carefully. Some websites (2) _____ impressive but lack evidence. If a student (3) _____ only the headline, he may misunderstand the topic. The teacher suggested (4) _____ the method and the source. Strong evidence (5) _____ a claim more convincing.

1. Gap (1)

A. to analyze B. analyzing C. analyzed

2. Gap (2)

A. looking B. looks C. look

3. Gap (3)

A. read B. reads C. reading

4. Gap (4)

A. checking B. checked C. to check

5. Gap (5)

A. make B. making C. makes

Part 3A: Reading - True / False / Not Given**Reading Scientific Claims Wisely**

Science literacy may sound like a simple school topic, but it affects the way students learn, communicate, and make daily decisions. In many schools, students meet scientific claims online before checking evidence. This problem does not usually begin with bad intentions. It often grows because of attractive headlines and missing methods. When learners are busy, they may choose the fastest solution instead of the wisest one. Over time, small habits become normal, and normal habits shape the quality of learning.

Teachers can help by turning the issue into a visible classroom practice. One useful example is checking who conducted the study and how it was tested. This makes students slow down and notice details before they act. It also encourages them to ask better questions: What is the source? Who is affected? Is the route clear? Is the cost complete? Is the evidence strong? Such questions develop judgment, not just memory.

The solution is not to blame students or remove freedom. A better approach is to build routines that make responsible choices easier. Clear instructions, supportive feedback, and well-designed facilities can guide learners without controlling every action. If students practise these habits regularly, they gain stronger decisions and less misinformation. The passage shows that real improvement comes from awareness, practice, and cooperation, not from quick rules alone. The exact cost of every programme is not mentioned because the main concern is behaviour and understanding.

Choose: A. True B. False C. Not Given

1. The passage says that science literacy affects learning or daily decisions.

A. True B. False C. Not Given

2. The passage says the problem always begins with bad intentions.

A. True B. False C. Not Given

3. The passage gives checking who conducted the study and how it was tested as a useful practice or example.

A. True B. False C. Not Given

4. The passage says removing all freedom is the best solution.

A. True B. False C. Not Given

5. The passage suggests that improvement can lead to stronger decisions and less misinformation.

A. True B. False C. Not Given

6. The passage states the exact total cost of the programme.

A. True B. False C. Not Given

Part 3B: Reading - Multiple Choice

Evidence Before Excitement

A successful learner does more than collect information. He or she learns how to judge it, connect it to experience, and use it responsibly. This is especially important in the area of science literacy. At first, the topic may appear practical rather than academic, yet it involves several reading skills: identifying details, recognizing purpose, comparing options, and inferring what is not directly stated. These skills are exactly what students need in advanced reading.

Consider the word evidence. In a simple sentence, it may refer to one clear idea. In a longer text, however, it may carry a wider meaning connected to choices, responsibility, and consequences. A reader who stops at the surface meaning may answer a question too quickly. A stronger reader observes the surrounding words, the examples, and the writer's attitude. This careful approach helps the reader understand both the main message and the smaller details.

The writer's attitude in this kind of text is usually critical but supportive. The writer does not simply attack a problem, nor does he pretend that one easy solution will fix everything. Instead, the text encourages students to think in stages. First, they identify the problem. Next, they consider possible causes. Then, they evaluate solutions and predict results. This makes reading more than a search for isolated answers. It becomes a process of thinking. When students read in this way, they become more independent, more accurate, and more prepared for real academic tasks.

Choose A, B, or C.

1. What is the main idea of the passage?

- A. Students should read texts about science literacy with judgment and careful analysis.
- B. All classroom problems have one simple answer.
- C. Students should memorize every sentence without thinking.

2. Why does the writer mention the word "evidence"?

- A. To prove that vocabulary is never important.
- B. To give a historical date about the topic.
- C. To show that a word may have a wider meaning in context.

3. The word "infer" is closest in meaning to ____.

- A. forget quickly
- B. understand something from clues
- C. copy exactly

4. Which skill is NOT mentioned as part of advanced reading?

- A. drawing cartoons for every paragraph
- B. recognizing purpose
- C. comparing options

5. What is the writer's attitude?

- A. careless and humorous
- B. angry and hopeless
- C. Critical but supportive.

6. What can be inferred from the passage?

- A. Strong readers use details and context before answering.
- B. Fast guessing is always the safest method.
- C. Examples should be ignored in reading.

7. What is the writer's purpose?

- A. To describe a football match.
- B. To explain how careful reading improves understanding.
- C. To advertise a private apartment.

Part 3C: Reading - Multiple Choice

The Classroom Experiment Board

A group of students noticed a small problem connected with science literacy. At first, most of them thought it was too ordinary to study. Some students wanted to complain immediately, while others preferred to ignore it. Their teacher asked them to conduct a short investigation before suggesting solutions. The students collected notes, interviewed classmates, and observed what happened at different times of the day. This simple process changed the way they understood the situation.

They discovered that the problem had more than one cause. Part of it came from individual habits, but another part came from the system around those habits. For example, when instructions were unclear or facilities were difficult to use, even responsible students made mistakes. When people had no quiet place to ask questions, confusion continued. The group therefore decided that a useful solution should not only tell people what to do; it should also make the right action easier.

Their final proposal was modest but carefully designed. It included clearer signs, short reminders, a weekly review, and a support point where students could ask questions. No one claimed that the plan would solve every problem forever. However, after several weeks, the students noticed fewer complaints and better cooperation. The project taught them an important lesson: creative solutions are often small, but they are effective when they are based on observation, evidence, and respect for the people who will use them. This is why school projects can prepare students for larger social and academic challenges.

Choose A, B, or C.

1. What did the students do before suggesting solutions?

- A. They conducted a short investigation.
- B. They copied another school's project.
- C. They cancelled the activity completely.

2. What did the students discover?

- A. Only one student was responsible for everything.
- B. The problem was imaginary.
- C. The problem had more than one cause.

3. The word "modest" is closest in meaning to ____.

- A. limited but sensible
- B. extremely expensive
- C. completely useless

4. Why were clearer signs included in the proposal?

- A. To stop students from asking questions.
- B. To make the right action easier for users.
- C. To make the school look older.

5. Which item was NOT included in the final proposal?

- A. short reminders
- B. a new airport near the school
- C. a weekly review

6. What happened after several weeks?

- A. All students left the school.
- B. The project was banned immediately.
- C. There were fewer complaints and better cooperation.

7. What lesson did the project teach?

- A. Small creative solutions can work when based on evidence and respect.
- B. Observation is a waste of time.
- C. Rules should be unclear to test students.

Complete Practice Exam Model 6

Theme: Online Education - Grade 10 Advanced and Grade 11

Part 1: Vocabulary - Multiple Choice Gap-Fill

Read each sentence and choose the correct word or phrase. Choose A, B, or C.

1. Online platforms can _____ students who live far from school.

A. accommodate B. rush C. leak

2. The abbreviation UAEU is used _____ in many university documents.

A. across from B. pretty well C. for short

3. A student may choose a science _____ after the first semester.

A. rent B. major C. repair

4. Connected learning often _____ when teachers guide learners.

A. works out B. leaks C. fills out

5. Each learner should _____ the registration form accurately.

A. focus on B. conduct C. fill out

Part 2: Grammar - Multiple Choice Gap-Fill

Support in Online Learning

Online learning (1) _____ more common in recent years. However, some students still need support. A learner (2) _____ studies alone may lose motivation. Teachers should (3) _____ clear feedback. If platforms (4) _____ discussion rooms, learners will feel connected. The course is (5) _____ flexible than a fixed classroom schedule.

1. Gap (1)

A. has become B. becoming C. became

2. Gap (2)

A. which B. where C. who

3. Gap (3)

A. giving B. give C. to give

4. Gap (4)

A. provide B. provided C. provides

5. Gap (5)

A. many B. most C. more

Part 3A: Reading - True / False / Not Given

Support Behind the Screen

Online education may sound like a simple school topic, but it affects the way students learn, communicate, and make daily decisions. In many schools, online learners may feel isolated despite easy access. This problem does not usually begin with bad intentions. It often grows because of limited feedback and weak self-management. When learners are busy, they may choose the fastest solution instead of the wisest one. Over time, small habits become normal, and normal habits shape the quality of learning.

Teachers can help by turning the issue into a visible classroom practice. One useful example is teachers using learner analytics to identify support needs. This makes students slow down and notice details before they act. It also encourages them to ask better questions: What is the source? Who is affected? Is the route clear? Is the cost complete? Is the evidence strong? Such questions develop judgment, not just memory.

The solution is not to blame students or remove freedom. A better approach is to build routines that make responsible choices easier. Clear instructions, supportive feedback, and well-designed facilities can guide learners without controlling every action. If students practise these habits regularly, they gain higher engagement and more confident learning. The passage shows that real improvement comes from awareness, practice, and cooperation, not from quick rules alone. The exact cost of every programme is not mentioned because the main concern is behaviour and understanding.

Choose: A. True B. False C. Not Given

1. The passage says that online education affects learning or daily decisions.

A. True B. False C. Not Given

2. The passage says the problem always begins with bad intentions.

A. True B. False C. Not Given

3. The passage gives teachers using learner analytics to identify support needs as a useful practice or example.

A. True B. False C. Not Given

4. The passage says removing all freedom is the best solution.

A. True B. False C. Not Given

5. The passage suggests that improvement can lead to higher engagement and more confident learning.

A. True B. False C. Not Given

6. The passage states the exact total cost of the programme.

A. True B. False C. Not Given

Part 3B: Reading - Multiple Choice

When Flexibility Is Not Enough

A successful learner does more than collect information. He or she learns how to judge it, connect it to experience, and use it responsibly. This is especially important in the area of online education. At first, the topic may appear practical rather than academic, yet it involves several reading skills: identifying details, recognizing purpose, comparing options, and inferring what is not directly stated. These skills are exactly what students need in advanced reading.

Consider the word engagement. In a simple sentence, it may refer to one clear idea. In a longer text, however, it may carry a wider meaning connected to choices, responsibility, and consequences. A reader who stops at the surface meaning may answer a question too quickly. A stronger reader observes the surrounding words, the examples, and the writer's attitude. This careful approach helps the reader understand both the main message and the smaller details.

The writer's attitude in this kind of text is usually supportive and realistic. The writer does not simply attack a problem, nor does he pretend that one easy solution will fix everything. Instead, the text encourages students to think in stages. First, they identify the problem. Next, they consider possible causes. Then, they evaluate solutions and predict results. This makes reading more than a search for isolated answers. It becomes a process of thinking. When students read in this way, they become more independent, more accurate, and more prepared for real academic tasks.

Choose A, B, or C.

1. What is the main idea of the passage?

- A. Students should read texts about online education with judgment and careful analysis.
- B. Students should memorize every sentence without thinking.
- C. All classroom problems have one simple answer.

2. Why does the writer mention the word "engagement"?

- A. To give a historical date about the topic.
- B. To prove that vocabulary is never important.
- C. To show that a word may have a wider meaning in context.

3. The word "infer" is closest in meaning to ____.

- A. understand something from clues
- B. copy exactly
- C. forget quickly

4. Which skill is NOT mentioned as part of advanced reading?

- A. comparing options
- B. drawing cartoons for every paragraph
- C. recognizing purpose

5. What is the writer's attitude?

- A. angry and hopeless
- B. Supportive and realistic.
- C. careless and humorous

6. What can be inferred from the passage?

- A. Examples should be ignored in reading.
- B. Fast guessing is always the safest method.
- C. Strong readers use details and context before answering.

7. What is the writer's purpose?

- A. To explain how careful reading improves understanding.
- B. To advertise a private apartment.
- C. To describe a football match.

Part 3C: Reading - Multiple Choice

The Online Study Circle

A group of students noticed a small problem connected with online education. At first, most of them thought it was too ordinary to study. Some students wanted to complain immediately, while others preferred to ignore it. Their teacher asked them to conduct a short investigation before suggesting solutions. The students collected notes, interviewed classmates, and observed what happened at different times of the day. This simple process changed the way they understood the situation.

They discovered that the problem had more than one cause. Part of it came from individual habits, but another part came from the system around those habits. For example, when instructions were unclear or facilities were difficult to use, even responsible students made mistakes. When people had no quiet place to ask questions, confusion continued. The group therefore decided that a useful solution should not only tell people what to do; it should also make the right action easier.

Their final proposal was modest but carefully designed. It included clearer signs, short reminders, a weekly review, and a support point where students could ask questions. No one claimed that the plan would solve every problem forever. However, after several weeks, the students noticed fewer complaints and better cooperation. The project taught them an important lesson: creative solutions are often small, but they are effective when they are based on observation, evidence, and respect for the people who will use them. This is why school projects can prepare students for larger social and academic challenges.

Choose A, B, or C.

1. What did the students do before suggesting solutions?

- A. They cancelled the activity completely.
- B. They conducted a short investigation.
- C. They copied another school's project.

2. What did the students discover?

- A. The problem was imaginary.
- B. The problem had more than one cause.
- C. Only one student was responsible for everything.

3. The word "modest" is closest in meaning to ____.

- A. completely useless
- B. extremely expensive
- C. limited but sensible

4. Why were clearer signs included in the proposal?

- A. To make the right action easier for users.
- B. To make the school look older.
- C. To stop students from asking questions.

5. Which item was NOT included in the final proposal?

- A. a weekly review
- B. short reminders
- C. a new airport near the school

6. What happened after several weeks?

- A. The project was banned immediately.
- B. There were fewer complaints and better cooperation.
- C. All students left the school.

7. What lesson did the project teach?

- A. Small creative solutions can work when based on evidence and respect.
- B. Rules should be unclear to test students.
- C. Observation is a waste of time.

Complete Practice Exam Model 7

Theme: Sustainable Campus - Grade 10 Advanced and Grade 11

Part 1: Vocabulary - Multiple Choice Gap-Fill

Read each sentence and choose the correct word or phrase. Choose A, B, or C.

1. The recycling club tried to reduce campus ____.

A. trash B. rent C. expenses

2. The city repaired the ____ roof of the old community center.

A. furnished B. secure C. leaking

3. Students asked the manager to finish the ____ before winter.

A. majors B. repairs C. concepts

4. A cleaner campus requires a realistic ____ for bins and signs.

A. budget B. tenant C. corner

5. The school is on the ____ of two main streets.

A. major B. process C. corner

Part 2: Grammar - Multiple Choice Gap-Fill

A Cleaner Campus Plan

The student council created a recycling plan last month. More bins (1) ____ near the cafeteria. Students were told (2) ____ plastic bottles in separate containers. If everyone (3) ____, the campus will become cleaner. The project is (4) ____ than the old system because it includes signs and volunteers. The principal asked how the plan (5) ____ improve daily habits.

1. Gap (1)

A. were placed B. placed C. placing

2. Gap (2)

A. puts B. putting C. to put

3. Gap (3)

A. cooperates B. cooperated C. cooperating

4. Gap (4)

A. best B. better C. more better

5. Gap (5)

A. can B. could C. will

Part 3A: Reading - True / False / Not Given**A Campus Under Less Waste**

Sustainable campus may sound like a simple school topic, but it affects the way students learn, communicate, and make daily decisions. In many schools, schools produce waste that students rarely notice. This problem does not usually begin with bad intentions. It often grows because of poor sorting habits and unclear facilities. When learners are busy, they may choose the fastest solution instead of the wisest one. Over time, small habits become normal, and normal habits shape the quality of learning.

Teachers can help by turning the issue into a visible classroom practice. One useful example is placing color-coded bins near cafeterias. This makes students slow down and notice details before they act. It also encourages them to ask better questions: What is the source? Who is affected? Is the route clear? Is the cost complete? Is the evidence strong? Such questions develop judgment, not just memory.

The solution is not to blame students or remove freedom. A better approach is to build routines that make responsible choices easier. Clear instructions, supportive feedback, and well-designed facilities can guide learners without controlling every action. If students practise these habits regularly, they gain cleaner shared spaces and responsible habits. The passage shows that real improvement comes from awareness, practice, and cooperation, not from quick rules alone. The exact cost of every programme is not mentioned because the main concern is behaviour and understanding.

Choose: A. True B. False C. Not Given

1. The passage says that sustainable campus affects learning or daily decisions.

A. True B. False C. Not Given

2. The passage says the problem always begins with bad intentions.

A. True B. False C. Not Given

3. The passage gives placing color-coded bins near cafeterias as a useful practice or example.

A. True B. False C. Not Given

4. The passage says removing all freedom is the best solution.

A. True B. False C. Not Given

5. The passage suggests that improvement can lead to cleaner shared spaces and responsible habits.

A. True B. False C. Not Given

6. The passage states the exact total cost of the programme.

A. True B. False C. Not Given

Part 3B: Reading - Multiple Choice

Recycling With a Real Purpose

A successful learner does more than collect information. He or she learns how to judge it, connect it to experience, and use it responsibly. This is especially important in the area of sustainable campus. At first, the topic may appear practical rather than academic, yet it involves several reading skills: identifying details, recognizing purpose, comparing options, and inferring what is not directly stated. These skills are exactly what students need in advanced reading.

Consider the word sustainability. In a simple sentence, it may refer to one clear idea. In a longer text, however, it may carry a wider meaning connected to choices, responsibility, and consequences. A reader who stops at the surface meaning may answer a question too quickly. A stronger reader observes the surrounding words, the examples, and the writer's attitude. This careful approach helps the reader understand both the main message and the smaller details.

The writer's attitude in this kind of text is usually optimistic and practical. The writer does not simply attack a problem, nor does he pretend that one easy solution will fix everything. Instead, the text encourages students to think in stages. First, they identify the problem. Next, they consider possible causes. Then, they evaluate solutions and predict results. This makes reading more than a search for isolated answers. It becomes a process of thinking. When students read in this way, they become more independent, more accurate, and more prepared for real academic tasks.

Choose A, B, or C.

1. What is the main idea of the passage?

- A. All classroom problems have one simple answer.
- B. Students should read texts about sustainable campus with judgment and careful analysis.
- C. Students should memorize every sentence without thinking.

2. Why does the writer mention the word "sustainability"?

- A. To prove that vocabulary is never important.
- B. To show that a word may have a wider meaning in context.
- C. To give a historical date about the topic.

3. The word "infer" is closest in meaning to ____.

- A. forget quickly
- B. copy exactly
- C. understand something from clues

4. Which skill is NOT mentioned as part of advanced reading?

- A. drawing cartoons for every paragraph
- B. recognizing purpose
- C. comparing options

5. What is the writer's attitude?

- A. careless and humorous
- B. angry and hopeless
- C. Optimistic and practical.

6. What can be inferred from the passage?

- A. Fast guessing is always the safest method.
- B. Strong readers use details and context before answering.
- C. Examples should be ignored in reading.

7. What is the writer's purpose?

- A. To explain how careful reading improves understanding.
- B. To describe a football match.
- C. To advertise a private apartment.

Part 3C: Reading - Multiple Choice**The Green Bin Challenge**

A group of students noticed a small problem connected with sustainable campus. At first, most of them thought it was too ordinary to study. Some students wanted to complain immediately, while others preferred to ignore it. Their teacher asked them to conduct a short investigation before suggesting solutions. The students collected notes, interviewed classmates, and observed what happened at different times of the day. This simple process changed the way they understood the situation.

They discovered that the problem had more than one cause. Part of it came from individual habits, but another part came from the system around those habits. For example, when instructions were unclear or facilities were difficult to use, even responsible students made mistakes. When people had no quiet place to ask questions, confusion continued. The group therefore decided that a useful solution should not only tell people what to do; it should also make the right action easier.

Their final proposal was modest but carefully designed. It included clearer signs, short reminders, a weekly review, and a support point where students could ask questions. No one claimed that the plan would solve every problem forever. However, after several weeks, the students noticed fewer complaints and better cooperation. The project taught them an important lesson: creative solutions are often small, but they are effective when they are based on observation, evidence, and respect for the people who will use them. This is why school projects can prepare students for larger social and academic challenges.

Choose A, B, or C.

1. What did the students do before suggesting solutions?

- A. They conducted a short investigation.
- B. They copied another school's project.
- C. They cancelled the activity completely.

2. What did the students discover?

- A. Only one student was responsible for everything.
- B. The problem was imaginary.
- C. The problem had more than one cause.

3. The word "modest" is closest in meaning to ____.

- A. extremely expensive
- B. limited but sensible
- C. completely useless

4. Why were clearer signs included in the proposal?

- A. To make the right action easier for users.
- B. To stop students from asking questions.
- C. To make the school look older.

5. Which item was NOT included in the final proposal?

- A. short reminders
- B. a weekly review
- C. a new airport near the school

6. What happened after several weeks?

- A. All students left the school.
- B. There were fewer complaints and better cooperation.
- C. The project was banned immediately.

7. What lesson did the project teach?

- A. Small creative solutions can work when based on evidence and respect.
- B. Observation is a waste of time.
- C. Rules should be unclear to test students.

Complete Practice Exam Model 8

Theme: Urban Transport - Grade 10 Advanced and Grade 11

Part 1: Vocabulary - Multiple Choice Gap-Fill

Read each sentence and choose the correct word or phrase. Choose A, B, or C.

1. Many workers _____ from distant neighborhoods every morning.

A. commute B. memorize C. conduct

2. The bus station is _____ the post office.

A. pretty well B. for short C. across from

3. The streets became _____ because too many cars used them.

A. cramped B. appealing C. furnished

4. A good transport system must _____ thousands of passengers.

A. rush B. accommodate C. leak

5. City planners need to _____ travel times before changing routes.

A. rent B. calculate C. memorize

Part 2: Grammar - Multiple Choice Gap-Fill

Transport and Urban Pressure

Many people move to cities because they want better jobs. As a result, roads (1) _____ crowded. If governments improve public transport, traffic (2) _____. Wider roads may help, (3) _____ they do not solve every problem. Planners need (4) _____ how people travel each day. A system that carries many passengers is (5) _____ useful than one that serves only a few.

1. Gap (1)

A. became B. become C. becomes

2. Gap (2)

A. decreased B. will decrease C. decreases

3. Gap (3)

A. for example B. therefore C. however

4. Gap (4)

A. to observe B. observing C. observed

5. Gap (5)

A. many B. most C. more

Part 3A: Reading - True / False / Not Given

A City That Chose Buses First

Urban transport may sound like a simple school topic, but it affects the way students learn, communicate, and make daily decisions. In many schools, urban centers face crowded roads and long commuting times. This problem does not usually begin with bad intentions. It often grows because of population growth and weak public transport. When learners are busy, they may choose the fastest solution instead of the wisest one. Over time, small habits become normal, and normal habits shape the quality of learning.

Teachers can help by turning the issue into a visible classroom practice. One useful example is making bus lanes faster than private cars. This makes students slow down and notice details before they act. It also encourages them to ask better questions: What is the source? Who is affected? Is the route clear? Is the cost complete? Is the evidence strong? Such questions develop judgment, not just memory.

The solution is not to blame students or remove freedom. A better approach is to build routines that make responsible choices easier. Clear instructions, supportive feedback, and well-designed facilities can guide learners without controlling every action. If students practise these habits regularly, they gain less traffic and better access to jobs and schools. The passage shows that real improvement comes from awareness, practice, and cooperation, not from quick rules alone. The exact cost of every programme is not mentioned because the main concern is behaviour and understanding.

Choose: A. True B. False C. Not Given

1. The passage says that urban transport affects learning or daily decisions.

A. True B. False C. Not Given

2. The passage says the problem always begins with bad intentions.

A. True B. False C. Not Given

3. The passage gives making bus lanes faster than private cars as a useful practice or example.

A. True B. False C. Not Given

4. The passage says removing all freedom is the best solution.

A. True B. False C. Not Given

5. The passage suggests that improvement can lead to less traffic and better access to jobs and schools.

A. True B. False C. Not Given

6. The passage states the exact total cost of the programme.

A. True B. False C. Not Given

Part 3B: Reading - Multiple Choice

Traffic Is More Than Cars

A successful learner does more than collect information. He or she learns how to judge it, connect it to experience, and use it responsibly. This is especially important in the area of urban transport. At first, the topic may appear practical rather than academic, yet it involves several reading skills: identifying details, recognizing purpose, comparing options, and inferring what is not directly stated. These skills are exactly what students need in advanced reading.

Consider the word commute. In a simple sentence, it may refer to one clear idea. In a longer text, however, it may carry a wider meaning connected to choices, responsibility, and consequences. A reader who stops at the surface meaning may answer a question too quickly. A stronger reader observes the surrounding words, the examples, and the writer's attitude. This careful approach helps the reader understand both the main message and the smaller details.

The writer's attitude in this kind of text is usually analytical and hopeful. The writer does not simply attack a problem, nor does he pretend that one easy solution will fix everything. Instead, the text encourages students to think in stages. First, they identify the problem. Next, they consider possible causes. Then, they evaluate solutions and predict results. This makes reading more than a search for isolated answers. It becomes a process of thinking. When students read in this way, they become more independent, more accurate, and more prepared for real academic tasks.

Choose A, B, or C.

1. What is the main idea of the passage?

- A. Students should read texts about urban transport with judgment and careful analysis.
- B. Students should memorize every sentence without thinking.
- C. All classroom problems have one simple answer.

2. Why does the writer mention the word "commute"?

- A. To give a historical date about the topic.
- B. To prove that vocabulary is never important.
- C. To show that a word may have a wider meaning in context.

3. The word "infer" is closest in meaning to ____.

- A. copy exactly
- B. understand something from clues
- C. forget quickly

4. Which skill is NOT mentioned as part of advanced reading?

- A. drawing cartoons for every paragraph
- B. comparing options
- C. recognizing purpose

5. What is the writer's attitude?

- A. angry and hopeless
- B. careless and humorous
- C. Analytical and hopeful.

6. What can be inferred from the passage?

- A. Examples should be ignored in reading.
- B. Strong readers use details and context before answering.
- C. Fast guessing is always the safest method.

7. What is the writer's purpose?

- A. To explain how careful reading improves understanding.
- B. To advertise a private apartment.
- C. To describe a football match.

Part 3C: Reading - Multiple Choice

The Morning Commute Study

A group of students noticed a small problem connected with urban transport. At first, most of them thought it was too ordinary to study. Some students wanted to complain immediately, while others preferred to ignore it. Their teacher asked them to conduct a short investigation before suggesting solutions. The students collected notes, interviewed classmates, and observed what happened at different times of the day. This simple process changed the way they understood the situation.

They discovered that the problem had more than one cause. Part of it came from individual habits, but another part came from the system around those habits. For example, when instructions were unclear or facilities were difficult to use, even responsible students made mistakes. When people had no quiet place to ask questions, confusion continued. The group therefore decided that a useful solution should not only tell people what to do; it should also make the right action easier.

Their final proposal was modest but carefully designed. It included clearer signs, short reminders, a weekly review, and a support point where students could ask questions. No one claimed that the plan would solve every problem forever. However, after several weeks, the students noticed fewer complaints and better cooperation. The project taught them an important lesson: creative solutions are often small, but they are effective when they are based on observation, evidence, and respect for the people who will use them. This is why school projects can prepare students for larger social and academic challenges.

Choose A, B, or C.

1. What did the students do before suggesting solutions?

- A. They conducted a short investigation.
- B. They cancelled the activity completely.
- C. They copied another school's project.

2. What did the students discover?

- A. The problem was imaginary.
- B. Only one student was responsible for everything.
- C. The problem had more than one cause.

3. The word "modest" is closest in meaning to ____.

- A. completely useless
- B. limited but sensible
- C. extremely expensive

4. Why were clearer signs included in the proposal?

- A. To make the right action easier for users.
- B. To make the school look older.
- C. To stop students from asking questions.

5. Which item was NOT included in the final proposal?

- A. a weekly review
- B. short reminders
- C. a new airport near the school

6. What happened after several weeks?

- A. There were fewer complaints and better cooperation.
- B. The project was banned immediately.
- C. All students left the school.

7. What lesson did the project teach?

- A. Rules should be unclear to test students.
- B. Small creative solutions can work when based on evidence and respect.
- C. Observation is a waste of time.

Complete Practice Exam Model 9

Theme: Study Habits - Grade 10 Advanced and Grade 11

Part 1: Vocabulary - Multiple Choice Gap-Fill

Read each sentence and choose the correct word or phrase. Choose A, B, or C.

1. The brain needs time to _____ new information.

A. repair B. process C. commute

2. Students who _____ on meaning remember better.

A. rent B. focus C. leak

3. A concept map is a visual _____ of ideas.

A. expense B. tenant C. symbol

4. This method _____ if students review it daily.

A. works out B. fills out C. commutes

5. Students should not _____ facts without understanding them.

A. repair B. accommodate C. memorize

Part 2: Grammar - Multiple Choice Gap-Fill

Memory and Study Habits

Many students believe that intelligence is fixed. However, practice (1) _____ the brain stronger. If learners review notes regularly, they (2) _____ more. A student should avoid (3) _____ the night before the exam. Teachers often recommend (4) _____ smaller parts over time. This method is (5) _____ effective than last-minute study.

1. Gap (1)

A. makes B. make C. making

2. Gap (2)

A. remembers B. remembered C. will remember

3. Gap (3)

A. to cram B. cramming C. crammed

4. Gap (4)

A. reviewing B. reviewed C. to review

5. Gap (5)

A. most B. many C. more

Part 3A: Reading - True / False / Not Given

Training Memory Over Time

Study habits may sound like a simple school topic, but it affects the way students learn, communicate, and make daily decisions. In many schools, students memorize facts quickly but forget them under pressure. This problem does not usually begin with bad intentions. It often grows because of last-minute study and passive rereading. When learners are busy, they may choose the fastest solution instead of the wisest one. Over time, small habits become normal, and normal habits shape the quality of learning.

Teachers can help by turning the issue into a visible classroom practice. One useful example is using concept maps and self-testing. This makes students slow down and notice details before they act. It also encourages them to ask better questions: What is the source? Who is affected? Is the route clear? Is the cost complete? Is the evidence strong? Such questions develop judgment, not just memory.

The solution is not to blame students or remove freedom. A better approach is to build routines that make responsible choices easier. Clear instructions, supportive feedback, and well-designed facilities can guide learners without controlling every action. If students practise these habits regularly, they gain deeper understanding and durable memory. The passage shows that real improvement comes from awareness, practice, and cooperation, not from quick rules alone. The exact cost of every programme is not mentioned because the main concern is behaviour and understanding.

Choose: A. True B. False C. Not Given

1. The passage says that study habits affects learning or daily decisions.

A. True B. False C. Not Given

2. The passage says the problem always begins with bad intentions.

A. True B. False C. Not Given

3. The passage gives using concept maps and self-testing as a useful practice or example.

A. True B. False C. Not Given

4. The passage says removing all freedom is the best solution.

A. True B. False C. Not Given

5. The passage suggests that improvement can lead to deeper understanding and durable memory.

A. True B. False C. Not Given

6. The passage states the exact total cost of the programme.

A. True B. False C. Not Given

Part 3B: Reading - Multiple Choice

Why Cramming Fails

A successful learner does more than collect information. He or she learns how to judge it, connect it to experience, and use it responsibly. This is especially important in the area of study habits. At first, the topic may appear practical rather than academic, yet it involves several reading skills: identifying details, recognizing purpose, comparing options, and inferring what is not directly stated. These skills are exactly what students need in advanced reading.

Consider the word retrieval. In a simple sentence, it may refer to one clear idea. In a longer text, however, it may carry a wider meaning connected to choices, responsibility, and consequences. A reader who stops at the surface meaning may answer a question too quickly. A stronger reader observes the surrounding words, the examples, and the writer's attitude. This careful approach helps the reader understand both the main message and the smaller details.

The writer's attitude in this kind of text is usually encouraging and evidence-based. The writer does not simply attack a problem, nor does he pretend that one easy solution will fix everything. Instead, the text encourages students to think in stages. First, they identify the problem. Next, they consider possible causes. Then, they evaluate solutions and predict results. This makes reading more than a search for isolated answers. It becomes a process of thinking. When students read in this way, they become more independent, more accurate, and more prepared for real academic tasks.

Choose A, B, or C.

1. What is the main idea of the passage?

- A. Students should read texts about study habits with judgment and careful analysis.
- B. All classroom problems have one simple answer.
- C. Students should memorize every sentence without thinking.

2. Why does the writer mention the word "retrieval"?

- A. To prove that vocabulary is never important.
- B. To give a historical date about the topic.
- C. To show that a word may have a wider meaning in context.

3. The word "infer" is closest in meaning to ____.

- A. forget quickly
- B. understand something from clues
- C. copy exactly

4. Which skill is NOT mentioned as part of advanced reading?

- A. drawing cartoons for every paragraph
- B. recognizing purpose
- C. comparing options

5. What is the writer's attitude?

- A. careless and humorous
- B. angry and hopeless
- C. Encouraging and evidence-based.

6. What can be inferred from the passage?

- A. Strong readers use details and context before answering.
- B. Fast guessing is always the safest method.
- C. Examples should be ignored in reading.

7. What is the writer's purpose?

- A. To describe a football match.
- B. To explain how careful reading improves understanding.
- C. To advertise a private apartment.

Part 3C: Reading - Multiple Choice

The Revision Experiment

A group of students noticed a small problem connected with study habits. At first, most of them thought it was too ordinary to study. Some students wanted to complain immediately, while others preferred to ignore it. Their teacher asked them to conduct a short investigation before suggesting solutions. The students collected notes, interviewed classmates, and observed what happened at different times of the day. This simple process changed the way they understood the situation.

They discovered that the problem had more than one cause. Part of it came from individual habits, but another part came from the system around those habits. For example, when instructions were unclear or facilities were difficult to use, even responsible students made mistakes. When people had no quiet place to ask questions, confusion continued. The group therefore decided that a useful solution should not only tell people what to do; it should also make the right action easier.

Their final proposal was modest but carefully designed. It included clearer signs, short reminders, a weekly review, and a support point where students could ask questions. No one claimed that the plan would solve every problem forever. However, after several weeks, the students noticed fewer complaints and better cooperation. The project taught them an important lesson: creative solutions are often small, but they are effective when they are based on observation, evidence, and respect for the people who will use them. This is why school projects can prepare students for larger social and academic challenges.

Choose A, B, or C.

1. What did the students do before suggesting solutions?

- A. They conducted a short investigation.
- B. They copied another school's project.
- C. They cancelled the activity completely.

2. What did the students discover?

- A. Only one student was responsible for everything.
- B. The problem was imaginary.
- C. The problem had more than one cause.

3. The word "modest" is closest in meaning to ____.

- A. limited but sensible
- B. extremely expensive
- C. completely useless

4. Why were clearer signs included in the proposal?

- A. To stop students from asking questions.
- B. To make the right action easier for users.
- C. To make the school look older.

5. Which item was NOT included in the final proposal?

- A. short reminders
- B. a new airport near the school
- C. a weekly review

6. What happened after several weeks?

- A. All students left the school.
- B. The project was banned immediately.
- C. There were fewer complaints and better cooperation.

7. What lesson did the project teach?

- A. Small creative solutions can work when based on evidence and respect.
- B. Observation is a waste of time.
- C. Rules should be unclear to test students.

Complete Practice Exam Model 10

Theme: Tenant Responsibility - Grade 10 Advanced and Grade 11

Part 1: Vocabulary - Multiple Choice Gap-Fill

Read each sentence and choose the correct word or phrase. Choose A, B, or C.

1. A _____ reported the broken elevator to the landlord.

A. tenant B. major C. symbol

2. The landlord promised to _____ the window quickly.

A. commute B. conduct C. repair

3. Water and electricity are examples of _____.

A. identification B. utilities C. intersections

4. The building can _____ sixty students.

A. accommodate B. rush C. memorize

5. The room looked _____ after three beds were added.

A. secure B. appealing C. cramped

Part 2: Grammar - Multiple Choice Gap-Fill

Repairs and Responsible Tenants

When the elevator stopped, the tenant decided (1) _____ the manager. The manager asked where the problem (2) _____. A repair team (3) _____ the next morning. Students must (4) _____ shared spaces clean. If tenants report problems early, repairs (5) _____ cheaper and easier.

1. Gap (1)

A. to call B. called C. calling

2. Gap (2)

A. is B. will be C. was

3. Gap (3)

A. arriving B. arrived C. has arrived

4. Gap (4)

A. keep B. to keep C. keeping

5. Gap (5)

A. are B. were C. will be

Part 3A: Reading - True / False / Not Given

When Repairs Are Reported Early

Tenant responsibility may sound like a simple school topic, but it affects the way students learn, communicate, and make daily decisions. In many schools, small building problems grow when tenants and managers delay action. This problem does not usually begin with bad intentions. It often grows because of unclear communication and ignored maintenance. When learners are busy, they may choose the fastest solution instead of the wisest one. Over time, small habits become normal, and normal habits shape the quality of learning.

Teachers can help by turning the issue into a visible classroom practice. One useful example is reporting a leaking pipe with exact location. This makes students slow down and notice details before they act. It also encourages them to ask better questions: What is the source? Who is affected? Is the route clear? Is the cost complete? Is the evidence strong? Such questions develop judgment, not just memory.

The solution is not to blame students or remove freedom. A better approach is to build routines that make responsible choices easier. Clear instructions, supportive feedback, and well-designed facilities can guide learners without controlling every action. If students practise these habits regularly, they gain safer housing and lower repair costs. The passage shows that real improvement comes from awareness, practice, and cooperation, not from quick rules alone. The exact cost of every programme is not mentioned because the main concern is behaviour and understanding.

Choose: A. True B. False C. Not Given

1. The passage says that tenant responsibility affects learning or daily decisions.

A. True B. False C. Not Given

2. The passage says the problem always begins with bad intentions.

A. True B. False C. Not Given

3. The passage gives reporting a leaking pipe with exact location as a useful practice or example.

A. True B. False C. Not Given

4. The passage says removing all freedom is the best solution.

A. True B. False C. Not Given

5. The passage suggests that improvement can lead to safer housing and lower repair costs.

A. True B. False C. Not Given

6. The passage states the exact total cost of the programme.

A. True B. False C. Not Given

Part 3B: Reading - Multiple Choice

Safe Buildings Need Cooperation

A successful learner does more than collect information. He or she learns how to judge it, connect it to experience, and use it responsibly. This is especially important in the area of tenant responsibility. At first, the topic may appear practical rather than academic, yet it involves several reading skills: identifying details, recognizing purpose, comparing options, and inferring what is not directly stated. These skills are exactly what students need in advanced reading.

Consider the word maintenance. In a simple sentence, it may refer to one clear idea. In a longer text, however, it may carry a wider meaning connected to choices, responsibility, and consequences. A reader who stops at the surface meaning may answer a question too quickly. A stronger reader observes the surrounding words, the examples, and the writer's attitude. This careful approach helps the reader understand both the main message and the smaller details.

The writer's attitude in this kind of text is usually practical and cooperative. The writer does not simply attack a problem, nor does he pretend that one easy solution will fix everything. Instead, the text encourages students to think in stages. First, they identify the problem. Next, they consider possible causes. Then, they evaluate solutions and predict results. This makes reading more than a search for isolated answers. It becomes a process of thinking. When students read in this way, they become more independent, more accurate, and more prepared for real academic tasks.

Choose A, B, or C.

1. What is the main idea of the passage?

- A. Students should read texts about tenant responsibility with judgment and careful analysis.
- B. Students should memorize every sentence without thinking.
- C. All classroom problems have one simple answer.

2. Why does the writer mention the word "maintenance"?

- A. To give a historical date about the topic.
- B. To prove that vocabulary is never important.
- C. To show that a word may have a wider meaning in context.

3. The word "infer" is closest in meaning to ____.

- A. understand something from clues
- B. copy exactly
- C. forget quickly

4. Which skill is NOT mentioned as part of advanced reading?

- A. comparing options
- B. drawing cartoons for every paragraph
- C. recognizing purpose

5. What is the writer's attitude?

- A. angry and hopeless
- B. Practical and cooperative.
- C. careless and humorous

6. What can be inferred from the passage?

- A. Examples should be ignored in reading.
- B. Fast guessing is always the safest method.
- C. Strong readers use details and context before answering.

7. What is the writer's purpose?

- A. To explain how careful reading improves understanding.
- B. To advertise a private apartment.
- C. To describe a football match.

Part 3C: Reading - Multiple Choice**The Leaking Roof Meeting**

A group of students noticed a small problem connected with tenant responsibility. At first, most of them thought it was too ordinary to study. Some students wanted to complain immediately, while others preferred to ignore it. Their teacher asked them to conduct a short investigation before suggesting solutions. The students collected notes, interviewed classmates, and observed what happened at different times of the day. This simple process changed the way they understood the situation.

They discovered that the problem had more than one cause. Part of it came from individual habits, but another part came from the system around those habits. For example, when instructions were unclear or facilities were difficult to use, even responsible students made mistakes. When people had no quiet place to ask questions, confusion continued. The group therefore decided that a useful solution should not only tell people what to do; it should also make the right action easier.

Their final proposal was modest but carefully designed. It included clearer signs, short reminders, a weekly review, and a support point where students could ask questions. No one claimed that the plan would solve every problem forever. However, after several weeks, the students noticed fewer complaints and better cooperation. The project taught them an important lesson: creative solutions are often small, but they are effective when they are based on observation, evidence, and respect for the people who will use them. This is why school projects can prepare students for larger social and academic challenges.

Choose A, B, or C.

1. What did the students do before suggesting solutions?

- A. They cancelled the activity completely.
- B. They conducted a short investigation.
- C. They copied another school's project.

2. What did the students discover?

- A. The problem was imaginary.
- B. The problem had more than one cause.
- C. Only one student was responsible for everything.

3. The word "modest" is closest in meaning to ____.

- A. completely useless
- B. extremely expensive
- C. limited but sensible

4. Why were clearer signs included in the proposal?

- A. To make the right action easier for users.
- B. To make the school look older.
- C. To stop students from asking questions.

5. Which item was NOT included in the final proposal?

- A. a weekly review
- B. short reminders
- C. a new airport near the school

6. What happened after several weeks?

- A. The project was banned immediately.
- B. There were fewer complaints and better cooperation.
- C. All students left the school.

7. What lesson did the project teach?

- A. Small creative solutions can work when based on evidence and respect.
- B. Rules should be unclear to test students.
- C. Observation is a waste of time.

Teacher Answer Key

Model 1: Digital Responsibility

Part 1 Vocabulary: 1B, 2B, 3C, 4A, 5C

Part 2 Grammar: 1A, 2C, 3B, 4A, 5C

Part 3A TFNG: 1A, 2B, 3A, 4B, 5A, 6C

Part 3B Reading MCQ: 1A, 2C, 3B, 4A, 5C, 6A, 7B

Part 3C Reading MCQ: 1A, 2C, 3A, 4B, 5B, 6C, 7A

Model 2: Student Housing

Part 1 Vocabulary: 1A, 2C, 3B, 4A, 5C

Part 2 Grammar: 1A, 2C, 3B, 4A, 5C

Part 3A TFNG: 1A, 2B, 3A, 4B, 5A, 6C

Part 3B Reading MCQ: 1A, 2C, 3A, 4B, 5B, 6C, 7A

Part 3C Reading MCQ: 1B, 2B, 3C, 4A, 5C, 6B, 7A

Model 3: Campus Directions

Part 1 Vocabulary: 1A, 2C, 3B, 4A, 5C

Part 2 Grammar: 1A, 2C, 3A, 4B, 5B

Part 3A TFNG: 1A, 2B, 3A, 4B, 5A, 6C

Part 3B Reading MCQ: 1B, 2B, 3C, 4A, 5C, 6B, 7A

Part 3C Reading MCQ: 1A, 2C, 3B, 4A, 5C, 6B, 7A

Model 4: Phone Etiquette

Part 1 Vocabulary: 1A, 2C, 3A, 4B, 5B

Part 2 Grammar: 1B, 2B, 3C, 4A, 5C

Part 3A TFNG: 1A, 2B, 3A, 4B, 5A, 6C

Part 3B Reading MCQ: 1A, 2C, 3B, 4A, 5C, 6B, 7A

Part 3C Reading MCQ: 1A, 2C, 3B, 4A, 5C, 6A, 7B

Model 5: Science Literacy

Part 1 Vocabulary: 1B, 2B, 3C, 4A, 5C

Part 2 Grammar: 1A, 2C, 3B, 4A, 5C

Part 3A TFNG: 1A, 2B, 3A, 4B, 5A, 6C

Part 3B Reading MCQ: 1A, 2C, 3B, 4A, 5C, 6A, 7B

Part 3C Reading MCQ: 1A, 2C, 3A, 4B, 5B, 6C, 7A

Model 6: Online Education

Part 1 Vocabulary: 1A, 2C, 3B, 4A, 5C

Part 2 Grammar: 1A, 2C, 3B, 4A, 5C

Part 3A TFNG: 1A, 2B, 3A, 4B, 5A, 6C

Part 3B Reading MCQ: 1A, 2C, 3A, 4B, 5B, 6C, 7A

Part 3C Reading MCQ: 1B, 2B, 3C, 4A, 5C, 6B, 7A

Model 7: Sustainable Campus

Part 1 Vocabulary: 1A, 2C, 3B, 4A, 5C

Part 2 Grammar: 1A, 2C, 3A, 4B, 5B

Part 3A TFNG: 1A, 2B, 3A, 4B, 5A, 6C

Part 3B Reading MCQ: 1B, 2B, 3C, 4A, 5C, 6B, 7A

Part 3C Reading MCQ: 1A, 2C, 3B, 4A, 5C, 6B, 7A

Model 8: Urban Transport

Part 1 Vocabulary: 1A, 2C, 3A, 4B, 5B

Part 2 Grammar: 1B, 2B, 3C, 4A, 5C

Part 3A TFNG: 1A, 2B, 3A, 4B, 5A, 6C

Part 3B Reading MCQ: 1A, 2C, 3B, 4A, 5C, 6B, 7A

Part 3C Reading MCQ: 1A, 2C, 3B, 4A, 5C, 6A, 7B

Model 9: Study Habits

Part 1 Vocabulary: 1B, 2B, 3C, 4A, 5C

Part 2 Grammar: 1A, 2C, 3B, 4A, 5C

Part 3A TFNG: 1A, 2B, 3A, 4B, 5A, 6C

Part 3B Reading MCQ: 1A, 2C, 3B, 4A, 5C, 6A, 7B

Part 3C Reading MCQ: 1A, 2C, 3A, 4B, 5B, 6C, 7A

Model 10: Tenant Responsibility

Part 1 Vocabulary: 1A, 2C, 3B, 4A, 5C

Part 2 Grammar: 1A, 2C, 3B, 4A, 5C

Part 3A TFNG: 1A, 2B, 3A, 4B, 5A, 6C

Part 3B Reading MCQ: 1A, 2C, 3A, 4B, 5B, 6C, 7A

Part 3C Reading MCQ: 1B, 2B, 3C, 4A, 5C, 6B, 7A