

ملزمة PTE أوراق عمل بدون الحل



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف السادس ← لغة انجليزية ← الفصل الثالث ← ملفات متنوعة ← الملف

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منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة
لغة انجليزية:

إعداد: Elkasier Basma

التواصل الاجتماعي حسب الصف السادس



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الثالث

أوراق عمل مراجعة 2 قراءة وكتابة استعداداً للامتحان النهائي

1

أوراق عمل مراجعة 1 قراءة وكتابة استعداداً للامتحان النهائي

2

مراجعة هيكل امتحان اللغة الإنجليزية للصف السادس (عام) والخامس (متقدم)، متبوعة بالإجابات

3

مراجعات عامة متبوعة بالإجابات المسار المتقدم

4

مراجعات عامة متبوعة بالإجابات المسار العام

5



Progress Test in English

PTE PRACTICE BOOKLET

Prepared by: Basma Elkasier

1. Which word is spelled correctly?

- a. accomodate
- b. accommodate
- c. acomodate
- d. accomodate

2. Choose the misspelled word:

- a. according
- b. achieve
- c. accompaney
- d. aggressive

3. Which word is spelled correctly?

- a. amature
- b. amatuer
- c. amateur
- d. amachur

4. Select the correctly spelled word:

- a. ancient
- b. ansient
- c. anchient
- d. anchent

5. Which spelling is correct?

- a. aparent
- b. apparant
- c. apperent
- d. apparent

6. Choose the misspelled word:

- a. attached
- b. appreciate
- c. availible
- d. average

7. Which word is spelled correctly?

- a. awkwerd
- b. bargain
- c. bruse
- d. catagory

8. Select the correct spelling:

- a. cemetary
- b. cemetery
- c. cemategy
- d. cemetary

9. Which word is misspelled?

- a. committee
- b. communicate
- c. community
- d. competition

10. Choose the correct spelling:

- a. convenience
- b. correspond
- c. criticize
- d. curiosity

11. Which word is spelled correctly?

- a. definite
- b. desparate
- c. determind
- d. developpe

12. Select the misspelled word:

- a. dictionary
- b. disastorus
- c. environment
- d. equipment

13. Which spelling is correct?

- a. especialy
- b. exagorate
- c. excellent
- d. existance

14. Choose the correctly spelled word:

- a. explanation
- b. familier
- c. foriegn
- d. fourty

15. Which word is misspelled?

- a. frequently
- b. guarantee
- c. government
- d. harass

16. Select the correct spelling:

- a. hindrence
- b. identity
- c. immediate
- d. indavidual

17. Which word is spelled correctly?

- a. interfere
- b. interruption
- c. language
- d. liesure

18. Choose the misspelled word:

- a. lightning
- b. marvelous
- c. mischevious
- d. muscle

19. Which spelling is correct?

- a. necesary
- b. neighbour
- c. nuisance
- d. oportunity

20. Select the correctly spelled word:

- a. parlament
- b. prejudice
- c. priviledge
- d. profesion

21 . Which word is spelled correctly?

- a. accomodate
- b. accommodate
- c. acommodate
- d. accommodatte

22. Choose the misspelled word:

- a. accompany
- b. amatuer
- c. achieve
- d. aggressive

23. Which spelling is correct?

- a. ancient
- b. anchient
- c. ansient
- d. anchent

24. Identify the correctly spelled word:

- a. apparant
- b. appearent
- c. apparent
- d. aparent

25. Which word is misspelled?

- a. appreciate
- b. attatched
- c. available
- d. average

26. Select the correct spelling:

- a. bargan

- b. bruise
- c. catagory
- d. cemetery

27. Which word is spelled correctly?

- a. committee
- b. communicate
- c. compitition
- d. convienience

28. Find the misspelled word:

- a. correspond
- b. criticize
- c. curiosity
- d. definite

29. Choose the correct spelling:

- a. desperate
- b. determind
- c. developpe
- d. dictionary

30. Which spelling is incorrect?

- a. disasterous
- b. environment
- c. equipment
- d. especially

31. Select the properly spelled word:

- a. exaggerate
- b. existance
- c. explination
- d. familier

32. Which word is spelled correctly?

- a. foriegn
- b. fourty
- c. frequently
- d. guarantee

33. Identify the misspelled word:

- a. government
- b. harras
- c. hindrance
- d. identity

34. Choose the correct spelling:

- a. immediate
- b. individual
- c. interfere
- d. interrupts

35. Which word is spelled incorrectly?

- a. language
- b. leisure
- c. lightning
- d. marvelous

36. Select the proper spelling:

- a. mischievous
- b. muscal
- c. necesary
- d. neighbour

37. Which spelling is correct?

- a. nuisance
- b. occure
- c. oportunity
- d. parliment

38. Find the misspelled word:

- a. persaude
- b. physical
- c. prejudice
- d. privilege

One of the words below is misspelled. Identify which one:

- | | |
|---|---|
| 1. a) cemetery
b) committee
c) committee | 3. a) environment
b) enviroment
c) especially |
| 2. a) desperate
b) desprate
c) determined | 4. a) exaggerate
b) exajerate
c) explanation |
| 5. a) foreign
b) forien
c) familiar | 7. a) amateur
b) ancient
c) amature |
| 6. a) neigbour
b) neighbour
c) nuisance | 8. a) determined
b) develop
c) desparate |
| 9. a) environment
b) equipment
c) exagerate | 11. a) muscle
b) mischievous
c) mischevious |
| 10. a) hindrance
b) identity
c) immediately | 12. a) forty
b) frequently
c) frequesntly |

Fill in the blank - Complete the words by filling in the missing letters:

1. a_c_mmodate
2. av_il_ble
3. cons_st_nt
4. occ_rre_ce
5. comm_ttee

True or False: State whether the spelling of each word is correct:

- | | |
|----------------|-----------------|
| 1. convenience | 13. Average |
| 2. definate | 14. Awkward |
| 3. existance | 15. Bargin |
| 4. guarantee | 16. bruise |
| 5. embarrass | 17. Category |
| 6. Aggressive | 18. Cemetary |
| 7. Amature | 19. Committee |
| 8. Ancient | 20. Comunicate |
| 9. Apparent | 21. community |
| 10. Appriciate | 22. Competition |
| 11. Attached | 23. Convinience |
| 12. Avialable | 24. Correspond |

Punctuation :

Put appropriate punctuation marks at proper places:

1. a cunning fox stole johns bag

2. have you ever seen an owl

3. where are sunnys books

4. we went to sri lanka for a vacation

5. mihika sehgal is the head girl of lancer convent school

6. the golden temple is in Amritsar

7. how could you leave your sister alone at home

8. what a beautiful shot it was

9. vidyas identity card wasnt found anywhere

10. what a thrilling movie it was

Grammar:

A-What is simple present tense?

The simple present tense is one of the basic verb tenses in English. It is used to describe actions that are habitual, general truths, or situations that are permanent.

Explanation:

The simple present tense is typically formed by using the base form of the verb (e.g., play, eat, run). For third-person singular subjects (he, she, it), you usually add an -s or -es to the base form of the verb (e.g., plays, eats, runs).

Rules:

1. **Habitual Actions:** Used to describe actions that happen regularly.
 - Example: She **plays** tennis every Saturday.
2. **General Truths:** Used for facts and generalizations.
 - Example: The sun **rises** in the east.
3. **Permanent Situations:** Used to describe situations that are more or less permanent.
 - Example: He **lives** in New York.
4. **Scheduled Events:** Used for events in the near future, especially if they are scheduled.
 - Example: The train **leaves** at 5 PM.

Forming the Simple Present Tense:

- For most subjects (I, you, we, they), use the base form of the verb.
 - Example: I **walk** to school.
- For third-person singular subjects (he, she, it), add -s or -es to the base form of the verb.
 - Example: She **walks** to school.

Adding -s or -es:

- Add -es to verbs that end in -sh, -ch, -ss, -x, or -o.
 - Example: He **washes** the car.
- Add -s to most other verbs.
 - Example: She **runs** every morning.

Negative Sentences:

- Use "do not" (don't) or "does not" (doesn't) followed by the base form of the verb.
 - Example: I **do not** like broccoli.
 - Example: He **does not** eat meat.

Questions:

- Use "do" or "does" at the beginning of the sentence.
 - Example: **Do** you play basketball?
 - Example: **Does** she like pizza?

Exercises:

1. Fill in the blanks with the correct form of the verb in parentheses:

- She always (go) _____ to school by bus.
- They (not/watch) _____ TV in the morning.
- What time (do) _____ the train leave?
- He always (eat) _____ his lunch at 2 o'clock.
- Eva (brush) _____ her teeth twice every day.

2. Rewrite the following sentences in the negative form:

- He plays football every weekend.
➤ _____
- The sun sets in the west.
➤ _____
- He eats his lunch at 2 o'clock.
➤ _____
- You have some school work to do.
➤ _____
- The Blue Whales live in oceans.
➤ _____

B- What is simple past tense?

The simple past tense is used to describe actions that were completed at a specific time in the past. It often answers the question "What happened?" and is formed by using the past form of the verb.

Explanation:

The simple past tense is generally used for:

- Actions that happened once in the past.
- Actions that happened repeatedly in the past.
- Situations that were true for some time in the past.

Rules:

1. **Regular Verbs:** For most regular verbs, the simple past tense is formed by adding **-ed** to the base form of the verb.
 - Example: play → played
 - Example: watch → watched
2. **Irregular Verbs:** Irregular verbs have unique past tense forms and do not follow the regular pattern.
 - Example: go → went
 - Example: eat → ate

3. **Negative Sentences:** Use "did not" (didn't) followed by the base form of the verb.

- Example: I did not (didn't) play soccer yesterday.
- Example: She did not (didn't) eat breakfast this morning.

4. **Questions:** Use "did" before the subject followed by the base form of the verb.

- Example: Did you play soccer yesterday?
- Example: Did she eat breakfast this morning?

Exercises:

1. **Fill in the blanks with the correct past form of the verb in parentheses:**

- She (go) _____ to the market.
- They (eat) _____ pizza for dinner.
- I (watch) _____ a movie last night.
- You (go) _____ to the mall yesterday.
- Sara (meet) _____ with an accident two days back.

2. **Rewrite the sentences in the negative form:**

- We visited the museum on Sunday.
➤ _____
- You went to the mall yesterday.
➤ _____
- They ate pizza for dinner.
➤ _____
- The English teacher taught a new lesson.
➤ _____

3. **Make questions using the simple past tense:**

- You finished your homework.
➤ _____

- She travelled to France last summer.

➤ _____

- She drank lemon juice.

➤ _____

- Mark bought a new car.

➤ _____

C- What is future simple tense?

The simple future tense is used to describe actions or events that will happen at a later time. It's a crucial part of English grammar for Grade 7 students. Here's an overview:

Explanation

The simple future tense is formed by using the auxiliary verbs "will" or "shall" followed by the base form of the main verb.

Examples

- I **will** go to the store tomorrow.
- She **will** study for the test next week.
- They **will** arrive at 5 PM.

Rules

1. Affirmative Sentences:

- Subject + will/shall + base form of verb
- Example: He **will** play soccer.

2. Negative Sentences:

- Subject + will/shall + not + base form of verb
- Example: She **will not** (won't) join the meeting.

3. Interrogative Sentences:

- Will/Shall + subject + base form of verb +?
- Example: **Will** you come to the party?

Exercises:

Exercise 1: Fill in the blanks with the correct form of the verb in the simple future tense:

1. I _____ (eat) dinner at 7 PM.
2. She _____ (finish) her homework before bed.
3. They _____ (travel) to Europe next summer.
4. My sister _____ (celebrate) her birthday next week.
5. We will _____ (start) college next month.

Exercise 2: Convert the following sentences into the simple future tense:

1. I play basketball every weekend. _____
2. She reads a book every night. _____
3. They go to the park on Sundays. _____
4. I eat dinner at 9 PM. _____

Exercise 3: Create negative sentences in the simple future tense:

1. He _____ (not/go) to the party.
2. We _____ (not/watch) the movie tonight.
3. You _____ (not/take) the bus tomorrow.
4. She _____ (not/read) a book every night.

Exercise 4: Convert these sentences into future interrogative sentences:

1. Your parents will come to the party.

2. Sophia will finish her project by the end of the week.

3. The students will answer all the questions.

4. Rayan will walk to school tomorrow.

D- What is **present progressive tense**?

The present progressive tense, also known as the present continuous tense, is used to describe actions that are happening at the moment of speaking or ongoing actions.

Explanation

The present progressive tense is formed by using the auxiliary verb "to be" (am/is/are) followed by the present participle (verb + -ing) of the main verb.

Examples

- I **am eating** dinner right now.
- She **is reading** a book.
- They **are playing** soccer.

Rules

1. Affirmative Sentences:

- Subject + am/is/are + verb + -ing
- Example: He **is watching** TV.

2. Negative Sentences:

- Subject + am/is/are + not + verb + -ing
- Example: She **is not** (isn't) **doing** her homework.

3. Interrogative Sentences:

- Am/Is/Are + subject + verb + -ing +?
- Example: **Are you listening** to music?

Exercises

Exercise 1: Fill in the blanks with the correct form of the verb in the present progressive tense:

1. I _____ (study) for my exams.
2. She _____ (dance) at the party.
3. We _____ (discuss) the project at the moment.
4. Jim _____ (leave) for Argentina.

Exercise 2: Convert the following sentences into the present progressive tense:

1. He plays the piano.

2. The birds chirp in the trees.

3. We read an exciting book.

4. The teacher explains the lesson to the class.

Exercise 3: Create negative sentences in the present progressive tense:

1. He _____ (not/work) on the project.
2. The kids _____ (not/play) video games at the moment.
3. He is _____ (not/exercise) at the gym now.

Exercise 4: Convert these sentences into present progressive interrogative sentences:

1. The sun is setting in the horizon.

2. She is studying for her exams.

3. Majid is currently writing an essay.

E- What is **past progressive tense**?

The past progressive tense, also known as the past continuous tense, is used to describe actions that were in progress at a specific moment in the past. It provides a sense of what was happening at that particular time, often indicating that the action was ongoing or incomplete.

Explanation:

The past progressive tense is formed using the past tense of the verb "to be" (was/were) and the present participle of the main verb (verb + -ing).

Rules:

- **Affirmative Sentences:** Subject + was/were + present participle (verb + -ing)
 - Example: She **was reading** a book.
- **Negative Sentences:** Subject + was/were + not + present participle (verb + -ing)
 - Example: They **were not playing** soccer.
- **Questions:** Was/Were + subject + present participle (verb + -ing)?
 - Example: **Were** you **watching** TV?

Usage:

- To describe an action that was happening at a specific moment in the past.
 - Example: At 7 PM yesterday, I **was eating** dinner.
- To describe two or more simultaneous actions happening in the past.
 - Example: While I **was cooking**, he **was cleaning** the house.
- To set the scene in a story, providing background information.
 - Example: The birds **were singing** and the sun **was shining** as she walked through the park.

Exercises:

1. Fill in the blanks with the correct past progressive form of the verbs in parentheses:

- I (study) _____ for my exams when the phone rang.
- They (play) _____ in the garden all afternoon.
- She (watch) _____ a movie when the lights went out.
- We (have) _____ a picnic in the park.

2. Convert the following sentences into the past progressive tense:

- They talked to each other after the class.

- The students listened to their teacher.

- Every one clapped.

- It is snowing today.

3. Rewrite the sentences in the negative form:

- He was reading a novel at 8 PM.

- We were having breakfast at 7 AM.

- I was waiting for a cab when I met my old friend.

- They were eating at the restaurant.

4. Form questions using the past progressive tense:

- You were listening to music.

- They were swimming in the lake.

- It was raining yesterday.

- John was sleeping when the alarm went off.

- You were writing the report when the lights went off.

F- What is **present perfect tense**?

The present perfect tense is used to describe actions or events that have occurred at an unspecified time in the past, are relevant to the present, or started in the past and continue to the present. It emphasizes the connection between the past and the present.

Explanation:

The present perfect tense is formed using the auxiliary verb "have" (or "has" for third-person singular subjects) followed by the past participle of the main verb.

Rules:

- **Affirmative Sentences:** Subject + have/has + past participle
 - Example: I **have eaten** breakfast.
 - Example: She **has visited** the museum.
- **Negative Sentences:** Subject + have/has + not + past participle
 - Example: They **have not (haven't) finished** their homework.
 - Example: He **has not (hasn't) seen** that movie.
- **Questions:** Have/Has + subject + past participle?
 - Example: **Have** you **read** this book?
 - Example: **Has** she **called** her friend?

Usage:

- To describe an action that happened at an unspecified time before now.
 - Example: I **have travelled** to Japan. (The exact time is not specified.)
- To describe an action that started in the past and continues to the present.
 - Example: They **have lived** in this house for ten years. (They still live there.)
- To describe an action that has just been completed, often with the adverb "just."
 - Example: She **has just finished** her homework.

- To describe a repeated action in an unspecified period between the past and now.
 - Example: We **have visited** that restaurant many times.

Exercises:

1. Fill in the blanks with the correct present perfect form of the verbs in parentheses:

- They (live) _____ in this city for three years.
- I (read) _____ that book already.
- She (not/see) _____ the new movie yet.
- You ((not/eat) _____ all the vegetables.

2. Rewrite the sentences in the negative form:

- He has finished his project.

- We have been to Paris twice.

3. Convert the following sentences into the present perfect tense:

- We went for a walk.

- She sang a song in the classroom.

4. Form questions using the present perfect tense:

- You have met her before.

- They have started the new course.

Active & Passive Voice

H- What is Active Voice?

Active voice is a grammatical construction in which the subject of the sentence performs the action expressed by the verb. In other words, the focus is on the doer of the action. Active voice sentences are generally more direct, clear, and concise compared to passive voice sentences.

Explanation:

In an active voice sentence, the structure typically follows the pattern: Subject + Verb + Object.

- Example: "The cat (subject) chased (verb) the mouse (object)."

Rules:

1. **Subject-Verb-Object Order:** The subject (the doer) comes first, followed by the verb (the action), and then the object (the receiver of the action).
 - Example: "The teacher (subject) explains (verb) the lesson (object)."
2. **Clear and Direct:** Active voice makes sentences clear and direct, making it easier for the reader to understand who is performing the action.
 - Example: "John (subject) fixed (verb) the car (object)."
3. **Use in Writing:** Using the active voice is often preferred in writing because it creates more engaging and lively sentences.
 - Example: "The chef (subject) prepared (verb) a delicious meal (object)."

Exercises:

○ Identify the active voice sentences:

- A) The book was read by Maria.
- B) Maria read the book.
- C) The cake was baked by my mom.
- D) My mom baked the cake.

○ Convert the following passive voice sentences to active voice:

- The homework was completed by the students.

- The song was sung by the choir.

- The picture was painted by the artist.

- The lesson was explained by the teacher.

○ Write three sentences in active voice about your favourite activity.

- _____
- _____
- _____

I- What is **Passive Voice**?

The passive voice is a grammatical construction in which the object of an action becomes the subject of the sentence. In passive sentences, the focus is on the action itself or the receiver of the action, rather than on who or what is performing the action. Passive voice is often used when the doer of the action is unknown, unimportant, or obvious from context.

Explanation:

In a passive voice sentence, the structure typically follows the pattern: Object + form of "to be" + past participle + (by Subject).

- Example: "The cake (object) was baked (form of 'to be' + past participle) by my mom (subject)."

Rules:

- **Affirmative Sentences:** Object + form of "to be" + past participle + (by Subject)
 - Example: The letter was written by John.
 - Example: The homework was completed by the students.
- **Negative Sentences:** Object + form of "to be" + not + past participle + (by Subject)
 - Example: The book was not (wasn't) read by Maria.
 - Example: The cake was not (wasn't) baked by my mom.
- **Questions:** Form of "to be" + object + past participle + (by Subject)?
 - Example: Was the letter written by John?
 - Example: Was the homework completed by the students?

Usage:

- When the doer of the action is unknown or unimportant.
 - Example: The window was broken last night. (We don't know who broke it.)
- To emphasize the action or the receiver of the action rather than the doer.

- Example: The novel was praised by critics. (Focuses on the praise, not the critics.)
- To create a formal tone or when the doer is obvious from context.
 - Example: The announcement was made. (The doer is likely obvious.)

Exercises:

1. Identify the passive voice sentences:

- A) The dog chased the cat.
- B) The song was sung by the choir.
- C) The teacher explained the lesson.
- D) The picture was painted by the artist.

2. Convert the following active voice sentences to passive voice:

- The chef prepared a delicious meal.

- The children built a sandcastle.

- The janitor cleaned the hallway.

3. Rewrite the sentences in active voice:

- The book was written by the author.

- The cake was decorated by the students.

Change these sentences to past tense:

1. There **are** two birds on the fence.

Yesterday there _____ two birds on the fence.

2. **I am bringing** some orange juice to the party.

I _____ some orange juice to the party.

3. Tomorrow, Billy **is going** to see the dentist.

Yesterday, Billy _____ to see the dentist.

4. Sarah **jumps** over the fence.

An hour ago, Sarah _____ over the fence.

5. Mohammed **is catching** an aeroplane to Spain.

Last year, Mohammed _____ an aeroplane to Spain.

6. My sister **likes** her ice cream.

My sister _____ ice cream.

7. There **is** a cat in the garden sitting on the path.

There _____ a cat in the garden sitting on the path.

8. Tomorrow, I **am going to eat** really healthily.

Yesterday, I _____ really healthily.

Change these sentences to present tense:

1. The lion **will roar** fiercely.

The lion _____ fiercely.

2. Yesterday, I **went** to the supermarket.

Today, I _____ to the supermarket.

3. The owl **swooped** down from the tree tops.

The owl _____ down from the tree tops.

4. Tomorrow, the sun **will rise**.

Today, the sun _____.

5. There **was** a huge bear that **lived** in the cave.

There _____ a huge bear that _____ in the cave.

6. I **couldn't** wait to go to the park.

I _____ wait to go to the park.

7. The monkey **will swing** through the jungle.

The monkey _____ through the jungle.

8. A week ago, I **went** on a holiday.

Right now, I'm _____ on a holiday.

Reading :

Read the passage and answer the questions:

Passage: The Forgotten Garden

In the heart of the city, there was a small, forgotten garden that few people knew about. It was hidden behind an old, crumbling wall covered in ivy. The garden had once been a beautiful place, filled with vibrant flowers, lush greenery, and a small pond where ducks used to swim. However, over the years, it had been neglected and had fallen into disrepair.

One day, a young girl named Emily stumbled upon the garden while exploring the city. Intrigued by its hidden beauty, she decided to visit it every day after school. Emily spent her afternoons cleaning up the overgrown plants, picking up litter, and planting new flowers. Slowly, the garden began to come back to life.

As Emily worked tirelessly, the garden transformed into a colourful oasis in the middle of the bustling city. Word spread about the rejuvenated garden, and soon, more people came to visit and enjoy its beauty. The garden became a place where people could relax, read, and escape from the noise of the city. Emily's hard work and dedication had brought the forgotten garden back to life, and it became a cherished spot for everyone who visited.

True/False Questions:

1. The garden was located in a rural area. (True/False)
2. Emily found the garden while walking her dog. (True/False)
3. The garden had a small pond where ducks used to swim. (True/False)
4. Emily visited the garden every day after school. (True/False)
5. The garden remained neglected even after Emily started working on it. (True/False)

Open-Ended Questions:

1. Why was the garden forgotten and neglected?

2. What motivated Emily to visit and take care of the garden?

3. How did Emily's efforts impact the garden and the people in the city?

4. What activities did people enjoy in the rejuvenated garden?

5. How did the garden transform over time due to Emily's hard work?

2025

2024

Passage: A Day at the Zoo

Last Saturday, James and his family visited the zoo. It was a warm, sunny day, perfect for exploring the various animal exhibits. As they entered the zoo, they were greeted by the sounds of birds chirping and monkeys chattering. James was excited to see his favourite animals, the lions, and elephants.

Their first stop was the African Savanna exhibit, where they saw zebras grazing and giraffes munching on leaves from tall trees. James was amazed by the sheer height of the giraffes and how gracefully they moved. Next, they visited the primate house, where they watched a group of playful monkeys swinging from branch to branch. The monkeys' antics brought smiles to everyone's faces.

After a quick lunch at the zoo's café, they headed to the reptile house. James was fascinated by the variety of snakes and lizards, each with unique colours and patterns. He spent a long time observing a large python that was coiled up in its enclosure.

Finally, they arrived at the big cat exhibit. James's excitement peaked as he saw the majestic lions lounging in the sun. He was in awe of their powerful presence and the way they moved with such confidence. As the day came to an end, James and his family left the zoo with fond memories of their adventure.

Objective-Type Questions:

1. What day did James and his family visit the zoo?

- A) Sunday
- B) Saturday
- C) Friday
- D) Monday

2. What was the weather like on the day of their visit?

- A) Cold and rainy
- B) Hot and humid
- C) Warm and sunny
- D) Cloudy and windy

3. Which exhibit did James visit first?

- A) Primate house
- B) African Savanna
- C) Reptile house
- D) Big cat exhibit
-

4. What animals did James see in the African Savanna exhibit?

- A) Lions and tigers
- B) Zebras and giraffes
- C) Snakes and lizards
- D) Monkeys and birds
-

5. What did James and his family do after visiting the primate house?

- A) Went home
- B) Watched a lion show
- C) Ate lunch at the café
- D) Saw the reptiles

Open-Ended Questions:

1. How did James feel about the giraffes in the African Savanna exhibit?

2. Describe the scene in the primate house.

3. What fascinated James in the reptile house?

4. How did James react to seeing the lions?

5. What memories did James and his family leave the zoo with?

Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.

November 2019 Practice Question

The casual horrors and real disasters are thrown at newspaper reader without discrimination. In the contemporary arrangements for circulating the news, an important element, evaluation is always weak and often wanting entirely. There is no point anywhere along the line somewhere someone put his foot down for certain and says, "This is important and that does not amount to row of beans; deserves no one's attention, and should travel the wires no farther". The junk is dressed up to look as meaningful as the real news.

Evaluation of news would imply

- ☐ a) less dependence on modern systems of communication
- ☐ b) more careful analysis of each news story and its value
- ☐ c) separating beans from junk
- ☐ d) discriminating horrors from disasters

Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.

November 2019 Practice Question

There is modicum of truth in the assertion that "a working knowledge of ancient history is necessary to the intelligent interpretation of current events". But the sage who uttered these words of wisdom might well have added something on the benefits of studying, particularly, the famous battles of history for the lessons they contain for those of us who lead or aspire to leadership. Such a study will reveal certain qualities and attributes which enabled the winners to win and certain deficiencies which caused the losers to lose. And the student will see that the same patterns recurs consistently, again and again, throughout the centuries.

A person who aspires to lead could learn from the history of battles

- ☐ a) what led the previous leaders win a battle
- ☐ b) what made them lose a battle
- ☐ c) the qualities and deficiencies of commanders of these battles
- ☐ d) the strategies that they have evolved in course of these battles

Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.

November 2019

Practice Question

Detective stories tend to glorify crime. Murderers, gangsters and crooks all kinds are described as tough, cunning and courageous individuals who know how to take care of themselves and how to get what they want. In James McCain's *The Postman Always Rings twice*, for instance the villain is much more an impressive character than his victim. He is casual brave smart and successful with women. It is true that he finally gets caught. But he is punished for a crime that he did not commit, so that his conviction is hardly a triumph of justice. Besides, looking back over the exciting life of the criminal, the reader might conclude that it was worth the risk.

Murderers, gangsters and crooks referred to in the passage given above

- ☐ a) always manage to get away
- ☐ b) are wiser than their victims
- ☐ c) are often glorified in detective stories.
- ☐ d) know how to escape from law

Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.

November 2019

Practice Question

Nationalism, of course, is a serious phenomenon which at a certain stage in a country's history gives life, growth and unity but, at the same time, it has a tendency to limit one, because one thinks of one's country as something different from the rest of world. One's perspective changes and one is continuously thinking of one's own struggles and virtues and failing to the exclusion of other thoughts. The result is that the same nationalism which is the symbol of growth for a people becomes a symbol of the cessation of that growth in mind. Nationalism, when it becomes successful sometimes goes on spreading in an aggressive way and becomes a danger internationally. Whatever line of thought you follow, you arrive at the conclusion that some kind of balance must be found. Otherwise something that was good can turn into evil. Culture, which is essentially good become not only static but aggressive and something that breeds conflict and hatred when looked at from a wrong point of view. How are you find a balance. I don't know. Apart from the political and economic problems of the age, perhaps, that is the greatest problem today because behind it there is tremendous search for something which it cannot find. We turn to economic theories because they have an undoubted importance. It is folly to talk of culture or even of god. When human beings starve and die, before one can talk about anything else one must provide the normal essentials of life to human beings. That is where economics come in. Human beings today are not in mood to tolerate this suffering and starvation and inequality when they see that the burden is not equally shared. Others profit while they only bear the burden.

The greatest problem in the middle of the passage refers to the question

- ☐ a) how to mitigate hardship to human beings
- ☐ b) how to contain the dangers of aggressive nationalism.
- ☐ c) how to share the economic burden equally
- ☐ d) how to curb international hatred

Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.

November 2019

Practice Question

There was a marked difference of quality between the personages who haunted near bridge of brick and the personages who haunted the far one of stone. Those of lowest character preferred the former, adjoining the town; they did not mind the glare of the public eye, they had been of no account during their successes; and though they might feel dispirited, they had no sense of shame in their ruin. Instead of sighing at their adversaries they spat, and instead of saying the iron had entered into their souls they said they were down in their luck. The miserable's who would pause on the remoter bridge of a politer stamp persons who did not know how to get rid of the weary time. The eyes of his species were mostly directed over the parapet upon the running water below. While one on the town ward bridge did not mind who saw him so, and kept his back to parapet to survey the passer-by, one on this never faced the road, never turned his head at coming foot-steps, but, sensitive on his own condition, watched the current whenever a stranger approached, as if some strange fish interested him, though every fished thing had been poached out of the river years before.

The attitude of lowly and genteel towards strangers was

- ☐ a) virtually the same
- ☐ b) entirely different
- ☐ c) completely indifferent
- ☐ d) virulently hostile

Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.

November 2019

Practice Question

The assault on the purity of the environment is the price that we pay for many of the benefits of modern technology. For the advantage of automotive transportation we pay a price in smog-induced diseases; for the powerful effects of new insecticides, we pay a price in dwindling wildlife and disturbances in the relation of living things and their surroundings; for nuclear power, we risk the biological hazards of radiation. By increasing agricultural production with fertilizers, we worsen water pollution.

The highly developed nations of the world are not only the immediate beneficiaries of the good that technology can do, that are also the first victims of environmental diseases that technology breeds. In the past, the environmental effects which accompanied technological progress were restricted to a small and relatively short time, the new hazards neither local nor brief. Modern air pollution's cover vast areas of continents; Radioactive fallout from the nuclear explosion is worldwide. Radioactive pollutants now on the earth surface will be found there for generations, and in case of Carbon-14, for thousands of years.

The passage emphasizes that modern technology

- ☐ a) is an unmitigated blessing
- ☐ b) has caused serious hazards to life
- ☐ c) has produced powerful chemicals
- ☐ d) has benefited highly developed nations

Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.

November 2019

Practice Question

Until the end of his first year at school, Cyril retained many of the pleasures and pursuits he had brought with him from home, and he kept an old interest in butterflies and fossils. His grandmother had presented him with a fine bird's eggs cabinet, but he could never bring himself to risk in climbing trees. Once or twice he dissected dead birds from sheer determination to overcome his horror of the operation. Probably it was his envy of those physically unlike himself that brought on a phase during which he drew massive athletes with thick necks and square shoulders. Again he was pitying himself for what he could never be.

Until the end of first year, Cyril retained his interest in

- ☐ a) bird's eggs
- ☐ b) butterflies and fossils
- ☐ c) dissecting birds
- ☐ d) drawing pictures of athletes

The text boxes in the left panel have been placed in a random order. Restore the original order by dragging the text boxes from the left panel to the right panel.

November 2020 Real Exam Question

Source
a) It is natural to be healthy, but we have wandered so far astray that disease is the rule and good health, the exception.
b) Of course, most people are well enough to attend to their work, but nearly all are suffering from some ill, mental or physical, acute or chronic.
c) There is too much illness, too much suffering.
d) The average individual is of less value to himself, to his family and to society than he could be.
e) We are losing every year a vast army of individuals who are in their productive prime.

Target

The text boxes in the left panel have been placed in a random order. Restore the original order by dragging the text boxes from the left panel to the right panel.

September 2020 Real Exam Question

Source
a) A series of thin nerves run along the shell and detect pressure changes associated with touch.
b) The bony shell of a sea turtle can actually sense when something touches it.
c) The nerves do not contain pain receptors so scientists do not think sea turtles feel pain when touched on the shell, but these thin nerves could transmit information to other parts of the sea turtle's body.
d) In addition, researchers and scuba divers have observed sea turtles respond to the stimulation of being touched on the skin of their head and their flippers.

Target

The text boxes in the left panel have been placed in a random order. Restore the original order by dragging the text boxes from the left panel to the right panel.

August 2020 Real Exam Question

Source
a) The brain is our most treasured possession.
b) It coordinates our movements, our words, our relationships, and the ability to pass on our genes.
c) Our body therefore protects the organ fiercely. The central nervous system polices particles traveling through the bloodstream and invites only the safest into our cognitive chamber.
d) The barrier serves a vital role, but it also poses a tremendous challenge for scientists developing drugs to treat brain-based disorders.
e) This selective process occurs due to a prostatic boundary known as the blood-brain barrier.

Target

MULTIPLE CHOICE CHOOSE SINGLE ANSWER

Q: 1

Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.

Robert Cape is a name that has for many years been synonymous with war photography. Born in Hungary in 1913 as Friedman Endre Emo, Cape was forced to leave his native country after his involvement in anti-government protests. Cape had originally wanted to become a writer, but after his arrival in Berlin had first found work as a photographer. He later left Germany and moved to France due to the rise in Nazism. He tried to find work as a freelance journalist and it was here that he changed his name to Robert Cape, mainly because he thought it would sound more American. In 1936, after the breakout of the Spanish Civil War, Cape went to Spain and it was here over the next three years that he built his reputation as a war photographer. It was here too in 1936 that he took one of his most famous pictures, The Death of a Loyalist Soldier.

Cape went to Spain to:

- A. Fight in the civil war
- B. Build his reputation
- C. Write novels and reports
- D. Take photographs

Q: 2

I felt the wall of the tunnel shiver. The master alarm squealed through my earphones. Almost simultaneously, Jack yelled down to me that there was a warning light on. Fleeting but spectacular sights snapped into and out of view, the snow, the shower of debris, the moon, looming close and big, the dazzling sunshine for once unfiltered by layers of air. The last twelve hours before re-entry were particularly bone-chilling. During this period, I had to go up into the command module. Even after the fiery re-entry splashing down in 810 water in the South Pacific, we could still see our frosty breath inside the command module.

Which one of the following reasons would one consider as more as possible for the warning lights to be on?

- A. There was a shower of debris.
- B. Jack was yelling.
- C. A catastrophe was imminent.
- D. The moon was looming close and big.

Q: 3

Harold a professional man who had worked in an office for many years had a fearful dream. In it, he found himself in a land where small slug-like animals with slimy tentacles lived on people's bodies. The people tolerated the loathsome creatures because after many years they grew into elephants which then became the nation's system of transport, carrying everyone wherever he wanted to go. Harold suddenly realised that he himself was covered with these things, and he woke up screaming. In a vivid sequence of pictures this dream dramatised for Harold what he had never been able to put in to words; he saw himself as letting society feed on his body in his early years so that it would carry him when he retired. He later threw off the "security bug" and took up freelance work.

Which one of the following phrases best helps to bring out the precise meaning of 'loathsome creatures'?

- A. Security bug and slimy tentacles
- B. Fearful dream and slug-like animals
- C. Slimy tentacles and slug-like animals
- D. slug-like animals and security bug

Q: 4

Laws of nature are not commands but statements of acts. The use of the word "law" in this context is rather unfortunate. It would be better to speak of uniformities in nature. This would do away with the elementary fallacy that a law implies a lawgiver. If a piece of matter does not obey a law of nature it is not punished. On the contrary, we say that the law has been incorrectly started.

If a piece of matter violates nature's law, it is not punished because

- A. it is not binding to obey it
- B. there is no superior being to enforce the law of nature
- C. it cannot be punished
- D. it simply means that the facts have not been correctly stated by law

Q: 5

Male lions are rather reticent about expanding their energy in hunting. More than three-quarters of kills are made by lionesses that are in front, tensely scanning ahead, the cubs lag playfully behind and the males bring up the rear, walking slowly, their massive heads nodding with each step as if they were bored with the whole matter. But slothfulness may have survival value. With lionesses busy hunting, the males function as a guard for the cubs, protecting them particularly from hyenas.

According to the passage male lions generally do not go for hunting because

- A. they do not like it.
- B. they want lioness to get training
- C. they wish to save their vigour for other things
- D. they are very lazy

MULTIPLE CHOICE MULTIPLE ANSWER

Q: 1

Marketing managers in television work with a relatively stable advertising medium. In many ways, the television advertisements aired today are similar to those aired few decades ago. Most television ads still feature television and film actors and still show a product. However, the differing dynamics of the Internet pose distinctive challenges to advertisers, forcing them to transform their practices and methods on regular basis. In the early days of Internet marketing, online advertisers employed banner and pop-up ads to attract consumers. These practices reached large audiences, generated many sales leads, and came at a low cost. Though, a small number of Internet users began to believe these advertising techniques disturbing and irritating. Marketing tactics rely heavily on streamers and pop-ups produced results, companies invested growing amounts of money into purchasing these ads in hope of capturing market share in the mushrooming online economy. As consumers became

more urbane, frustration with these online advertising techniques grew. Independent programmers began to develop tools that blocked banner and pop-up ads. The backlash against banner advertisements grew as new web browsers provided customers the ability to block image-based ads such as banner ads. Although banner and pop-up advertisements still exist, they are far less important than during the early days of the Internet. A major expansion in online marketing came with the introduction of pay-per-click ads. Unlike banner or pop-up ads, which initially required companies to pay every time a website visitor saw an ad, pay-per-click ads allowed companies to pay only when an interested prospective customer clicked on an ad. More importantly, however, these ads bypass the pop-up and banner blockers.

Why advertisers need to change their methods and strategies of advertising?

- A. As consumers became more Urbane
- B. As there was advancement in technology that lead to new preferences
- C. Advertisement cost was too high.
- D. Companies want to keep it only for interesting and perspective customer.
- E. Advertising techniques were infuriating and interrupting for customers

Q: 2

Climate encompasses the statistics of temperature, humidity, atmospheric pressure, wind, rainfall, atmospheric particle counts and other meteorological elements in a given region over a long period of time. Climate can be contrasted to weather, which is the present condition of these same elements and their variations over shorter time periods. Climate may be inherently variable as evidenced by the irregularity of the seasons from one year to another. This variability is normal and may remain partially understood. It is related to changes in ocean currents, volcanic eruptions, solar radiation and other components of the climate system. In addition, our climate also has its extremes (such as floods, droughts, hail, tornadoes and hurricanes), which can be devastating. However, in recent decades, a number of indicators and studies show more and more evidence of climate warming across the globe. A disturbing phenomenon that challenges human habits and activities which are responsible for greenhouse gas emissions. The greenhouse effect is the process by which absorption and emission of infrared radiation by gases in the atmosphere warm a planet's lower atmosphere and surface. It was proposed by Joseph Fourier in 1824 and was first

investigated quantitatively by Svante Arrhenius in 1896. Naturally occurring greenhouse gases have a mean warming effect of about 33 QC (59 °F). But Human activity since the Industrial Revolution has increased the amount of greenhouse gases in the atmosphere, leading to increased radioactive forcing from CO₂. methane, tropospheric ozone, CFCs (chlorofluorocarbon) and nitrous oxide. The concentrations of CO₂ and methane have increased by 361 and 148% respectively since 1750. These levels are much higher than at any time during the last 650,000 years, the period for which reliable data has been extracted from ice cores.

According to paragraph which of the following are related to climate change?

- A. Irregularity of the seasons
- B. Absorption and emission of infrared gases
- C. Same human habits and activities
- D. Industrial Revolution

Q: 3

Many countries around the world celebrate Earth Day. It is a day that is meant to raise awareness and appreciation about the Earth's natural environment. The first Earth Day was held in the USA. It was founded by United States Senator Gaylord Nelson as an environmental teach-in - a sort of general educational forum or seminar. That was on April 22, 1970. While this first Earth Day was focused on the United States, an organization launched by Denis Hayes, who was the original national coordinator in 1970, took it international in 1990 and organized events in 141 nations. Earth Day is now coordinated globally by the Earth Day Network, and is celebrated in more than 175 countries every year. Numerous communities celebrate Earth Week, an entire week of activities focused on environmental issues. In 2009, the United Nations designated April 22 International Mother Earth Day.

According to the paragraph, which of the following statements are correct?

- A. Earth Day is currently harmonized globally by the Earth Day Network.
- B. Nelson took earth day to international level.
- C. Earth Week is focused on global warming.

- D. First Earth day was organized in the USA.

Q: 4

Dolphins' senses are very developed. Most dolphins have acute eyesight both in and out of the water, and they can hear frequencies ten times or more above the upper limit of adult human hearing. Hearing is also used for echolocation, which all dolphins have. Dolphin teeth are believed to function as antennae to receive incoming sound and to pinpoint the exact location of an object. Beyond locating an object, echolocation also provides the animal with an idea on the object's shape and size, though how exactly this works is not yet understood. The dolphin's sense of touch is also well-developed, with tree nerve endings densely packed in the skin, especially around the snout, pectoral fins and genital area. However, dolphins lack an olfactory nerve and lobes, and thus are believed to have no sense of smell. They do have a sense of taste and show preferences for certain kinds of fish. Dolphins are capable of making a broad range of sounds using nasal air sacs located just below the blowhole. Individual dolphins communicate using a variety of clicks, whistle-like sounds and other vocalizations. The clicks are directional and are for echolocation, often occurring in a short series called a click train. The click rate increases when approaching an object of interest. Dolphin echolocation clicks are amongst the loudest sounds made by marine animals.

Which of the following are close to the meaning of echolocation in this passage?

- A. Reverberate
- B. Variety
- C. Sound
- D. Beacon

Q: 5

The world's oceans have warmed 50 percent faster over the last 40 years than previously thought due to climate change, Australian and US climate researchers reported Wednesday. Higher ocean temperatures expand the volume of water, contributing to a rise in sea levels that is submerging small island nations and threatening to wreak havoc in low-lying, densely-populated delta regions around the globe. The study, published in the British

Journal Nature, adds to a growing scientific chorus of warnings about the pace and consequences rising oceans. It also serves as a corrective to a massive report issued last year by the Nobel-winning UN Intergovernmental Panel on Climate Change (IPCC), according to the authors. Rising sea levels are driven by two things: the thermal expansion of sea water, and additional water from melting sources of ice. Both processes are caused by global warming. The ice sheet that sits atop Greenland, for example, contains enough water to raise world ocean levels by seven meters (23 feet), which would bury sea-level cities from Dhaka to Shanghai. Trying to figure out how much each of these factors contributes to rising sea-levels is critically important to understanding climate change, and forecasting future temperature rises, scientists say. But up to now, there has been a perplexing gap between the projections of computer-based climate models, and the observations of scientists gathering data from the oceans. The new study, led by Katia Dominguez of the Centre for Australian Weather and Climate Research, is the first to reconcile the models with observed data. Using new techniques to assess ocean temperatures to a depth of 700 meters (2,300 feet) from 1961 to 2003, it shows that thermal warming contributed to a 0.53 millimeter-per-year rise in sea levels rather than the 0.32 mm rise reported by the IPCC.

The term Wreak Havoc means_____.

- A. Create Chaos
- B. Strengthen
- C. Marring
- D. Holocaust