

اختبارات نموذجية شاملة في القراءة، القواعد، والمفردات، مع تدريبات كتابية حول السكن، العادات الثقافية، والتواصل بين الثقافات



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المزيد من مادة
لغة انجليزية:

إعداد: Atef Said

التواصل الاجتماعي بحسب الصف التاسع



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

اختبارات نموذجية شاملة في القراءة، القواعد، والمفردات، مع تدريبات كتابية حول السكن، العادات الثقافية، والتواصل بين الثقافات

1

Grammar Revision

2

الهيكل وفق English Practice Exam 2

3

الهيكل الوزاري 2026 للصف التاسع

4

الهيكل الوزاري 2026

5

English Booklet



**English exam preparation / G 9 advanced T3
06 /2026**

Collected and edited by English department

I Love my English classes

Mr. S.A.W

EMIRATE OF SHARJAH – MINISTRY OF EDUCATION – CYCLE 3

ENGLISH LANGUAGE

End-of-Term 3 Model Test Booklet

Academic Year 2025 – 2026

Grade 9 Advanced / 10 General | Stage 6 | CEFR B1.2

Reading	Language Domain	Writing	Total
60 Marks	Reading & Viewing + Writing & Representing	40 Marks	100 Marks

Part	Section	Task Type	Items	Marks
Part 1	Vocabulary (Towards GLG)	<i>MCQ Gap-Fill</i>	5 × 2	10
Part 2	Grammar (At GLG)	<i>MCQ Gap-Fill in Text</i>	5 × 2	10
Part 3A	Reading – Towards GLG	<i>True / False / Not Given</i>	6 × 4	24
Part 3B	Reading – At GLG	<i>MCQ Comprehension</i>	7 × 4	28
Part 3C	Reading – Beyond GLG	<i>MCQ Comprehension</i>	7 × 4	28
Part 4	Writing	<i>Guided Writing Task</i>	—	40

Platform: SwiftAssess / Paper-based | 8 Model Tests Aligned to Official End-of-Term 3 Test Specifications

VOCABULARY REFERENCE TABLE

Study all words before attempting the model tests

ادرس جميع المفردات قبل الشروع في حل الاختبارات النموذجية

Make Yourself at Home | Making Requests

اجعل نفسك في البيت | تقديم الطلبات

#	English Word / Phrase	Part of Speech	Arabic Translation / المعنى بالعربية
1	accommodation	noun	سكن / مكان إقامة
2	bus line	noun phrase	خط الحافلة
3	landlord	noun	صاحب العقار / المؤجر
4	security deposit	noun phrase	تأمين / ودیعة أمان
5	require	verb	يشترط / يتطلب
6	be located	expression	يقع / يتواجد
7	available	adjective	متاح / موجود
8	onsite	adjective	في الموقع / داخل المجمع
9	refundable	adjective	قابل للاسترداد
10	unfurnished	adjective	غير مفروش
11	dorms	noun	(dormitories) سكن الطلاب
12	co-op	noun	سكن تعاوني
13	meal plan	noun phrase	نظام وجبات / بطاقة الطعام
14	shared facilities	noun phrase	مرافق مشتركة
15	single room	noun phrase	غرفة لشخص واحد
16	triple room	noun phrase	غرفة لثلاثة أشخاص
17	on campus	expression	داخل الحرم الجامعي
18	off campus	expression	خارج الحرم الجامعي

19	privacy	noun	خصوصية
20	downside	noun	عيب / جانب سلبي
21	request	noun / verb	طلب / يطلب
22	problem	noun	مشكلة
23	manager	noun	مدير
24	fix	verb	يصلح / يُعالج
25	possible	adjective	ممکن
26	sorry	adjective	أسف / معنذر
27	afraid	adjective	خائف / للأسف (في السياق الرسمي)
28	mind	verb	يُمانع / يعترض
29	idea	noun	فكرة
30	impossible	adjective	مستحيل / غير ممكن

Multicultural Communities | Dining Customs | When in Rome...

المجتمعات متعددة الثقافات | عادات تناول الطعام

#	English Word / Phrase	Part of Speech	Arabic Translation / المعنى بالعربية
1	impression	noun	انطباع
2	amazed	adjective	مدهش / مذهول
3	leftovers	noun	بقايا الطعام
4	air conditioning	noun phrase	تكييف الهواء
5	surprised	adjective	مفاجأ / متعجب
6	cultural norms	noun phrase	الأعراف الثقافية
7	adapt	verb	يتكيف / يتأقلم
8	behave	verb	يتصرف / يسلك

9	formal	<i>adjective</i>	رسمي
10	informal	<i>adjective</i>	غير رسمي
11	custom	<i>noun</i>	عادة / تقليد
12	napkin	<i>noun</i>	منديل المائدة
13	silverware	<i>noun</i>	أدوات المائدة (الملاعق والشوك)
14	utensil	<i>noun</i>	أداة / وعاء للطهي
15	handle	<i>verb</i>	يتعامل مع / يمسك بـ
16	serve	<i>verb</i>	يقدم (الطعام)
17	set the table	<i>expression</i>	يُعدّ المائدة / يرتب الطاولة

Tip: Practise using these words in sentences. Notice whether they are nouns, verbs, or adjectives.

GRAMMAR REFERENCE GUIDE

Key Grammar Topics for End-of-Term 3 | Grade 9 Advanced | CEFR B1.2

G.10.2 Past Simple Passive

Use the past simple passive when the action happened in the past and we focus on what happened to the subject, not who did the action.

Structure	Subject + was / were + past participle (+ by + agent)
Example 1	The house was built in 1920. (We don't know or care who built it.)
Example 2	The meal was served by the chef at exactly seven o'clock.
Negative	The security deposit was not refunded after the tenant left.
Question	Was the room furnished before the new tenant arrived?

G.17.4 Indirect Questions

Indirect questions are more polite than direct questions. Word order changes to subject + verb. No auxiliary verb inversion.

Structure	Could you tell me + where / what / if / whether + subject + verb ?
Direct	'Where is the landlord's office?' → Indirect: 'Could you tell me where the landlord's office is?'
Yes/No	Use 'if' or 'whether': 'Do you know if a meal plan is available on campus?'
Starters	Could you tell me... Do you know... I was wondering... I'd like to know...
Tip	Never invert verb and subject inside the indirect question: NOT 'Could you tell me where IS the manager?'

G.10.1**Present Simple Passive**

Use the present simple passive for facts, processes, or regular actions where the focus is on the receiver of the action.

Structure	Subject + am / is / are + past participle (+ by + agent)
Example 1	A refundable security deposit is required by most landlords.
Example 2	Shared facilities are cleaned every morning by the onsite staff.
Negative	Personal information is not shared with other tenants.
Tip	Use 'is' for singular subjects and 'are' for plural subjects.

G.1.2**Adjectives – Comparatives**

Use comparatives to compare two things. Short adjectives: add -er + than. Long adjectives: more/less + adj + than.

Short adj	big → bigger than cheap → cheaper than safe → safer than
Long adj	comfortable → more comfortable than informal → more informal than
Irregular	good → better than bad → worse than far → further than
Example 1	A single room is more expensive than a shared room in the dorms.
Example 2	The co-op accommodation is considerably cheaper than renting off campus.

G.2.2**Adverbs – Sequencing**

Sequencing adverbs organise events in time order. Use them to describe steps in a process or a sequence of events.

First in sequence	First First of all To begin with Initially
Middle	Then Next After that Subsequently
Final	Finally Eventually In the end Lastly
Example	First, you fill out the application. Then, you pay the security deposit. Finally, you collect the key.
Tip	Use a comma after sequencing adverbs at the start of a sentence.

G.2.8**Adverbs – Degree**

Adverbs of degree modify adjectives, other adverbs, or verbs. They tell us how much or to what extent.

Very / quite	very formal quite surprised rather informal
Extremely / really	extremely uncomfortable really amazed terribly sorry
Fairly / slightly	fairly common slightly different a bit unusual
Example 1	The shared facilities were extremely clean and well maintained.
Example 2	She was quite surprised by the cultural norms around setting the table.

Remember: Part 2 items may require multi-word answers — passive forms, indirect questions, comparatives, or adverbs.

MODEL TEST 1

Grade 9 Advanced / 10 General | End of Term 3 | 2025–2026

Name: _____

Class: _____

Date: _____

PART 1 Vocabulary [10 marks]

Choose the correct word(s) to complete each sentence. Choose A, B or C. (2 marks each)

1. The student chose the _____ because she wanted more space and did not want to share a bedroom with anyone else.

- A. single room
- B. triple room
- C. co-op

[2 marks]

2. The new tenant was relieved to discover that the _____ was refundable at the end of the contract, provided no damage had occurred.

- A. meal plan
- B. bus line
- C. security deposit

[2 marks]

3. He was quite surprised by the local _____ around greetings — it was considered impolite to shake hands without first making eye contact.

- A. downside
- B. customs
- C. napkins

[2 marks]

4. The host showed the guests how to _____ the table correctly, placing the napkin on the left and the silverware in order.

- A. fix
- B. serve
- C. set

[2 marks]

5. The landlord explained that the flat was _____, so tenants would need to buy their own beds and kitchen appliances.

- A. unfurnished
- B. refundable
- C. available

[2 marks]

PART 2 **Grammar [10 marks]***Read the text. Choose the correct word(s) for each gap. Choose A, B or C. (2 marks each)***A Short History of Shared Housing**

Shared housing has existed for centuries. In medieval Europe, large households (1)_____ by wealthy families often included servants, apprentices, and relatives under one roof. Today, the concept (2)_____ into many forms, from student dormitories to modern co-living spaces with shared facilities. Many people find shared accommodation (3)_____ than living alone because of the social environment it provides. When choosing shared housing, it is important to ask the landlord (4)_____ a meal plan is included in the monthly rent. First, you visit the property. Then, you fill out the application. (5)_____, you pay the deposit and collect the keys.

6. (1) – Choose the best option:

- A. are run
- B. were run
- C. ran

[2 marks]

7. (2) – Choose the best option:

- A. has evolved
- B. evolved
- C. was evolved

[2 marks]

8. (3) – Choose the best option:

- A. very appeal
- B. most appealing
- C. more appealing

[2 marks]

9. (4) – Choose the best option:

- A. whether
- B. that
- C. who

[2 marks]

10. (5) – Choose the best option:

- A. Then
- B. Initially
- C. Finally

[2 marks]

PART 3A Reading – Towards Grade Level Goal [24 marks]

Read the text. Choose True, False, or Not Given for each statement. Choose A, B or C. (4 marks each)

What Is Beautiful Architecture?

Architecture is both a science and an art. Great buildings must be structurally safe and functional, but they must also communicate something meaningful about the society that created them. Throughout history, different cultures have defined architectural beauty in very different ways.

In ancient Greece, beauty in architecture was closely linked to mathematical proportion. The Parthenon in Athens, completed around 432 BCE, was designed using a precise ratio between its height, width, and the spacing of its columns. This commitment to mathematical harmony was so influential that it shaped European architecture for over two thousand years, from Roman temples to Renaissance palaces.

Islamic architecture developed its own distinctive approach. Rather than relying primarily on mathematical proportion, Islamic buildings use intricate geometric patterns, delicate arabesques, and calligraphic representation of Quranic verses to guide the eye upward and invite contemplation. The great mosques of Istanbul, Cordoba, and Isfahan are remarkable not for their size alone but for the extraordinary density and complexity of their decorative language.

In the twenty-first century, the definition of architectural beauty has expanded further. Sustainable design — buildings that minimise energy use and interact harmoniously with their environment — is increasingly regarded as a dimension of architectural excellence. A building that looks beautiful but damages the environment is no longer considered fully successful by many contemporary architects.

11. The Parthenon was completed around 432 BCE.

- A. True
- B. False
- C. Not Given

[4 marks]

12. Ancient Greek architecture relied mainly on colourful decoration rather than mathematical proportion.

- A. True
- B. False
- C. Not Given

[4 marks]

13. The text states that the great mosques of Istanbul were built by Greek architects.

- A. True
- B. False
- C. Not Given

[4 marks]

14. Islamic architecture uses geometric patterns and calligraphy to create visual beauty.

- A. True
- B. False
- C. Not Given

[4 marks]

15. The writer implies that sustainable design is now considered part of what makes a building beautiful.

- A. True
- B. False
- C. Not Given

[4 marks]

16. According to the text, all contemporary architects agree on a single definition of architectural beauty.

- A. True
- B. False
- C. Not Given

[4 marks]

PART 3B Reading – At Grade Level Goal [28 marks]

Read the text. Choose the correct answer. Choose A, B or C. (4 marks each)

Homes Through Time

The history of human shelter is a story of constant adaptation. The earliest humans lived in caves or simple structures made from branches and animal skins — materials that were light and could be abandoned quickly when a group needed to move to follow game or avoid danger. The shift to permanent settlement, which began around ten thousand years ago with agriculture, transformed the very idea of what a home could be.

In Mesopotamia — the region between the Tigris and Euphrates rivers — some of the world's earliest permanent homes were built from mud bricks dried in the sun. These simple materials produced surprisingly durable structures, and the design of a central courtyard surrounded by rooms remained popular across the Middle East for thousands of years. The courtyard offered shade, privacy, and a shared space for the household — design priorities that remain recognizable in traditional architecture across the region today.

The industrial revolution transformed housing on a massive scale. Millions of people moved from the countryside to new industrial cities, creating demand for cheap, fast accommodation. Dense rows of identical terraced houses — small, dark, and lacking basic facilities — were built to house as many families as possible. During this period, concepts such as sanitation and minimum room sizes began to be written into building regulations, reflecting a growing understanding that poor housing was directly linked to disease and social instability. Today, the home continues to evolve. Tiny houses, co-living spaces, and smart homes represent the latest chapter in a story that began in a cave.

17. Why did early humans live in temporary shelters?

- A. They needed to move quickly to follow animals or avoid danger.
- B. They had not discovered bricks or stone.
- C. Permanent homes were forbidden by cultural custom.

[4 marks]

18. Where were some of the world's earliest permanent homes built?

- A. In the Nile Valley from stone.
- B. In ancient Greece using marble columns.
- C. In Mesopotamia from sun-dried mud bricks.

[4 marks]

19. What feature of Mesopotamian homes is still recognisable today?

- A. The use of sun-dried bricks for all external walls.
- B. The central courtyard surrounded by rooms.
- C. The single entrance facing north.

[4 marks]

20. The phrase 'fast accommodation' means housing that was:

- A. Connected to fast public transport.
- B. Built cheaply and quickly to house large numbers of workers.
- C. Designed to be destroyed easily after use.

[4 marks]

21. What led to the introduction of building regulations during the industrial revolution?

- A. Wealthy landlords wanting to charge higher rents.
- B. Public interest in architectural beauty.
- C. Recognition that poor housing was linked to disease and social problems.

[4 marks]

22. What is the main idea of this text?

- A. Mud brick is the most durable building material ever invented.
- B. Human homes have constantly changed to reflect new needs and circumstances.
- C. The industrial revolution destroyed the traditional concept of the family home.

[4 marks]

23. The phrase 'the latest chapter in a story' suggests that:

- A. The history of housing has been written in a famous book.
- B. Modern homes are the most comfortable ever built.
- C. Housing will always continue to develop as human needs change.

[4 marks]

PART 3C Reading – Beyond Grade Level Goal [28 marks]*Read the text. Choose the correct answer. Choose A, B or C. (4 marks each)***Intercultural Communication: More Than Just Words**

Effective communication across cultures requires far more than speaking the same language. Even between people who share a common tongue, cultural expectations about eye contact, personal space, directness, and silence can create misunderstandings that leave both parties confused, offended, or unaware that anything has gone wrong.

Research in intercultural communication identifies several dimensions along which cultures vary. One of the most significant is the distinction between high-context and low-context communication styles. In high-context cultures — common in East Asia, the Arab world, and Latin America — much of the meaning is conveyed through context, shared understanding, tone, and non-verbal signals rather than through explicit verbal statements. In low-context cultures — most prevalent in North America, Northern Europe, and Australia — communication tends to be more direct and explicit, with the expectation that meaning should be stated clearly in words.

These differences create real challenges in intercultural encounters. A direct negative response that seems politely honest in a low-context setting may feel unnecessarily blunt to someone from a high-context background. Conversely, an indirect answer that seems perfectly clear within a high-context framework may be experienced as evasive or confusing by someone from a low-context culture.

Developing intercultural competence is not primarily about memorising a list of customs. It is about cultivating genuine curiosity about the logic of other people's behaviour, a willingness to suspend judgement, and the humility to accept that one's own cultural habits are no more natural or universal than anyone else's.

24. What is a 'high-context' communication style?

- A. A style where meaning is stated clearly in words.
- B. A style where meaning is conveyed through context, tone, and non-verbal signals.
- C. A style that relies entirely on formal written communication.

[4 marks]

25. Which regions are described as typically having low-context communication styles?

- A. North America, Northern Europe, and Australia.
- B. East Asia, the Arab world, and Latin America.
- C. South Asia, Africa, and Southern Europe.

[4 marks]

26. What problem can arise between high-context and low-context communicators?
- A. They are unable to use the same vocabulary.
 - B. They disagree about the importance of written versus spoken communication.
 - C. One person's polite response may seem rude or confusing to the other.

[4 marks]

27. The writer says that intercultural competence is mainly about:
- A. Speaking at least two foreign languages fluently.
 - B. Curiosity, willingness to suspend judgement, and humility.
 - C. Memorising customs from every culture you might encounter.

[4 marks]

28. The word 'evasive' most likely means:
- A. Very clear and straightforward.
 - B. Surprisingly formal and polite.
 - C. Avoiding giving a direct answer.

[4 marks]

29. How does the writer connect this topic to the reader's world?
- A. By listing countries with the best intercultural training programmes.
 - B. By explaining that only diplomats need intercultural skills.
 - C. By showing that cultural misunderstandings affect everyone who interacts across cultures.

[4 marks]

30. What is the main argument of this text?
- A. Learning a foreign language is the best way to avoid cultural misunderstandings.
 - B. True intercultural communication requires curiosity and humility, not just language skills.
 - C. High-context cultures are more polite than low-context cultures.

[4 marks]

PART 4 Writing [40 marks]

WRITING TASK

Complete BOTH tasks. Write on lined paper.

TASK A [15 marks]

You are looking for accommodation near your university. Write a short message to a landlord asking about a room. Include TWO questions about the accommodation.

Write 60–80 words.

TASK B [25 marks]

Your school magazine asked students to write about their ideal home. Describe your ideal home and explain why it would be perfect for you. Include details about the type, location, and facilities.

Write 120–150 words.

Marking criteria: Content & Communication | Vocabulary & Language | Organisation | Accuracy

MODEL TEST 2

Grade 9 Advanced / 10 General | End of Term 3 | 2025–2026

Name: _____

Class: _____

Date: _____

PART 1 Vocabulary [10 marks]

Choose the correct word(s) to complete each sentence. Choose A, B or C. (2 marks each)

1. The international student was amazed by the local _____ around meals — it was customary to leave a little food on the plate to show you were satisfied.

- A. landlord
- B. custom
- C. request

[2 marks]

2. The apartment was _____ in a quiet area near the university, close to the bus line and within walking distance of the supermarket.

- A. required
- B. available
- C. located

[2 marks]

3. The university offered single rooms, _____, and co-ops with shared facilities for students who wanted a social living environment.

- A. triple rooms
- B. downside
- C. privacy

[2 marks]

4. She was _____ to learn that kitchen utensils were not included — she had assumed that at least a basic set of silverware would be provided.

- A. formal
- B. amazed
- C. surprised

[2 marks]

5. The _____ of living on campus was the noise — shared facilities were used late into the night, making it difficult to sleep.

- A. impression
- B. downside
- C. napkin

[2 marks]

PART 2 **Grammar [10 marks]***Read the text. Choose the correct word(s) for each gap. Choose A, B or C. (2 marks each)***A Short History of Hotels**

The first establishments offering paying accommodation (1)_____ in ancient Persia and the Roman Empire, where inns provided food and shelter along major trade routes. Over the centuries, the concept (2)_____ significantly. By the nineteenth century, luxury hotels in cities like Paris and New York (3)_____ as symbols of wealth and status. Today, the cheapest budget hostel is (4)_____ than those early roadside inns in terms of safety and hygiene. Could you tell me (5)_____ the security deposit is refundable?

6. (1) – Choose the best option:

- A. established
- B. are established
- C. were established

[2 marks]

7. (2) – Choose the best option:

- A. was changed
- B. has changed
- C. changed

[2 marks]

8. (3) – Choose the best option:

- A. were regarded
- B. are regarded
- C. regarded

[2 marks]

9. (4) – Choose the best option:

- A. very comfort
- B. most comfortable
- C. far more comfortable

[2 marks]

10. (5) – Choose the best option:

- A. who
- B. whether
- C. that

[2 marks]

PART 3A Reading – Towards Grade Level Goal [24 marks]

Read the text. Choose True, False, or Not Given for each statement. Choose A, B or C. (4 marks each)

What Makes a City Beautiful?

Cities, like buildings, can be beautiful or ugly — and what makes them beautiful is a question that urban designers, architects, and residents have argued about for centuries. Some believe that a beautiful city is primarily a matter of impressive individual buildings: a famous cathedral, a celebrated museum, a spectacular skyscraper. Others argue that it is the spaces between buildings — the streets, squares, parks, and public spaces — that determine whether a city feels welcoming and alive.

The idea that great public spaces are central to a city's beauty has a long history. The Piazza San Marco in Venice and the Jemaa el-Fna in Marrakech are celebrated not because of any single building but because they create environments where human activity can unfold in a visually rich and socially generous setting.

Human scale is another important factor. Cities and neighbourhoods designed to be experienced on foot tend to feel more beautiful and more inviting than those dominated by wide roads and large buildings that dwarf the human body. Many city centres damaged or replaced by car-oriented development in the twentieth century have been redesigned in recent decades to restore the pedestrian scale that makes urban spaces feel comfortable.

The question of who gets to define beauty in cities is increasingly recognised as a political one. Wealthy developers and city governments do not always share the aesthetic priorities of the communities who actually live in the spaces being designed. Community participation in urban design is now widely seen as a genuine source of better outcomes.

11. The Piazza San Marco is located in Venice.

- A. True
- B. False
- C. Not Given

[4 marks]

12. The text argues that beautiful cities must have at least one famous cathedral.

- A. True
- B. False
- C. Not Given

[4 marks]

13. The text states that most cities were redesigned for pedestrians in the nineteenth century.

- A. True
- B. False
- C. Not Given

[4 marks]

14. Cities designed for walking tend to feel more inviting than car-dominated ones.

- A. True
- B. False
- C. Not Given

[4 marks]

15. The writer implies that communities should have a say in designing their own urban spaces.

- A. True
- B. False
- C. Not Given

[4 marks]

16. The text states that wealthy developers always design spaces that communities find beautiful.

- A. True
- B. False
- C. Not Given

[4 marks]

PART 3B**Reading – At Grade Level Goal [28 marks]**

Read the text. Choose the correct answer. Choose A, B or C. (4 marks each)

Homes Through Time: From Caves to Smart Houses

The first humans had no choice about where they lived — they took shelter wherever nature provided it. Natural caves offered protection from weather and predators and were sometimes decorated with paintings, suggesting that even our earliest ancestors felt the need to personalise their living space. When humans began farming around ten thousand years ago, they needed to stay in one place for the entire growing season, and the permanent home was born.

Ancient Egyptian homes were designed primarily for the hot climate. Walls were thick to keep out the summer heat, and small high windows allowed hot air to escape. Many families slept on their rooftops during the hottest months, and the design was organised around managing temperature rather than displaying wealth.

In medieval Europe, the layout of a home reflected its social hierarchy. The great hall — a large communal space — was the centre of household life, where the family ate, entertained guests, and servants worked. Private rooms were rare luxuries, and the concept of personal privacy barely existed. It was not until the seventeenth and eighteenth centuries that individual bedrooms began to appear in wealthy European homes.

The twentieth century brought the most rapid transformation in housing history. Central heating, indoor plumbing, electric lighting, and refrigeration changed the daily experience of home life entirely. Today, smart home technology is adding a new layer of transformation to a story that shows no sign of ending.

17. Why did humans begin building permanent homes around ten thousand years ago?

- A. They discovered that caves were too cold in winter.
- B. Farming required them to stay in one place for the whole growing season.
- C. They wanted to display their wealth through architecture.

[4 marks]

18. How were ancient Egyptian homes designed to deal with the hot climate?

- A. With underground rooms that stayed cool all year round.
- B. With large windows to allow as much light as possible.
- C. With thick walls and small high windows to keep out heat.

[4 marks]

19. What was the 'great hall' in a medieval European home?

- A. A room used exclusively for formal dining.
- B. A private bedroom for the head of the household.
- C. A large communal space for eating, entertaining, and working.

[4 marks]

20. The phrase 'barely existed' means that privacy in medieval homes was:

- A. Only available to servants.
- B. Almost non-existent.
- C. Very common among all social classes.

[4 marks]

21. When did individual bedrooms begin to appear in wealthy European homes?

- A. In the seventeenth and eighteenth centuries.
- B. During the medieval period.
- C. At the beginning of the twentieth century.

[4 marks]

22. What is the main idea of this text?

- A. Ancient Egyptian homes were the most efficient ever built.
- B. Smart home technology has made modern homes uncomfortable.
- C. Human homes have constantly changed in response to new needs and technologies.

[4 marks]

23. The phrase 'a story that shows no sign of ending' suggests that:

- A. Homes will continue to develop and change in the future.
- B. Smart home technology has solved all housing problems.
- C. The history of housing has been completely documented.

[4 marks]

PART 3C**Reading – Beyond Grade Level Goal [28 marks]**

Read the text. Choose the correct answer. Choose A, B or C. (4 marks each)

National Stereotypes: Handle with Care

Stereotypes about national character are among the most persistent and most problematic features of intercultural life. The idea that all members of a particular nation share common personality traits — that Germans are efficient, Italians are passionate, Japanese are polite — is so widespread that most people accept such generalisations without examination. Yet the evidence for national character stereotypes is, at best, weak; and the social damage they cause is, at worst, profound.

From a scientific perspective, the problem with national stereotypes is not simply that they are sometimes inaccurate but that they are structurally incapable of being accurate. A nation is not a psychologically homogeneous group. It contains hundreds of millions of individuals with different personalities, values, and experiences. Any generalisation that treats all members of such a group as essentially similar commits what psychologists call the 'ecological fallacy' — drawing conclusions about individuals from group-level data.

In practice, national stereotypes cause harm in several ways. They lead people to interpret the behaviour of individuals through a pre-existing filter rather than responding to what is actually in front of them. A Brazilian visitor who arrives late for a meeting may be seen as confirming a stereotype about time-keeping rather than as an individual who missed a bus.

The alternative is not to pretend that cultural differences do not exist — they do. It is to engage with culture at the right level of analysis: understanding broad patterns while remaining genuinely open to the individual in front of you.

24. What is the writer's main claim about national character stereotypes?

- A. They are harmless generalisations that help people understand each other.
- B. They are accurate descriptions of cultural behaviour.
- C. They are persistent and cause social damage.

[4 marks]

25. What does the 'ecological fallacy' mean in this text?

- A. Making decisions based on environmental concerns.
- B. Drawing conclusions about individuals from group-level data.
- C. Believing that nationality determines intelligence.

[4 marks]

26. Why is a Brazilian arriving late used as an example?

- A. To show that Southern European people are always late.
- B. To explain why punctuality is important in meetings.
- C. To show how stereotypes cause people to misinterpret individual behaviour.

[4 marks]

27. What does the writer say we should do instead of using stereotypes?

- A. Understand broad cultural patterns while staying open to each individual.
- B. Ignore all cultural differences and treat everyone identically.
- C. Study nationality statistics before meeting anyone from another country.

[4 marks]

28. The phrase 'pre-existing filter' means:

- A. A camera lens used to photograph cultural events.
- B. A fixed assumption that shapes how we interpret behaviour.
- C. A formal checklist used in business meetings.

[4 marks]

29. How does the writer connect this to the reader's wider experience?

- A. By listing the nationalities most commonly stereotyped.
- B. By explaining that stereotypes are only a problem in business contexts.
- C. By showing that stereotypes affect how we interpret anyone from another culture.

[4 marks]

30. What is the main argument of this text?

- A. National stereotypes are useful because they simplify complex cultural information.
- B. National stereotypes are inaccurate and harmful; we should understand patterns while remaining open to individuals.
- C. Cultural differences between nations are too small to matter in daily life.

[4 marks]

PART 4**Writing [40 marks]****WRITING TASK**

Complete BOTH tasks. Write on lined paper.

TASK A [15 marks]

Your friend is considering living in university dormitories or renting a private flat. Write a short message giving them advice about which option is better and why.

Write 60–80 words.

TASK B [25 marks]

Your school is organising a multicultural food festival. Write an article for the school magazine describing the event and explaining why learning about other cultures' food customs is important.

Write 120–150 words.

Marking criteria: Content & Communication | Vocabulary & Language | Organisation | Accuracy

MODEL TEST 3

Grade 9 Advanced / 10 General | End of Term 3 | 2025–2026

Name: _____

Class: _____

Date: _____

PART 1 Vocabulary [10 marks]

Choose the correct word(s) to complete each sentence. Choose A, B or C. (2 marks each)

1. She was delighted to find the flat came with a full _____, including breakfast, lunch, and dinner.

- A. bus line
- B. meal plan
- C. security deposit

[2 marks]

2. The accommodation included a gym and a study room as part of the _____, available to all residents free of charge.

- A. downside
- B. privacy
- C. shared facilities

[2 marks]

3. She was careful to use the correct _____ at the formal dinner to make a good _____ on the senior guests.

- A. silverware / impression
- B. napkin / custom
- C. utensil / custom

[2 marks]

4. The family had to _____ to the new climate quickly, as the summers were extremely hot and they needed the air conditioning constantly.

- A. behave
- B. serve
- C. adapt

[2 marks]

5. The landlord confirmed the deposit was fully _____ as long as no damage was reported at the end of the tenancy.

- A. onsite
- B. refundable
- C. formal

[2 marks]

PART 2 **Grammar [10 marks]**

Read the text. Choose the correct word(s) for each gap. Choose A, B or C. (2 marks each)

A Short History of Dining Customs

The way people eat together tells us a great deal about their culture. In ancient China, chopsticks (1)_____ as early as the Shang Dynasty, around 1200 BCE. In medieval Europe, most people ate with their hands — silverware (2)_____ widely used until the seventeenth century. Today, dining customs are (3)_____ than ever: formal restaurant meals follow very different rules from casual street food culture. Could you tell me (4)_____ it is acceptable to leave food on your plate in this country? Getting this right is important because first impressions can be (5)_____ difficult to change once formed.

6. (1) – Choose the best option:

- A. are used
- B. used
- C. were used

[2 marks]

7. (2) – Choose the best option:

- A. was not
- B. is not
- C. had not been

[2 marks]

8. (3) – Choose the best option:

- A. very variety
- B. most varied
- C. more varied

[2 marks]

9. (4) – Choose the best option:

- A. who
- B. whether
- C. that

[2 marks]

10. (5) – Choose the best option:

- A. extremely
- B. very much
- C. absolutely

[2 marks]

PART 3A Reading – Towards Grade Level Goal [24 marks]

Read the text. Choose True, False, or Not Given for each statement. Choose A, B or C. (4 marks each)

The Architecture of Multicultural Cities

Some of the world's most visually rich cities are those that have absorbed the influences of many different cultures over long periods of time. Istanbul, for example, contains within a few square kilometres the remains of Byzantine churches converted into mosques, Ottoman palaces, and modern glass towers — a layered architectural history reflecting the city's extraordinary position at the meeting point of East and West.

In cities like these, architectural diversity is not simply a matter of aesthetic variety. Each building style carries the memory of a particular moment in the city's cultural and political life. The Hagia Sophia in Istanbul began as a Christian basilica, became a mosque, served as a museum, and has recently returned to use as a mosque — each transformation reflecting a shift in the city's governing culture and identity.

The experience of multicultural architecture challenges visitors and residents alike to think about whose vision of beauty has shaped the spaces around them. When the colonial powers built their administrative centres in cities like Mumbai or Algiers, they imposed European architectural styles on places with their own deep architectural traditions. Today, many of these buildings are celebrated as heritage sites — yet they also carry the memory of the power relationships that produced them.

Contemporary architects working in multicultural cities often try to create buildings that acknowledge this complex heritage. Rather than ignoring local traditions or simply copying them, they develop a design language rooted in local cultural logic while remaining open to global influences.

11. Istanbul contains Byzantine, Ottoman, and modern architectural styles within a small area.

- A. True
- B. False
- C. Not Given

[4 marks]

12. The Hagia Sophia has always been used as a mosque throughout its history.

- A. True
- B. False
- C. Not Given

[4 marks]

13. The text states that Mumbai's colonial buildings were demolished after independence.

- A. True
- B. False
- C. Not Given

[4 marks]

14. The writer implies that colonial architecture carries the memory of historical power relationships.

- A. True
- B. False
- C. Not Given

[4 marks]

15. According to the writer, the best contemporary architects simply copy traditional local styles.

- A. True
- B. False
- C. Not Given

[4 marks]

16. The text suggests that multicultural architecture can make a city visually rich.

- A. True
- B. False
- C. Not Given

[4 marks]

PART 3B

Reading – At Grade Level Goal [28 marks]

Read the text. Choose the correct answer. Choose A, B or C. (4 marks each)

Homes Around the World

The type of home people live in is shaped by climate, available materials, culture, and economic conditions. Around the world, the enormous variety of domestic architecture reflects both the diversity of human societies and the ingenuity with which people have solved the universal challenge of finding shelter.

In the Arctic regions of North America and Greenland, the Inuit traditionally built igloos — dome-shaped structures made from compacted snow blocks. Although snow seems like an unlikely building material, it is an excellent insulator: the air trapped between the snow crystals keeps the interior surprisingly warm even when outside temperatures fall far below freezing. The entrance was always built facing away from the prevailing wind, and a small hole in the top allowed smoke from the lamp to escape.

In Southeast Asia, traditional stilt houses are built above the ground on wooden poles. This design protects against flooding, improves ventilation in the tropical heat, and keeps the living

space away from ground-level insects and animals. In communities built along rivers and coastal areas, stilt houses allow people to live in locations that would otherwise be impossible to inhabit permanently.

The Mongolian ger — known in the West as a yurt — is a circular, portable home made from a wooden frame covered with felt and canvas. It can be assembled in under an hour and disassembled just as quickly, making it ideal for nomadic herders who move their animals across vast grassland territories.

17. What makes snow an effective building material for igloos?

- A. It is extremely hard and resistant to damage.
- B. The air trapped between snow crystals provides excellent insulation.
- C. It reflects sunlight and keeps the interior bright.

[4 marks]

18. Where was the entrance of an igloo always positioned?

- A. Facing south to maximise sunlight.
- B. Facing the nearest water source for easy access.
- C. Facing away from the prevailing wind.

[4 marks]

19. What is one reason stilt houses are built above the ground in Southeast Asia?

- A. To signal high social status to neighbours.
- B. To provide a better view of the surrounding landscape.
- C. To protect against flooding and improve ventilation.

[4 marks]

20. What does 'prevailing wind' mean in this text?

- A. The strongest storms of the season.
- B. The wind that blows most frequently from a particular direction.
- C. The warm wind that arrives in spring.

[4 marks]

21. How long does it take to assemble a Mongolian ger?

- A. Under an hour.
- B. Several days with a team of builders.
- C. Approximately one full day.

[4 marks]

22. What is the main idea of this text?

- A. Arctic homes are the most impressive engineering examples in the world.
- B. Modern homes are always more comfortable than traditional designs.
- C. Homes around the world reflect how people adapted shelter to their environment.

[4 marks]

23. The phrase 'universal challenge' means that finding shelter is a problem that:

- A. Has been solved differently in every country.
- B. Can only be solved with modern technology.
- C. Applies to all human beings everywhere.

[4 marks]

PART 3C **Reading – Beyond Grade Level Goal [28 marks]**

Read the text. Choose the correct answer. Choose A, B or C. (4 marks each)

An Anecdote About Miscommunication

A British engineer once described an experience that perfectly illustrates how cultural assumptions can derail even the simplest professional exchange. She had been sent to oversee a construction project in Japan, and on her first day, she met with the local project manager to discuss the schedule. She asked directly whether the project could be delivered by the original deadline. The project manager smiled, nodded slowly, and said, "That will be very difficult." She interpreted this as meaning the timeline was challenging but achievable — and confirmed the deadline with her head office.

Three weeks later, when it became clear that the project would significantly overrun, she raised the issue at a meeting. The project manager looked genuinely puzzled. "But I told you on the first day," he said. "I told you it would be very difficult." In his cultural and professional context, "that will be very difficult" was a polite but unambiguous way of saying that the deadline was impossible. The indirect language was not evasion — it was a clear message, clearly delivered.

This kind of miscommunication is extremely common across high-context and low-context communication cultures. It is not a failure of intelligence or good faith on either side. Both parties communicated according to the norms of their own cultural background. The problem was that those norms were invisible to each other.

Awareness of these differences does not guarantee perfect understanding, but it creates the foundation for a more productive conversation — one in which both parties are at least alert to the possibility that their own communicative habits are not universal.

24. Why did the British engineer confirm the original deadline with her head office?
- A. She had not understood a single word the project manager said.
 - B. She was under orders from her company to keep the original timeline.
 - C. She thought the project manager had agreed the deadline was achievable.

[4 marks]

25. What did 'that will be very difficult' actually mean in the project manager's cultural context?
- A. He needed more staff to finish the work.
 - B. The deadline was impossible to meet.
 - C. The project was challenging but would be completed on time.

[4 marks]

26. The writer describes the project manager's communication as:

-
- A. Polite but clear within his cultural framework.
 - B. Overly formal and unnecessarily indirect.
 - C. Evasive and dishonest.

[4 marks]

27. According to the text, what caused the miscommunication?

- A. The engineer did not speak Japanese fluently.
- B. The project manager was not being truthful about the timeline.
- C. Each person assumed the other shared the same communicative norms.

[4 marks]

28. The phrase 'invisible to each other' means that:

- A. The two people could not see each other during the meeting.
- B. The project schedule was not shown to either party.
- C. Neither person was aware of the cultural differences affecting communication.

[4 marks]

29. How does the writer connect this anecdote to a broader point?

- A. By arguing that British engineers should not work in Japan.
- B. By using the story to illustrate a common pattern in cross-cultural communication.
- C. By suggesting that indirect communication styles are inferior.

[4 marks]

30. What is the main argument of this text?

- A. Cultural miscommunication always leads to professional failure.
- B. Japanese business culture is incompatible with Western working practices.
- C. Awareness of different communication styles can help prevent misunderstandings.

[4 marks]

PART 4**Writing [40 marks]****WRITING TASK**

Complete BOTH tasks. Write on lined paper.

TASK A [15 marks]

You recently stayed with a host family in another country. Write a short email to a friend describing ONE cultural custom that surprised you and explaining how you adapted.

Write 60–80 words.

TASK B [25 marks]

Your class is discussing whether students should live in university dormitories or rent a flat off campus. Write an essay giving your opinion and supporting it with at least TWO reasons.

Write 120–150 words.

Marking criteria: Content & Communication | Vocabulary & Language | Organisation | Accuracy

MODEL TEST 4

Grade 9 Advanced / 10 General | End of Term 3 | 2025–2026

Name: _____

Class: _____

Date: _____

PART 1 Vocabulary [10 marks]

Choose the correct word(s) to complete each sentence. Choose A, B or C. (2 marks each)

1. The resident asked the _____ to fix the broken heating before winter arrived, as living without hot water was extremely uncomfortable.

- A. manager
- B. utensil
- C. napkin

[2 marks]

2. Students who chose to live _____ saved money on rent but had to commute to lectures every day, which many found tiring.

- A. on campus
- B. off campus
- C. onsite

[2 marks]

3. The host country's _____ around greetings were quite different — people kissed on both cheeks when meeting for the first time, which felt rather _____ to her initially.

- A. downside / surprised
- B. leftovers / informal
- C. customs / formal

[2 marks]

4. He was _____ by the fact that his host family left a full jug of water on the table — in his own culture, drinks were always poured by the host.

- A. sorry
- B. amazed
- C. impossible

[2 marks]

5. When she asked for a _____, the waiter brought a small piece of cloth that she initially thought was a decoration.

- A. napkin
- B. privacy
- C. request

[2 marks]

PART 2 **Grammar [10 marks]**

Read the text. Choose the correct word(s) for each gap. Choose A, B or C. (2 marks each)

A Short History of Architecture

Architecture is one of humanity's oldest forms of creative expression. The Great Pyramid of Giza (1)_____ around 2560 BCE and remains one of the most astonishing structures ever built. In ancient Rome, concrete (2)_____ for the first time, allowing builders to create domes of previously impossible size. Today, glass and steel towers are (3)_____ taller than any structure built before the twentieth century. Could you tell me (4)_____ the Burj Khalifa is the world's current tallest building? First, architects design the plans. Then, engineers calculate the costs. (5)_____, builders construct the finished structure.

6. (1) – Choose the best option:

- A. is built
- B. built
- C. was built

[2 marks]

7. (2) – Choose the best option:

- A. invented
- B. is invented
- C. was invented

[2 marks]

8. (3) – Choose the best option:

- A. considerably
- B. more considerably
- C. most considerably

[2 marks]

9. (4) – Choose the best option:

- A. that
- B. if
- C. who

[2 marks]

10. (5) – Choose the best option:

- A. Initially
- B. Then
- C. Finally

[2 marks]

PART 3A Reading – Towards Grade Level Goal [24 marks]

Read the text. Choose True, False, or Not Given for each statement. Choose A, B or C. (4 marks each)

Architecture and Identity

Buildings do not simply provide shelter — they express the values, beliefs, and aspirations of the societies that create them. The decision to build a cathedral, a mosque, a parliament, or a skyscraper is never purely practical. Each reflects a set of priorities about what is worth investing in and what kind of community the builders wished to project to the world.

National identity is often expressed through monumental public buildings. The Parliament of Hungary in Budapest, completed in 1904, was deliberately designed to be the largest building in the country — a statement about the ambitions of a nation asserting its place in Europe. The Sydney Opera House, with its distinctive shell-shaped roofs, has become so closely associated with Australian identity that it is impossible to think of the country without thinking of the building.

Religious architecture has always been among the most powerful expressions of cultural identity. The great cathedrals of medieval Europe were the tallest structures of their age — visual demonstrations that the community's devotion to God was greater than any worldly consideration. Similarly, the minarets of mosques serve not only as a practical feature for the call to prayer but as a visible assertion of the presence and importance of the Muslim community within the wider city.

The relationship between architecture and identity becomes particularly interesting — and sometimes controversial — in multicultural societies, where different communities may have very different ideas about what the built environment should look like.

11. The Parliament of Hungary was completed in 1904.

- A. True
- B. False
- C. Not Given

[4 marks]

12. The text states that the Sydney Opera House is the tallest building in Australia.

- A. True
- B. False
- C. Not Given

[4 marks]

]

13. The text gives the exact cost of constructing the Sydney Opera House.

- A. True
- B. False
- C. Not Given

[4 marks]

14. Medieval European cathedrals were the tallest structures of their time.

- A. True
- B. False
- C. Not Given

[4 marks]

15. The writer implies that architecture in multicultural societies can reflect competing cultural values.

- A. True
- B. False
- C. Not Given

[4 marks]

16. According to the text, minarets serve only as decorative features with no practical purpose.

- A. True
- B. False
- C. Not Given

[4 marks]

PART 3B

Reading – At Grade Level Goal [28 marks]

Read the text. Choose the correct answer. Choose A, B or C. (4 marks each)

Student Housing: Choices and Challenges

For students moving away from home for the first time, choosing where to live is one of the most important decisions they will make. The options available typically divide into two broad categories: accommodation on campus, provided directly by the university, and accommodation off campus, rented from private landlords.

On-campus accommodation — usually dormitories or co-op housing — has several clear advantages. It is physically convenient, placing students within easy walking distance of lecture halls, libraries, and onsite facilities. It often includes a meal plan, which removes the need to cook and shop regularly. And it provides an immediate social environment — particularly valuable for students who arrive in a new city without knowing anyone.

The main downside of on-campus accommodation, according to many students, is the lack of privacy. Shared facilities, thin walls, and communal living can make it difficult to study or sleep,

particularly during examination periods. Triple rooms and shared bathrooms are common in many university dormitories, and not all students find this comfortable.

Private accommodation off campus offers greater independence and, in many cases, more space. Students can choose who they live with and enjoy a separation between their academic and personal lives. However, renting privately requires more responsibility: tenants must deal with landlords, manage utility bills, and handle any problems with the property themselves.

17. What are the two main types of student accommodation described in the text?

- A. University hotels and private housing estates.
- B. On-campus accommodation and private off-campus renting.
- C. On-campus dormitories and co-op housing only.

[4 marks]

18. What is one advantage of a meal plan included in on-campus accommodation?

- A. It provides a wider variety of food than home cooking.
- B. It allows students to invite guests to formal dinners.
- C. It removes the need to cook and shop regularly.

[4 marks]

19. What do many students say is the main downside of on-campus accommodation?

- A. The lack of privacy due to shared facilities and communal living.
- B. The distance from the city centre and public transport.
- C. The high cost compared with renting off campus.

[4 marks]

20. The phrase 'handle any problems with the property themselves' means students must:

- A. Pay for all repairs even if caused by a previous tenant.
- B. Repair all damage to the property with their own hands.
- C. Deal with issues like repairs and landlord communication independently.

[4 marks]

21. What does 'security deposit' mean in this text?

- A. A fee paid to a security guard living in the building.
- B. A monthly insurance payment covering theft from the property.
- C. A sum of money paid at the start of a tenancy and returned if no damage occurs.

[4 marks]

22. What is the main idea of this text?

- A. On-campus accommodation is always better than private renting.
- B. Both types of student accommodation have advantages and disadvantages.
- C. Private landlords are generally unreliable and hard to deal with.

[4 marks]

23. The phrase 'separation between academic and personal lives' means:

- A. Students spend more time on personal activities than on studying.
- B. Students live in a different city from their university.
- C. Students can keep their study environment distinct from their home life.

[4 marks]

PART 3C**Reading – Beyond Grade Level Goal [28 marks]**

Read the text. Choose the correct answer. Choose A, B or C. (4 marks each)

When in Rome: Adapting to Cultural Norms

The saying 'When in Rome, do as the Romans do' captures one of the most fundamental challenges of intercultural living: the need to adapt one's own behaviour to the expectations of a new cultural environment. Cultural norms are largely invisible to the people who follow them — they are absorbed in childhood as 'the way things are done' and operate automatically. When you enter a new culture, you may be violating norms you did not even know existed.

Food customs are among the most culturally loaded areas of behaviour. In many cultures, finishing everything on your plate is considered the highest compliment to the cook. In others, leaving a little food on your plate is the polite thing to do, signalling that you have had enough. Asking for second helpings is enthusiastically welcomed in some households; in others, it is considered presumptuous or even rude.

Table manners extend to the use of utensils. In many Western cultures, it is considered formal and correct to use a knife and fork throughout a meal; using your hands for food that could be eaten with cutlery is seen as informal at best and rude at worst. In other cultures, eating with the hands is normal, natural, and even preferable — a sign of warmth and informality rather than poor manners.

Adapting to these differences requires not just knowledge but a genuine willingness to relearn — to accept that behaviours that feel natural in one setting may communicate something entirely different in another.

24. According to the text, why are cultural norms difficult to notice?

- A. They are absorbed in childhood and operate automatically.
- B. They are written in books that visitors rarely read.
- C. They change from generation to generation very rapidly.

[4 marks]

25. In which cultures is it polite to leave a little food on your plate?

- A. Cultures where food is always served in very large portions.
- B. Cultures where leaving food signals that you are satisfied.
- C. Cultures where finishing everything signals you are greedy.

[4 marks]

26. What does the text say about using your hands to eat in some cultures?

- A. It is always considered informal and impolite.
- B. It is acceptable only when cutlery is not available.
- C. It is seen as warm and natural, not as poor manners.

[4 marks]

27. The phrase 'culturally loaded' means that food customs:

- A. Involve a lot of physical preparation.
- B. Carry significant cultural meaning and expectations.
- C. Are very heavy and difficult to change.

[4 marks]

28. According to the writer, what is needed to adapt to different cultural norms?

- A. Knowledge only — once you know the rules, following them is easy.
- B. The ability to speak the local language fluently.
- C. Knowledge and a genuine willingness to relearn one's own behaviour.

[4 marks]

29. How does the writer connect this to the reader's personal experience?

- A. By explaining why most people fail to adapt to new cultures.
- B. By providing a list of the most common cultural mistakes tourists make.
- C. By describing situations everyone encounters when entering a new cultural environment.

[4 marks]

30. What is the main argument of this text?

- A. Western table manners are the most widely accepted standard globally.
- B. Adapting to cultural norms requires openness and willingness to change, not just knowledge.
- C. Food customs are the most important aspect of any culture to learn.

[4 marks]