duolingo
english test

DET Practice Questions
Volume 5, 2026



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Introduction

What is the DET?

The Duolingo English Test (DET) is an online English exam. It measures listening, speaking, reading, and writing and is accepted by thousands of universities and schools around the world. You can take the test anytime and anywhere. To find out more about the DET, go to *englishtest.duolingo.com.*

What's in this book?

This book can help you prepare for the DET. There are over 250 practice questions in this book - the same number of questions you would see taking the DET five times. The questions are grouped by question type, starting with a brief explanation. They are presented in the same order as in the DET. To listen to audio, scan the QR codes. Within each question type, the questions in this book are presented in order of difficulty. Easier questions are shown earlier and harder questions are shown later. For example, Question 1 on Interactive Reading is easier than Question 10.

You can find correct answers for all the comprehension (reading and listening) questions, by going to the Answers section at the back of the book. For Interactive Listening questions, you will find full conversations at the end of the book. Transcripts for Interactive Speaking questions are included too.



The DET measures four language skills - listening, speaking, reading, and writing. Each of these skills receives its own subscore, and your overall

score is based on your performance across them. Next to each question in this book, you will see one or more small icons. These icons show which skill subscore that question contributes to. Every test question on the DET contributes to one of the individual skill subscores, which are then combined to calculate your overall score. If you want to learn more about how your answers are scored, see the Scoring Guide listed in the Additional Resources section at the back of this book. There you can find a fuller explanation of how scores and subscores are calculated.

The DET is a computer-adaptive test, meaning the difficulty of the questions changes based on how well you do. If you get a question wrong, the next one will be easier; if you get one right, the next one will be harder. This book cannot recreate that feature, but you can experience it by taking the Practice Test. There, you can take a free 45-minute adaptive practice test and get a score estimate. See the Additional Resources section at the back of this book for links to this and other resources.

Who is this book for?

This book is for teachers who are helping their students prepare for the DET and students themselves.

How to use this book

This book of practice questions lets students (and teachers) do several things that cannot be done using online practice questions.

Teachers can:

- **Model strategies.** Show your students how to approach questions, for example by underlining key words or planning aloud before answering.
- **Vary practice conditions.** Change time limits and levels of support so students can focus on doing the task well before working at full speed.
- **Practice skills in isolation.** Focus on one skill at a time, such as

organizing ideas, writing introductions or speaking fluently.

- **Analyze errors.** Use errors as a guide. Analyze mistakes with your students and turn them into short lessons on grammar, vocabulary, or test strategies.
- **Revisit questions.** After giving feedback, have students redo a task while applying a specific strategy or addressing a specific task demand. Repetition with focused feedback helps learning stick.

Students can:

- **Adjust timing strategically.** If you are new to a question type, allow yourself more time than in the real test so you can focus on understanding what is being asked and how to respond well. Gradually reduce the time as you become more familiar, building up to full speed.
- **Reflect on how you approached each question.** After answering, briefly note what you did (for example, skimmed first, planned your answer, eliminated options). This helps you use effective strategies again.
- **Track your mistakes.** Pay attention to repeated issues, such as misreading questions or running out of time, so you know what to practice.
- **Give yourself feedback.** For speaking, record and listen back. For writing, compare your answer with a model or a rubric (for example, from the Duolingo English Test Scoring Guide).
- **Repeat question types.** Redo the same question types after a few days. If you can answer faster and better, you know you're improving.

Final words

Preparing for a high-stakes test can be stressful, but the best way to get ready is to practice. We hope these questions help.

Good luck!



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Questions



Read and Select

Key information

Time: 5 seconds

Preparation time: None

Subscore: Reading

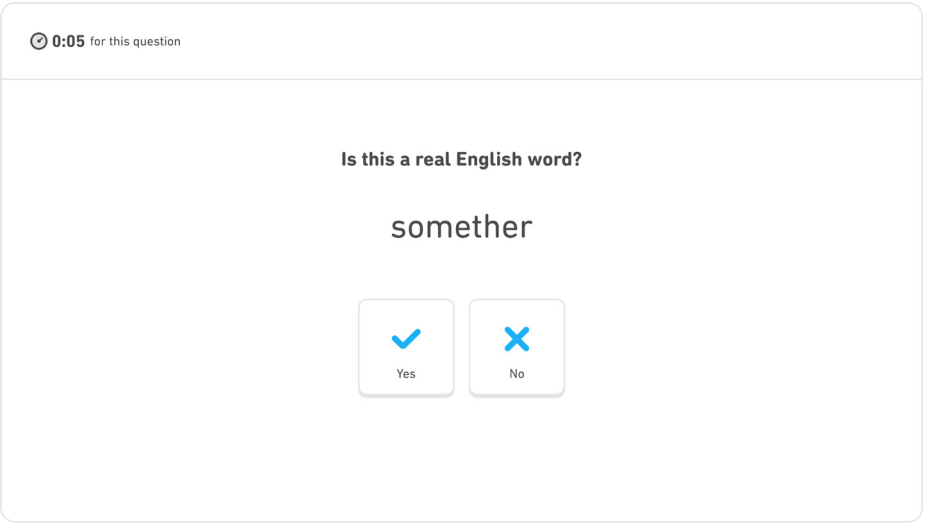
Number of questions: 15-18

What happens: You will see a word. You need to decide if the word is a real English word or not. If it is, click 'Yes'. If not, click 'No'.

Adaptive: Yes.

Controls: Click 'Yes' or 'No' with your mouse

Scoring: You are scored right if you choose 'Yes' for real words and 'No' for fake words



Good to know

- You'll see the next word after clicking 'Yes' or 'No'

- If you don't click 'Yes' or 'No' after 5 seconds, your answer will be marked wrong.
- The fake words look like real words.

Top tips:

- Click 'Yes' if you know the word or think you've seen it before.
- Click 'No' if you haven't seen the word before.
- Say the word silently in your head to help decide.

Practice Questions

1) small	2) trapple	3) end
4) sound	5) send	6) all
7) blintler	8) put	9) snampler
10) home	11) clupper	12) big
13) gronkle	14) hand	15) crinkleton
16) why	17) light	18) blantler
19) support	20) history	21) crinklet
22) control	23) brashlet	24) feature
25) pluster	26) discover	27) slinkish
28) harvest	29) chopperly	30) culture
31) deliver	32) drumbly	33) restore
34) sprokettish	35) snoggler	36) perform
37) skander	38) combine	39) declare
40) whindish	41) release	42) tundle
43) replace	44) fricklet	45) conifer
46) glabbery	47) maid	48) canyon
49) glantle	50) lantern	51) prickler

52) meadow
53) fripple
54) obvious
55) stagger
56) sophomore
57) scamivity
58) banking
59) inspector
60) processify
61) rainpath
62) prosper
63) plinkle
64) assert
65) chattify
66) linger
67) skampler
68) vessel
69) slangle
70) glisten
71) glovely
72) jubilation
73) snorple
74) flantastic
75) nurture
76) flimbonic
77) chimble
78) oblivion
79) paradox
80) grozzle
81) yearning
82) flinder
83) zenith
84) grackel
85) bluster
86) craggy
87) prangly
88) twindlet
89) dispel
90) boorish

Fill in the Blanks

Key information

Time: 20 seconds

Preparation time: None

Subscore: Reading

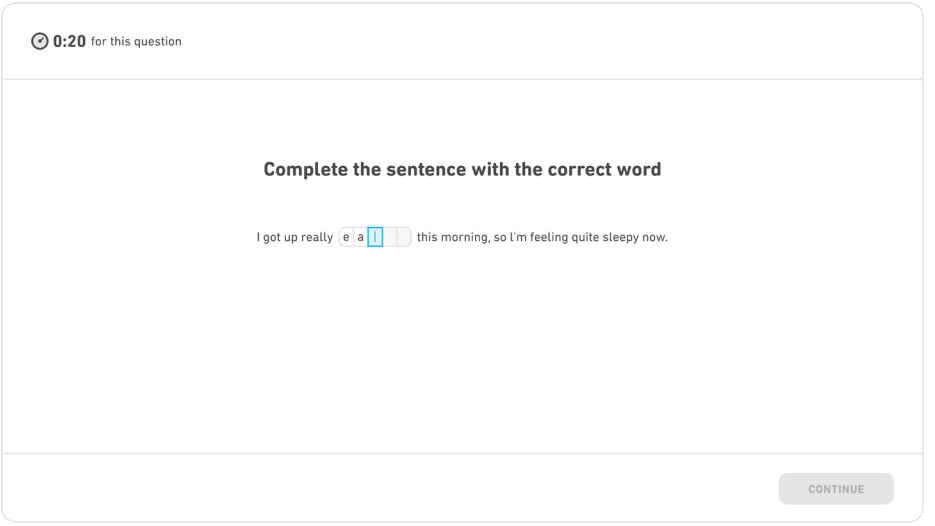
Number of questions: 6-9

What happens: You will see a sentence with an unfinished word (the second half of the word is missing). Type the ending of the unfinished word.

Adaptive: Yes.

Controls: Use the backspace or delete button to go back one space and delete a letter. Click 'Continue' to finish.

Scoring: You are marked right or wrong. To be right, you must spell the word correctly.



Good to know

- The unfinished words are adjectives, adverbs, nouns, and verbs.
- The sentences could be from stories, coursebooks, news, personal writing, or conversations.

Top tips:

- Use the rest of the sentence to guess the missing word. For example, look for another word in the sentence that has the same or the opposite meaning, or notice if the missing word is part of a common phrase.

Practice Questions

1) Can you help me fi_ _ the shop that sells hats?
2) The river flowed gen_ _ _ through the valley, surrounded by tall trees.
3) People drank tea and ate ca_ _ _ in the café by the river.
4) The city council discussed ways to make streets sa_ _ for children.
5) I enjoy walking along the banks of the ri_ _ _ in the evening.
6) She asked the professor what time the lec_ _ _ _ started.d
7) The lea_ _ _ fell from the trees onto the ground below.
8) For growing roses, you need at le_ _ _ six hours of direct sunlight daily.
9) Winter is my favorite sea_ _ _ because I love to see the snow.
10) The boy sped past on his bic_ _ _ _ as he waved to his friends.
11) The dog bar_ _ _ loudly when the stranger walked past the house.
12) The town is building a new lib_ _ _ _ near the school.
13) The children played in the gar_ _ _ until the sun went down.

14) Bus-only lanes make trips fas_ _ _ and encourage people to take public transport.

15) We couldn't see the view clearly because the rain was falling so hea_ _ _ _.

16) Public parks raise home val_ _ _ and give people free places to exercise.

17) We drank the bitter coffee and wat_ _ _ _ the river take the light and the fish with it.

18) During a lunar eclipse, the Earth blo_ _ _ sunlight and the Moon turns reddish.

19) Spaced practice spreads study over days and helps you reme_ _ _ _ longer.

20) Short qui_ _ _ _ give quick feedback so learners can adjust how they study.

21) After much consid_ _ _ _ _ _ _ , I decided to invest in skills that would advance my career significantly.

22) In a food web, energy moves from plants to the ani_ _ _ _ that eat them.

23) Losing contact with his family was the most tra_ _ _ part of his later life.

24) She lifted her glass and the room seemed to tilt tow_ _ _ her, all that bright money leaning in.

25) The film mixes comedy and rom_ _ _ _, which keeps the story light but still emotional.

26) I've been organizing my thoughts to write a detailed prop_ _ _ _ for the upcoming project deadline.

27) At dawn the moun_ _ _ _ _ lifted the first light like shields, and the crows took tally of the living.

28) The staircase shif_ _ _ under our feet, choosing a direction like it had an opinion about our homework.

29) Formative assessment is a process that uses freq_ _ _ _ feedback to help learners adjust strategies during study.

30) The acceptance letter sme_ _ _ _ like smoke and old paper, like someone tested a bad spell on it.

31) He became more cons_ _ _ _ _ of his spending after checking his bank account.

32) The event was broa_ _ _ _ _ in its entirety, despite technical problems at the start.

33) This mar_ _ _ the beginning of the American Revolutionary War, which lasted eight years.

34) Among the broader gains, urban tree planting cuts summer temperatures and reduces hous_ _ _ _ _ energy bills.

35) The afternoon gathered on the windowsill, and in that thin, trem_ _ _ _ _ light, she felt the end of another day.

36) During plate motion, tectonic colli_ _ _ _ _ build mountains while spreading centers create new ocean crust.

37) Home insul_ _ _ _ _ cuts heating use and keeps rooms warmer in winter.

38) The Great Wall of China, one of the most famous land_ _ _ _ _ in the world, stretches over 21,000 kilometers.

39) Heavy rains caused severe flooding, forcing emergency teams to work through the night to rescue stra_ _ _ _ residents.

40) Many governments offer tax bre_ _ _ to encourage people to switch from petrol cars.

41) The fall of the Berlin Wall in 1989 marked a tur_ _ _ _ point in European history.

42) After years of steady growth, the company hit a rough patch when global dem_ _ _ slumped.

43) Tensions flared in parliament today as lawm_ _ _ _ _ clashed over the proposed tax reforms.

44) Learning a foreign language should be a lifelong pur_ _ _ _, not a box to tick at school.

45) Leonardo da Vinci's insat_ _ _ _ _ curiosity and ability to think outside the box left a legacy that still inspires innovation today.

Read and Complete

Key information

Time: 3 minutes

Preparation time: None

Subscore: Reading

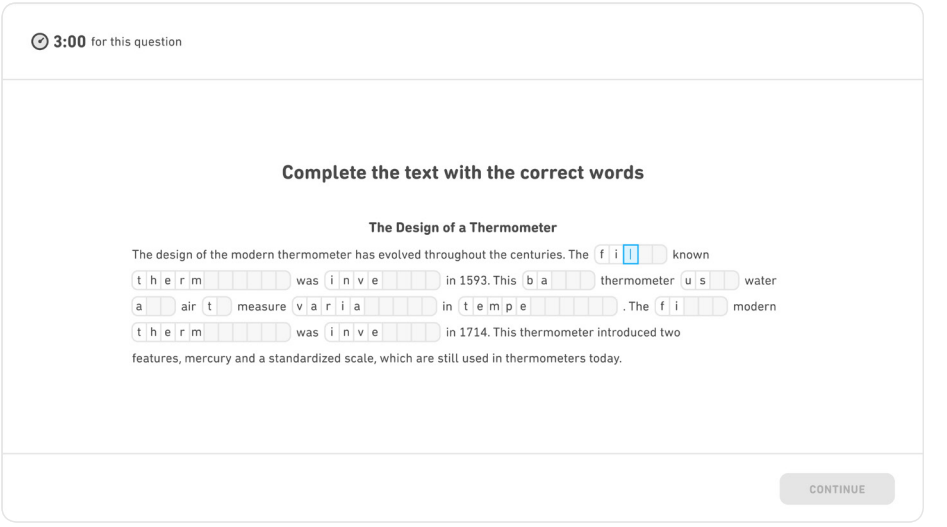
Number of questions: 3-6

What happens: You will see a paragraph with unfinished words (the second half of the words are missing). Type the endings of the unfinished words.

Adaptive: Yes.

Controls: Use the backspace or delete button to go back one space and delete a letter. Click 'Continue' to finish.

Scoring: Every word is scored on its own. The spelling must be correct to be right.



Good to know

- The paragraph can be fiction, a news story, or from a textbook.
- The title, and the first and last sentences have no unfinished words.
- The unfinished words are never next to each other.
- The unfinished words do not include proper nouns (like London or Sara), or acronyms (like UN or WWF).

Top tips:

- Read the whole paragraph first before you type the unfinished words.
- Use clues about meaning or grammar to help you finish the words.
- Do the easiest words first. Choose the harder words last.

Practice Questions

1) Monsoon Rain in India

Each summer, warm winds bring heavy rain to parts of India. The ra_ _ starts slo_ _ _, then fa_ _ _ hard f_ _ many ho_ _ _. Rivers ri_ _, and fie_ _ _ fill wi_ _ water, s_ farmers wa_ _ before th_ _ plant ri_ _. Roads c_ _ flood, a_ _ buses mo_ _ slowly, s_ people pl_ _ extra ti_ _ for tra_ _ _. After t_ _ rain, t_ _ air fe_ _ _ cooler, a_ _ trees lo_ _ clean a_ _ bright. When the season ends, the ground stays wet for many weeks, which helps the next crops grow.

2) Waiting at the Station

I sat on a bench and looked at the clock. The tr_ _ _ was la_ _ again, a_ _ the plat_ _ _ _ was qu_ _ _. A m_ _ in a bl_ _ jacket che_ _ _ _ his ph_ _ _, then p_ _ it ba_ _ in h_ _ pocket. A bi_ _ walked ne_ _ the ed_ _ and pic_ _ _ at some_ _ _ _ _ on t_ _ ground. Then, t_ _ announcer sp_ _ _, but t_ _ sound w_ _ soft, a_ _ I co_ _ _ not he_ _ the wo_ _ _. I watched the empty tracks and thought about nothing in particular.

3) The Life of Bees

Bees are small insects that live together in large groups called hives. They f_ _ from flo_ _ _ to flo_ _ _ to col_ _ _ _ nectar, wh_ _ _ they u_ _ to ma_ _ honey. While th_ _ do th_ _, they al_ _ move pol_ _ _, which he_ _ _ plants ma_ _ new se_ _ _. Inside t_ _ hive, ea_ _ bee h_ _ a j_ _. Some be_ _ bring fo_ _, some be_ _ look af_ _ _ the hi_ _, and t_ _ queen b_ _ lays eg_ _. People keep bees on farms because they give honey and help many flowers and vegetables grow.

4) Signal in the Dark

The space ship moved slowly, and the lights on the controls went on and off. Daniel he_ _ _ a so_ _ sound a_ _ saw a small sh_ _ _ appear o_ the scr_ _ _. He p_ _ on h_ _ helmet a_ _ spoke in_ _ the ra_ _ _, but th_ _ _ was n_ reply. The do_ _ of t_ _ ship ope_ _ _ with a loud no_ _ _, and h_ stepped out_ _ _ _. In fr_ _ _ of h_ _, a sh_ _ _ moved slo_ _ _ in sp_ _ _. Daniel held a small tool in his hand and waited to see if the shape would come closer.

5) A Shared Moment

Mia sat by the window, watching the rain. He wal_ _ _ past, hol_ _ _ _ his umbr_ _ _ _, and s_ _ couldn't he_ _ but sm_ _ _. She tho_ _ _ _ about t_ _ way h_ laughed i_ class, alw_ _ _ making ever_ _ _ _ happy. Her fri_ _ _ _ said s_ _ should ta_ _ to h_ _, but s_ _ felt t_ _ shy. She wond_ _ _ _ if h_ noticed h_ _ the w_ _ she not_ _ _ _ him. He loo_ _ _ up sudd_ _ _ _, and th_ _ _ eyes m_ _ for a mom_ _ _. Mia's heart raced as he waved at her.

6) My First Mission

During our first mission, Dolittle and I felt both fear and excitement. The pl_ _ _ shook a_ we fl_ _ higher, a_ _ he to_ _ me t_ keep ca_ _. I loo_ _ _ out t_ _ window a_ _ saw not_ _ _ _ but clo_ _ _. He han_ _ _ me t_ _ map

a_ _ pointed t_ where w_ needed t_ go. The no_ _ _ was s_ loud th_ _ we h_ _ to sh_ _ _ to he_ _ each ot_ _ _. When i_ was ov_ _, I w_ _ just ha_ _ _ to b_ safe. That day, I learned what it meant to work as a team in the skies.

7) A Review of "The Journey"

The book is about a young boy who goes on an exciting adventure. Al_ _ _ the w_ _, he me_ _ _ different chara_ _ _ _ _ who he_ _ him le_ _ _ valuable les_ _ _ _. The st_ _ _ is sim_ _ _ to fol_ _ _ but st_ _ _ makes rea_ _ _ _ think dee_ _ _ about cho_ _ _ _. The descri_ _ _ _ _ _ of t_ _ places h_ visited we_ _ vivid a_ _ made every_ _ _ _ _ feel re_ _. The end_ _ _ was unexp_ _ _ _ _ and tur_ _ _ out t_ be t_ _ best pa_ _ of t_ _ book. This i_ perfect f_ _ readers w_ _ like sto_ _ _ _ about pers_ _ _ _ growth a_ _ discovery. "The Journey" is a book I think other students would enjoy reading.

8) Tips for Writing an Academic Essay

Writing an academic essay starts with a clear plan. Begin b_ understanding t_ _ question a_ _ deciding o_ your ma_ _ argument. Create a_ outline wi_ _ an introd_ _ _ _ _ _, body parag_ _ _ _ _, and a concl_ _ _ _ _. Each para_ _ _ _ _ should fo_ _ _ on o_ _ main id_ _ and inc_ _ _ _ evidence t_ support i_. Use for_ _ _ language a_ _ avoid contra_ _ _ _ _ _ or sl_ _ _. Check yo_ _ work f_ _ grammar mist_ _ _ _ and ma_ _ sure t_ _ ideas fl_ _ logically. With careful planning and editing, your essay will be clear and well-organized.

9) The Animals and the Great Flood

The larger animals worked to gather logs and branches for a sturdy shelter. Smaller ani_ _ _ _ carried ma_ _ leaves a_ _ vines t_ weave wa_ _ _ that co_ _ _ keep o_ _ the ra_ _. Birds fl_ _ high, kee_ _ _ _ watch f_ _ danger a_ _ guiding t_ _ others. Even t_ _ insects joi_ _ _ in, fin_ _ _ _ gaps

t_ fill a_ _ strengthen t_ _ ark. Each ani_ _ _ worked a_ hard a_ they co_ _ _, knowing t_ _ shelter wo_ _ _ protect th_ _ all. By sun_ _ _, the ra_ _ was st_ _ _ falling, b_ _ the ani_ _ _ _ had bu_ _ _ a sa_ _, strong ho_ _. They looked at their work and realized they could never have done it alone.

10) Forest Fires Cause Global Damage

The fires have destroyed vast areas of forest, killing wildlife and destroying habitats. Thick sm_ _ _ has spr_ _ _ over cit_ _ _, making t_ _ air dang_ _ _ _ _ to bre_ _ _ _. Crops ha_ _ been dam_ _ _ _, threatening fo_ _ supplies f_ _ nearby commu_ _ _ _ _ _. The lo_ _ of tr_ _ _ has red_ _ _ _ the planet's abi_ _ _ _ to abs_ _ _ carbon dio_ _ _ _, worsening cli_ _ _ _ change. Rivers a_ _ lakes ne_ _ the fi_ _ _ are al_ _ polluted wi_ _ ash a_ _ debris. Many peo_ _ _ have lo_ _ their ho_ _ _ and a_ _ now liv_ _ _ in temp_ _ _ _ _ shelters. Recovery efforts will require global support to rebuild both the environment and affected communities.

11) Global Interest in Traditional Lantern Festivals

The lantern festivals feature creative designs, from small handheld lights to large floating lanterns. Each lan_ _ _ _ often repre_ _ _ _ _ a wi_ _ or pra_ _ _, carrying pers_ _ _ _ or spir_ _ _ _ _ meaning. Many commu_ _ _ _ _ _ come toge_ _ _ _ to ma_ _ the lant_ _ _ _, keeping t_ _ traditions al_ _ _ for fut_ _ _ generations. Performances, mu_ _ _, and fo_ _ stalls a_ _ to t_ _ lively atmos_ _ _ _ _, creating a_ experience th_ _ attracts bo_ _ locals a_ _ visitors. The eve_ _ _ also ha_ _ a str_ _ _ focus o_ family, wi_ _ generations wor_ _ _ _ side b_ side t_ prepare. People from other countries are beginning to adopt similar traditions in their own communities, influenced by the beauty and significance of the festivals.

12) Revolutionary Tech Device Changes Daily Life

The device is designed to solve common problems in daily life. It us_ _

smart techn_ _ _ _ _ to le_ _ _ from i_ _ user a_ _ adapt t_ their ne_ _ _. It c_ _ connect wi_ _ other dev_ _ _ _, creating a fully integ_ _ _ _ _ experience a_ home o_ in t_ _ office. Its light_ _ _ _ _ _ build a_ _ long bat_ _ _ _ life ma_ _ it ea_ _ to u_ _ anywhere. Early te_ _ _ have sh_ _ _ that i_ works fas_ _ _ and mo_ _ efficiently th_ _ existing prod_ _ _ _. The dev_ _ _ also incl_ _ _ _ features foc_ _ _ _ on sustain_ _ _ _ _ _ _, reducing ene_ _ _ use a_ _ waste. These details have impressed both tech enthusiasts and environmental groups.

13) Innovative Farming in Northern Kenya

The farming techniques include using drip irrigation, which delivers water directly to the roots of plants. This met_ _ _ reduces wa_ _ _ waste a_ _ helps cr_ _ _ grow ev_ _ during d_ _ periods. Farmers a_ _ also plan_ _ _ _ drought-resistant cr_ _ _ that req_ _ _ _ less wa_ _ _ and c_ _ survive i_ poor so_ _. Composting i_ being encou_ _ _ _ _ to imp_ _ _ _ soil qua_ _ _ _ and red_ _ _ the ne_ _ for expe_ _ _ _ _ fertilizers. Some far_ _ _ _ are lear_ _ _ _ how t_ use green_ _ _ _ _ _ to pro_ _ _ _ plants fr_ _ harsh wea_ _ _ _. These cha_ _ _ _ are sho_ _ _ _ early si_ _ _ of suc_ _ _ _, with hig_ _ _ crop yie_ _ _. The new methods are also teaching communities how to farm more sustainably.

14) Starting Small Talk with Confidence

Listening is just as important as speaking when making small talk. Pay atte_ _ _ _ _ to wh_ _ the ot_ _ _ person sa_ _ and a_ _ follow-up ques_ _ _ _ _ to sh_ _ you a_ _ engaged. This ma_ _ _ the conver_ _ _ _ _ _ more meani_ _ _ _ _ and encou_ _ _ _ _ the ot_ _ _ person t_ open u_. Avoid domin_ _ _ _ _ the discu_ _ _ _ _ by focu_ _ _ _ only o_ your o_ _ experiences. Instead, bal_ _ _ _ the conver_ _ _ _ _ _ by sha_ _ _ _ briefly ab_ _ _ yourself a_ _ then ask_ _ _ the ot_ _ _ person t_ share th_ _ _ thoughts. Good listening can turn a simple chat into a more enjoyable

and rewarding interaction.

15) New Museum Opens in Colombo

The museum's opening marks an exciting moment for Colombo and its residents. Local lea_ _ _ _ hope i_ will bo_ _ _ tourism a_ _ strengthen pr_ _ _ in t_ _ area's heri_ _ _ _. Schools a_ _ community gro_ _ _ are alr_ _ _ _ planning vis_ _ _ to ta_ _ advantage o_ the educa_ _ _ _ _ _ opportunities. The mus_ _ _ is expe_ _ _ _ to bec_ _ _ a h_ _ for cult_ _ _ _ events, work_ _ _ _ _, and exhib_ _ _ _ _ _. By brin_ _ _ _ history t_ life, i_ aims t_ inspire fut_ _ _ generations t_ appreciate a_ _ preserve th_ _ _ heritage. This new space will be a lasting resource for both locals and visitors alike.

16) China Leads the World in Electric Vehicle Transportation

China's progress in the electric vehicle market is setting an example for the rest of the world. Analysts pre_ _ _ _ continued gro_ _ _ as mo_ _ consumers swi_ _ _ to environ_ _ _ _ _ _ _ _ friendly transpo_ _ _ _ _ _ _. The ri_ _ of elec_ _ _ _ vehicles highl_ _ _ _ _ the pote_ _ _ _ _ for innov_ _ _ _ _ to add_ _ _ _ pressing enviro_ _ _ _ _ _ _ issues. By inve_ _ _ _ _ heavily i_ this sec_ _ _, the gover_ _ _ _ _ is demons_ _ _ _ _ _ _ how pol_ _ _ and techn_ _ _ _ _ can wo_ _ together t_ create susta_ _ _ _ _ _ solutions. The success of electric vehicles is expected to influence global trends and drive further advancements in green technology.

17) Why Kyoto Was Not Bombed in World War II

Kyoto was originally on the list of possible targets for the atomic bomb in 1945. It w_ _ a la_ _ _ city wi_ _ factories a_ _ a b_ _ population, s_ the US military s_ _ it a_ important. However, Henry Stimson, t_ _ US Secretary of War, argued stro_ _ _ _ against bom_ _ _ _ Kyoto. He h_ _ visited t_ _ city bef_ _ _ and under_ _ _ _ _ its cult_ _ _ _ and histo_ _ _ _ _ value. He

conv_ _ _ _ _ President Truman that destr_ _ _ _ _ Kyoto wo_ _ _ damage rela_ _ _ _ _ with Japan after t_ _ war. Because o_ this, t_ _ city w_ _ removed fr_ _ the tar_ _ _ list i_ July 1945. Unlike other cities, Kyoto was not bombed and survived the war almost untouched.

18) City Council Discusses New Projects

One of the main discussions centered around public transportation. Members tal_ _ _ about add_ _ _ more b_ _ routes t_ underserved ar_ _ _ and incre_ _ _ _ _ the freq_ _ _ _ _ of ser_ _ _ _ during pe_ _ hours. Suggestions we_ _ made t_ introduce elec_ _ _ _ buses t_ reduce emis_ _ _ _ _. Concerns we_ _ raised ab_ _ _ the co_ _ of th_ _ _ changes a_ _ how th_ _ would aff_ _ _ the ci_ _ budget. Some resi_ _ _ _ _ suggested priori_ _ _ _ _ _ repairs t_ existing infrast_ _ _ _ _ _ _ before expa_ _ _ _ _ services. The cou_ _ _ _ also consi_ _ _ _ _ partnerships wi_ _ private comp_ _ _ _ _ to sh_ _ _ costs. By the end of the meeting, plans were made to conduct further research on these options.

19) The Brightest Star in Orion

The biggest and brightest star in the constellation Orion is Betelgeuse, a red supergiant. It i_ one o_ the mo_ _ well-known st_ _ _ in t_ _ night s_ _ because o_ its si_ _ and bri_ _ _, reddish gl_ _. This mas_ _ _ _ star i_ located i_ the shou_ _ _ _ of t_ _ constellation a_ _ is ea_ _ to sp_ _ even wi_ _ the na_ _ _ eye. Betelgeuse i_ so la_ _ _ that i_ it repl_ _ _ _ the Sun in o_ _ solar sys_ _ _, it wo_ _ _ reach bey_ _ _ the or_ _ _ of Mars. Its brightness changes over time, making it an interesting star for astronomers to study.

20) How Double Glazing Works

The science behind double glazing is all about stopping heat transfer. Heat natu_ _ _ _ _ moves fr_ _ warm ar_ _ _ to co_ _ ones, s_ without

insul_ _ _ _ _, a l_ _ of war_ _ _ can esc_ _ _ through win_ _ _ _. The a_ _ or g_ _ between t_ _ glass lay_ _ _ slows do_ _ this pro_ _ _ _ because i_ does n_ _ conduct he_ _ well. The gl_ _ _ itself al_ _ reduces he_ _ loss. Together, th_ _ _ materials cre_ _ _ a bar_ _ _ _ that ke_ _ _ the ins_ _ _ of a house war_ _ _ for lon_ _ _. Double glazing also blocks out noise, making homes quieter.

21) Lake Baikal: A Natural Wonder

The lake is home to an incredible variety of plant and animal species, many of which cannot be found anywhere else. One o_ its mo_ _ famous resi_ _ _ _ _ is t_ _ Baikal seal, the on_ _ freshwater se_ _ species i_ the wo_ _ _. The lake's wat_ _ _ are ri_ _ in oxy_ _ _, which supp_ _ _ _ its uni_ _ _ ecosystem. It al_ _ contains hund_ _ _ _ of spe_ _ _ _ of fi_ _ and a diverse ra_ _ _ of micro_ _ _ _ _ _ organisms. This biodiversity has made Lake Baikal a UNESCO World Heritage Site and an important location for conservation efforts.

22) Underwater Communication

Whales are famous for their unique songs, which are some of the most fascinating sounds in the animal kingdom. These so_ _ _ are ma_ _ up o_ a ser_ _ _ of cli_ _ _, whistles, a_ _ long, de_ _ tones. Whales u_ _ these sou_ _ _ to commu_ _ _ _ _ _ with ea_ _ other acr_ _ _ great dist_ _ _ _ _ in t_ _ ocean. The so_ _ _ are of_ _ _ very com_ _ _ _ and c_ _ last f_ _ hours. Scientists believe these songs play an important role in helping whales find mates, warn of danger, and stay connected with their groups.

23) The Universe Takes a Left Turn

The ship hung in space, looking slightly more confused than a spacecraft should. It h_ _ just esc_ _ _ _ from a particularly na_ _ _ wormhole and n_ _ found its_ _ _ in a sector o_ the gal_ _ _ that h_ _ no rec_ _ _ of ev_ _

existing. The vi_ _ from t_ _ porthole w_ _ filled wi_ _ impossible col_ _ _, and t_ _ stars see_ _ _ to twi_ _ _ _ with a sense o_ irony. The ship's onboard comp_ _ _ _ emitted a series o_ beeps th_ _ could on_ _ be desc_ _ _ _ _ as skep_ _ _ _ _. Somewhere de_ _ in i_ _ circuits, i_ was recons_ _ _ _ _ _ _ every deci_ _ _ _ that h_ _ led t_ this mom_ _ _. The passengers, however, were busy debating whether this situation qualified as an emergency or just another Wednesday.

24) The Remote Control and Its Impact on Health

The widespread use of remote controls has had a measurable impact on physical health. Research h_ _ shown th_ _ extended sit_ _ _ _, such a_ watching telev_ _ _ _ _ for ho_ _ _ without mov_ _ _, is lin_ _ _ to hig_ _ _ rates o_ obesity, he_ _ _ disease, a_ _ diabetes. The conve_ _ _ _ _ _ of rem_ _ _ controls rem_ _ _ _ even mi_ _ _ opportunities f_ _ physical acti_ _ _ _ during telev_ _ _ _ _ use. Coupled wi_ _ the ri_ _ of fa_ _ food a_ _ the dec_ _ _ _ in recrea_ _ _ _ _ _ exercise, th_ _ device bec_ _ _ part o_ a bro_ _ _ _ pattern of unhe_ _ _ _ _ habits. The reduction in movement, even on a small scale, has been seen as a contributing factor to declining health trends in the latter half of the 20th century.

25) The Importance of Employee Onboarding

A strong onboarding process benefits both employees and employers. For empl_ _ _ _ _, it he_ _ _ clarify j_ _ responsibilities, estab_ _ _ _ _ _ relationships wi_ _ colleagues, a_ _ reduces t_ _ stress o_ starting a n_ _ role. For empl_ _ _ _ _, it ens_ _ _ _ that n_ _ hires c_ _ contribute t_ the organi_ _ _ _ _ _ more qui_ _ _ _ and effec_ _ _ _ _ _. Comprehensive onboa_ _ _ _ _ programs of_ _ _ include trai_ _ _ _, mentorship, and reg_ _ _ _ check-ins during t_ _ first f_ _ months. These elem_ _ _ _ help empl_ _ _ _ _ build t_ _ skills a_ _ confidence th_ _ need t_ meet expect_ _ _ _ _ _. Companies that invest in onboarding see higher productivity levels and

stronger workplace morale.

26) The Evolution of Programming Languages

Today, programming languages are more diverse than ever, catering to a wide range of tasks and industries. Some lang_ _ _ _ _ are desi_ _ _ _ for da_ _ analysis a_ _ artificial intell_ _ _ _ _ _, while oth_ _ _ focus o_ web devel_ _ _ _ _ _, mobile ap_ _, or vi_ _ _ games. Open-source lang_ _ _ _ _ have bec_ _ _ increasingly pop_ _ _ _, encouraging collab_ _ _ _ _ _ _ and innov_ _ _ _ _ among progr_ _ _ _ _ _ around t_ _ world. Advances i_ programming to_ _ _ and frame_ _ _ _ _ have ma_ _ it eas_ _ _ for begi_ _ _ _ _ to le_ _ _ and f_ _ professionals t_ build sophis_ _ _ _ _ _ _ systems. The evolution of programming languages reflects the rapid pace of technological progress and the growing importance of software in everyday life.

27) A TV Show That Changed Everything

When Twin Peaks first aired, it surprised audiences with its strange mix of mystery, drama, and surreal moments. The sh_ _ begins wi_ _ a mur_ _ _ investigation i_ a sm_ _ _ town, b_ _ it qui_ _ _ _ becomes mu_ _ more th_ _ a typ_ _ _ _ crime st_ _ _. It expl_ _ _ _ the li_ _ _ of t_ _ town's resi_ _ _ _ _, revealing th_ _ _ secrets and unu_ _ _ _ behavior. The combi_ _ _ _ _ _ of susp_ _ _ _ and biz_ _ _ _ humor ma_ _ it unl_ _ _ anything el_ _ on telev_ _ _ _ _ at t_ _ time. The show's unique tone and unpredictable twists kept viewers hooked from the start.

28) Understanding Stoicism

One of the key ideas in Stoicism is the concept of virtue. Virtue me_ _ _ acting wi_ _ wisdom, cou_ _ _ _, justice, a_ _ self-control. Stoics bel_ _ _ _ that liv_ _ _ a virt_ _ _ _ life i_ more impo_ _ _ _ _ than cha_ _ _ _ wealth o_ pleasure. They al_ _ teach th_ _ external eve_ _ _, such a_ success

o_ failure, d_ not def_ _ _ happiness. Instead, happ_ _ _ _ _ comes fr_ _ staying tr_ _ to one's val_ _ _ and do_ _ _ what i_ right. This makes Stoicism a practical philosophy that can be applied to everyday life.

29) The Contrasting Styles of McCoy Tyner and Herbie Hancock

While both pianists have left an indelible mark on jazz, their approaches reflect different aspects of the genre's evolution. Tyner's wo_ _ showcases t_ _ power a_ _ depth o_ modal ja_ _, emphasizing har_ _ _ _ and rhy_ _ _ to bu_ _ _ intensity. Hancock, o_ the ot_ _ _ hand, repre_ _ _ _ _ the genre's versatility, pus_ _ _ _ boundaries a_ _ blending sty_ _ _ to cre_ _ _ new possib_ _ _ _ _ _. Both musi_ _ _ _ _ have insp_ _ _ _ countless art_ _ _ _, demonstrating t_ _ endless pote_ _ _ _ _ of ja_ _ piano. The legacy of McCoy Tyner and Herbie Hancock highlights the diversity and creativity that define jazz as a living art form.

30) The Weight of the Jungle

The sun was barely visible through the thick jungle canopy, and the sweat that had long since soaked through my uniform clung to my skin like a second layer. We mo_ _ _ in sil_ _ _ _, not ev_ _ the so_ _ _ of o_ _ boots hit_ _ _ _ the gro_ _ _ to br_ _ _ the qu_ _ _. Every st_ _ felt li_ _ it mi_ _ _ be t_ _ last, ev_ _ _ rustle i_ the under_ _ _ _ _ _ felt li_ _ an en_ _ _ just o_ _ of si_ _ _. The he_ _ was unbea_ _ _ _ _, but wh_ _ was wo_ _ _ was t_ _ exhaustion, th_ _ kept cree_ _ _ _ in, t_ _ constant bat_ _ _ against t_ _ sleep th_ _ threatened t_ swallow m_ whole. I did n_ _ want t_ sleep, n_ _ out he_ _. You slept and you woke up somewhere else, in another world that didn't make sense.

Listen and Type

Key information

Time: 1 minute

Preparation time: None

Subscore: Listening

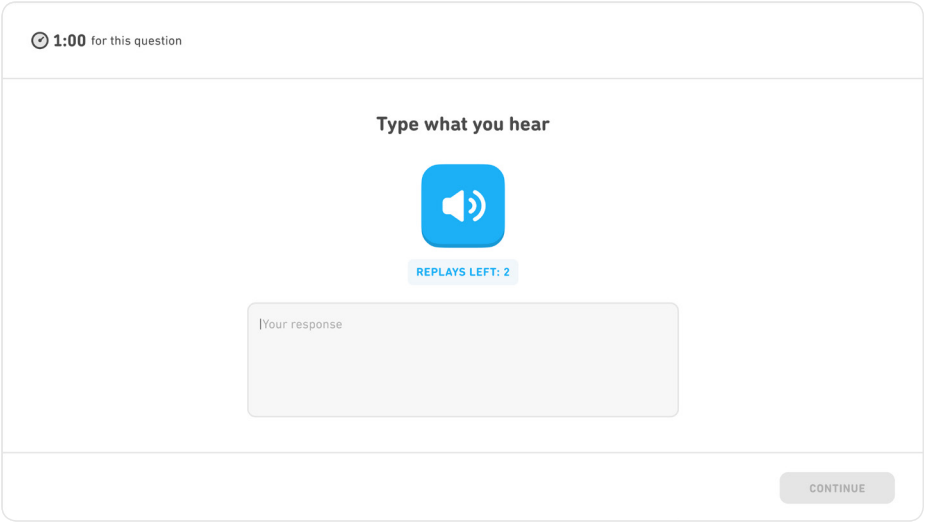
Number of questions: 6-9

What happens: You will listen to a sentence. Then you type exactly what you hear. You can play the recording up to three times.

Adaptive: Yes.

Controls: Click the speaker icon to listen again. Use the keyboard to type your answer.

Scoring: Your answer is compared to the correct sentence. The closer your answer is to the correct sentence, the higher your score.



Good to know

- The sentence can ask for information, give an opinion, say a fact, or something else.
- To get a high score, you need the right words, spelling, and punctuation.

Top tips:

- First, type what you hear. Then, play it again and check if your answer is correct.
- Use any time at the end to check your spelling and punctuation.

Practice Questions

1) 
2) 
3) 
4) 
5) 
6) 
7) 
8) 
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10) 

11) 

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Interactive Reading

Key information

Time: 7 or 8 minutes for all Interactive Reading questions together.

Preparation time: None

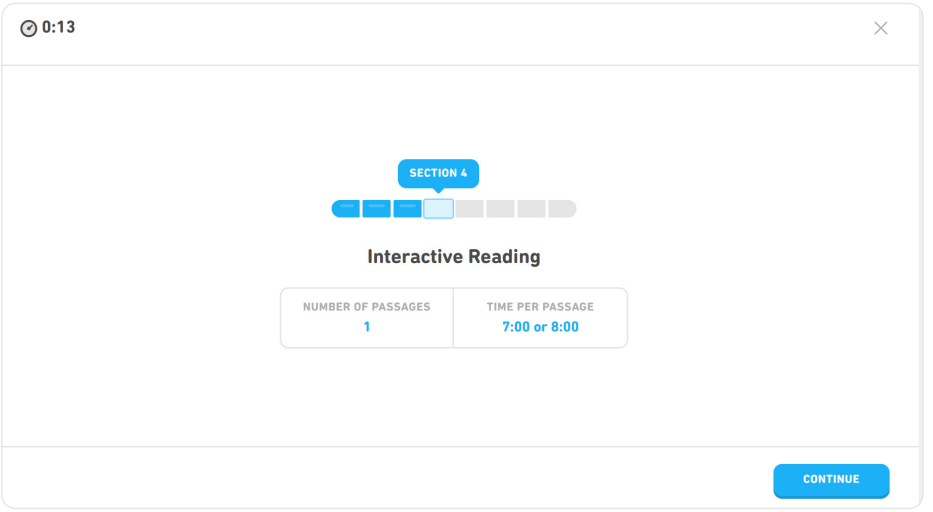
Subscore: Reading

Number of questions: 2 sets of Interactive Reading questions per test.

What happens: You answer six reading questions about one passage. The questions appear one at a time.

Adaptive: Yes.

Scoring: Right or wrong (except Highlight the Answer)



Good to know

- Everyone gets one 7-minute question and one 8-minute question per test.
- Each passage includes one of each question type—Complete the

Sentences, Complete the Passage, Identify the Idea, and Title the Passage—and two Highlight the Answer questions.

- Each test has two texts: one is a story (narrative), and one gives facts or information (expository).

Top tips:

- Use what you learn in the first questions to help with the next ones.
- Each question gives you more ideas about the text.
- Don't spend too much time on one question.
- Watch the time so you can finish all six questions.

Complete the Sentences

Key information

Time: 7 or 8 minutes for all Interactive Reading questions together

Preparation time: None

Subscore: Reading

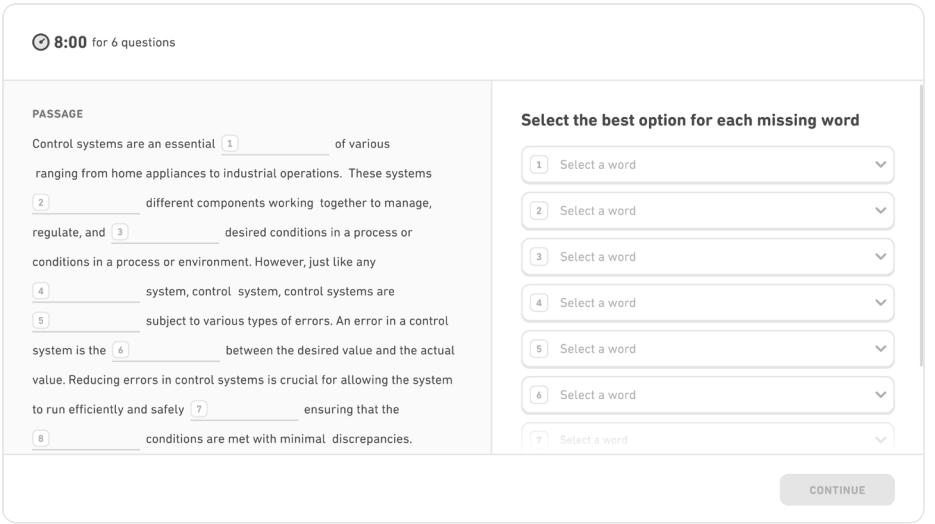
Number of questions: 1 question (3-10 words missing) per passage

What happens: You read the first half of a text. Some words in the text are missing. You choose the correct word for each blank from the choices given.

Adaptive: Yes.

Controls: The text stays on the screen while you choose. You can click to select answers for each blank.

Scoring: Each word is scored right or wrong.



Good to know

- This is the first part of Interactive Reading. It comes before Complete the Passage.
- There are 3-10 words missing in each question.
- There are 5 options for each missing word.

Top tips:

- Do the easiest words first. Choose the harder words last.
- Read the text slowly.

Complete the Passage

Key information

Time: 7 or 8 minutes for all Interactive Reading questions together

Preparation time: None

Subscore: Reading

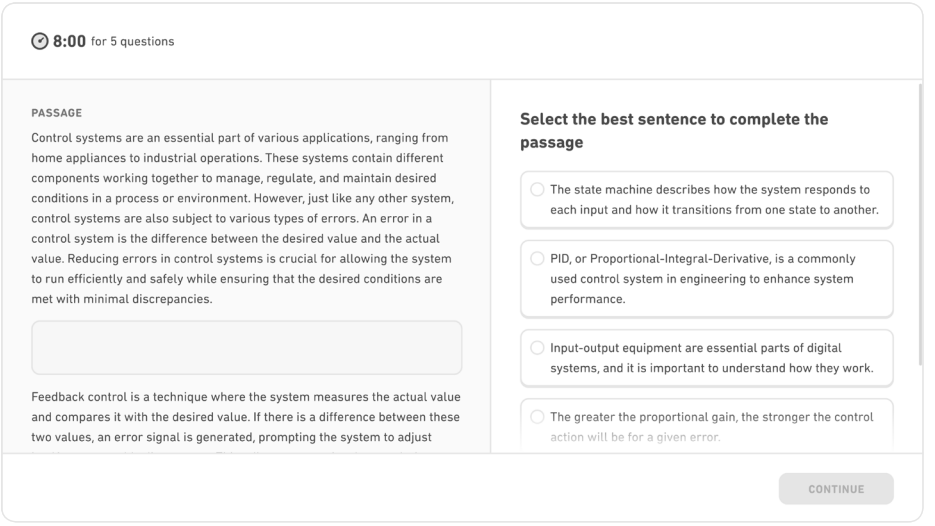
Number of questions: 1 question per passage

What happens: You read the beginning of the text again (the same text from the first task) and then see the second half of the text. One sentence is missing between the two parts. You choose the best sentence from the options to complete the text.

Adaptive: Yes.

Controls: The text stays on the screen while you choose. You click to choose the sentence you think fits best.

Scoring: This is scored right or wrong.



Good to know

- This is the second part of Interactive Reading. It comes after Complete the Sentences and before Highlight the Answer. The first part of the text is the same as Complete the Sentences.
- The right sentence should join the two parts together.
- After choosing a sentence, you can see how it looks in the blank.

Top tips:

- Read the second half more carefully since it's new.
- Look closely at the sentences before and after the blank. Check which answer fits best in between.

Highlight the Answer

Key information

Time: 7 or 8 minutes for all Interactive Reading questions together.

Preparation time: None

Subscore: Reading

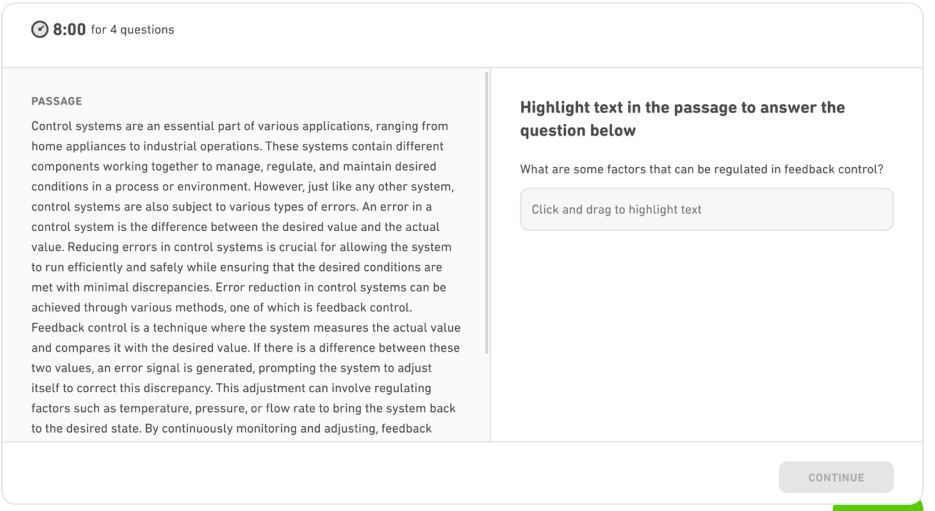
Number of questions: 2 questions per passage

What happens: You read the full text again (both parts, with the missing sentence filled in). Then you see a question about the text. You must find the answer in the text and use your mouse to highlight (click and drag) the part of the text that answers the question.

Adaptive: Yes.

Controls: The full text stays on the screen. You can click and drag to highlight your answer.

Scoring: The score depends on how correct your answer is. You get the most credit when your highlight is exactly right. If it's close, you still get some credit.



Good to know

- This is the third part of Interactive Reading. It's after Complete the Passage and before Identify the Idea.
- This uses the same text as Complete the Passage (but with the missing sentence added).
- There are two Highlight the Answer questions for each passage.
- The correct answer is always written somewhere in the text.
- You don't always need to highlight a full sentence.

Top tips:

- Look for keywords from the question in the text.
- Don't highlight too much - just the part that answers the question.

Identify the Idea

Key information

Time: 7 or 8 minutes for all Interactive Reading questions together

Preparation time: None

Subscore: Reading

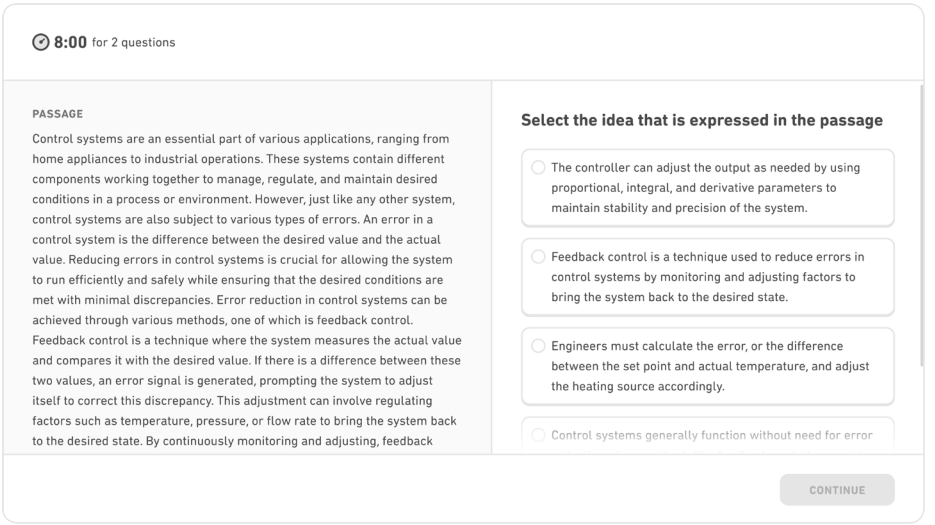
Number of questions: 1 question per passage

What happens: You read the whole text again and choose the main idea from a few options.

Adaptive: Yes.

Controls: The text stays on the screen. You click to choose the best main idea.

Scoring: Scored right or wrong.



Good to know

- This is the fourth part of Interactive Reading. It comes after Highlight

the Answer and before Title the Passage.

- The correct answer is the idea that the whole text is about.
- The text is the same text as for Highlight the Answer.

Top tips:

- Read all the options before you choose.
- Don't pick an answer that is only about one small detail.
- Look for the answer that matches the whole text.

Title the Passage

Key information

Time: 7* or 8† minutes for all Interactive Reading questions together

Preparation time: None

Subscore: Reading

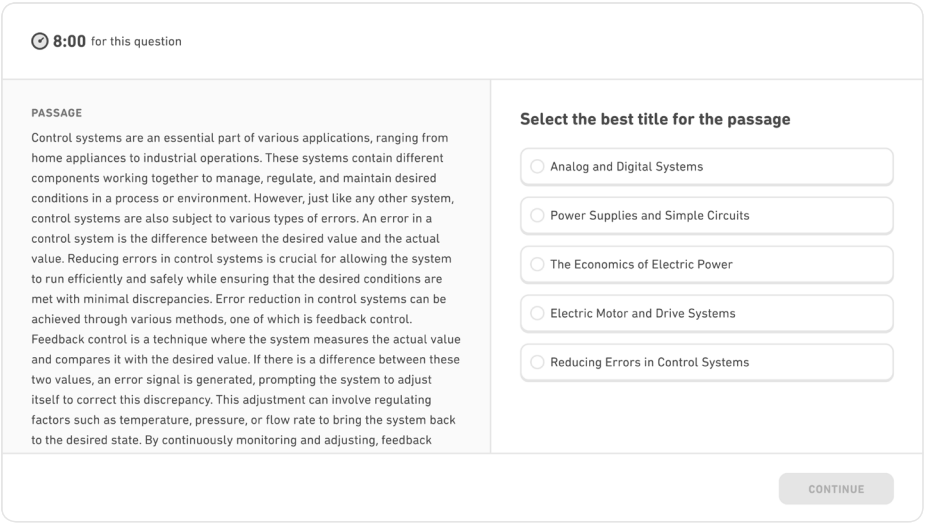
Number of questions: 1 question per passage

What happens: You read the full text again and choose the best title for it from a few options.

Adaptive: Yes.

Controls: The text stays on the screen. You click to choose the best title.

Scoring: Scored right or wrong.



Good to know

- This is the fifth (and last) part of Interactive Reading. It comes after Identify the Idea.

- The text is the same text as in the earlier questions (Highlight the Answer and Identify the Idea)

Top tips:

- Check how much time you have left before answering.
- Don't pick a title that only matches one small part of the text.
- Look for a title that fits the full meaning of the text.
- Use what you learned in Identify the Idea to help with Title the Passage. If you know the main idea, it's easier to pick the best title.
- Each question is marked with a * or a †, indicating the time limit for the question.

Practice Questions

Question 1*

Complete the Sentences

On the busy street corner, people rush by in all (1). Some are walking quickly to catch a bus while others stop to chat with (2). The street vendors shout, trying to get attention for their fresh fruit and (3).

1.1) Select the best option for each missing word.

1.1.1) directions / stops / lines / waves / ways

1.1.2) shops / friends / neighbors / workers / comrades

1.1.3) cheese / insurance / books / toys / snacks

Complete the passage

On the busy street corner, people rush by in all directions. Some are walking quickly to catch a bus, while others stop to chat with friends. The street vendors shout, trying to get attention for their fresh fruit and snacks. _____ Nearby, a group of children

plays on the sidewalk, laughing as they kick a ball back and forth. Despite the chaos, there is a sense of energy and life in the air.

1.2) Select the best sentence to complete the passage.

a) A child waves at a passing train, grinning at the rush of air.

b) A scooter edges past, careful in the narrow lane.

c) Runners skirt the edge and keep their pace past the fountain.

d) A cyclist weaves between pedestrians, dodging in and out of traffic.

Highlight the Answer

On the busy street corner, people rush by in all directions. Some are walking quickly to catch a bus, while others stop to chat with friends. The street vendors shout, trying to get attention for their fresh fruit and snacks. A cyclist weaves between pedestrians, dodging in and out of traffic. Nearby, a group of children plays on the sidewalk, laughing as they kick a ball back and forth. Despite the chaos, there is a sense of energy and life in the air.

Highlight the text in the passage to answer the questions below:

1.3) Why do the street vendors shout?

1.4) What are the kids doing on the sidewalk?

Identify the Idea

1.5) Select the Idea that is expressed in the passage.

a) The park is a peaceful place where people can relax, read books and enjoy nature.

b) The plaza is full of excitement, with street performers and shoppers, creating a fun environment.

c) The street corner is busy, with many people, vendors, and activities creating a lively atmosphere.

d) The market is full of fresh produce, the sounds of people shopping, and children playing.

Title the Passage

1.6) Select the best title for the passage.

a) The Quiet Park

b) The Crowded Plaza

c) The Busy Corner

d) The Evening at the Market

Question 2*

Complete the Sentences

Oscar was a small black (1) with a shiny (2) and bright eyes. Every morning, he ran through the (3), chasing butterflies and barking at (4). One day, he found a small (5) under the fence and decided to see where it (6).

2.1) Select the best option for each missing word.

2.1.1) animal / cat / rabbit / dog / teddy

2.1.2) shirt / coat / tail / ear / paw

2.1.3) corridors / roads / mountains / paths / fields

2.1.4) clouds / mammals / birds / flowers / trees

2.1.5) stone / rock / stick / branch / hole

2.1.6) climbed / jumped / stopped / led / goes

Complete the Passage

Oscar was a small black dog with a shiny coat and bright eyes. Every morning, he ran through the fields, chasing butterflies and barking at birds. One day, he found a small hole under the fence and decided to see

where it led. _____
____. He ran happily among the flowers, sniffing everything and wagging his tail. As he explored further, he saw a tall tree with a squirrel peeking out from its branches. Oscar barked playfully, and the squirrel darted away, leaving him curious about what other surprises the garden held.

2.2) Select the best sentence to complete the passage.

- **a)** Oscar barked loudly at the cat, who got scared and ran away.
- **b)** Oscar decided to run back to his house without exploring the hole further.
- **c)** The hole led Oscar into a dark and empty forest with no other animals or flowers.
- **d)** On the other side, Oscar discovered a large garden filled with colorful flowers and buzzing bees.

Highlight the Answer

Oscar was a small black dog with a shiny coat and bright eyes. Every morning, he ran through the fields, chasing butterflies and barking at birds. One day, he found a small hole under the fence and decided to see where it led. On the other side, Oscar discovered a large garden filled with colorful flowers and buzzing bees. He ran happily among the flowers, sniffing everything and wagging his tail. As he explored further, he saw a tall tree with a squirrel peeking out from its branches. Oscar barked playfully, and the squirrel darted away, leaving him curious about what other surprises the garden held.

Highlight the text in the passage to answer the questions below:

2.3) What did Oscar find on the other side of the fence?

2.4) What did Oscar do in the mornings?

Identify the Idea

2.5) Select the Idea that is expressed in the passage.

a) Oscar wanders down the street, following scents and chasing other animals.

b) Oscar buries his nose in a bush, finds a supply of food, and is pleased with his discovery.

c) Oscar's playful nature brings him face-to-face with a cat in the garden.

d) Oscar's adventure takes him to a garden where he explores and discovers new surprises.

Title the Passage

2.6) Select the best title for the passage.

a) Oscar's Arctic Adventure

b) The Dog and the Forrest

c) Oscar Makes New Friends

d) Oscar and the Hidden Garden

Question 3*

Complete the Sentences

Many people believe that cats make better pets than (1). They are independent, low-maintenance animals that don't require constant (2). While dogs need daily (3) and frequent playtime, cats are content to spend hours alone, (4) up in a cozy corner by the window.

3.1) Select the best option for each missing word.

3.1.1) snakes / dogs / pets / animals / humans

3.1.2) noise / food / attention / company / work

3.1.3) exercise / talks / naps / jumps / play

3.1.4) reading / playing / lying / curled / running

Complete the Passage

Many people believe that cats make better pets than dogs. They are independent, low-maintenance animals that don't require constant attention. While dogs need daily exercise and frequent playtime, cats are content to spend hours alone, curled up in a cozy corner by the window. _____. Instead, they prefer to roam around the house quietly or sleep in their favorite places. They are also easier to care for when you travel, as they don't require constant supervision or walks outside.

3.2) Select the best sentence to complete the passage.

- **a)** On the other hand, cats are also known to be highly vocal, demanding attention from their owners at odd hours.
- **b)** Unlike dogs, cats don't follow you all day for attention, which can be exhausting.
- **c)** While dogs are often loyal companions, cats provide a sense of mystery that many people appreciate.
- **d)** However, cats can sometimes be unpredictable, requiring more patience than they let on.

Highlight the Answer

Many people believe that cats make better pets than dogs. They are independent, low-maintenance animals that don't require constant attention. While dogs need daily exercise and frequent playtime, cats are content to spend hours alone, curled up in a cozy corner by the window. Unlike dogs, cats don't follow you all day for attention, which can be exhausting. Instead, they prefer to roam around the house quietly or sleep in their favorite places. They are also easier to care for when you

travel, as they don't require constant supervision or walks outside.

Highlight the text in the passage to answer the questions below:

3.3) What makes cats a better choice for people who often need to travel?

3.4) What do cats like to do more than following people around?

Select the Idea

3.5) Select the Idea that is expressed in the passage.

a) Dogs are easier to care for than cats because they require less attention.

b) Cats make good pets for busy people due to their independent nature.

c) Cats are more demanding than dogs because they need constant attention.

d) Cats are best for people who want an active and social pet.

Title the Passage

3.6) Select the best title for the passage.

a) Cats: The Perfect Low-Maintenance Pet

b) Why Dogs Can Be More Demanding Than Cats

c) The Quiet and Calm Nature of Cats

d) How to Care for Dogs and Cats

Question 4†

Complete the Sentences

Pan Am was one of the most famous (1) in the history of aviation. Known for its innovative (2), the airline introduced in-flight movies and (3) class travel. It played a (4) role in making international air travel (5) to the

general public. Despite its eventual (6), Pan Am remains a symbol of the (7) era of air travel.

4.1) Select the best option for each missing word:

4.1.1) industries / companies / businesses / airlines / firms

4.1.2) approaches / styles / services / innovations / methods

4.1.3) preferred / working / special / premier / economy

4.1.4) significant / good / immense / important / powerful

4.1.5) available / achievable / possible / accessible / final

4.1.6) loss / finale / downfall / retreat / fall

4.1.7) amazing / bright / shining / wealthy / golden

Complete the Passage

Pan Am was one of the most famous airlines in the history of aviation. Known for its innovative services, the airline introduced in-flight movies and economy class travel. It played a significant role in making international air travel accessible to the general public. Despite its eventual downfall, Pan Am remains a symbol of the golden era of air travel. _____. Many of the practices it pioneered are still used today, from reservation systems to passenger comfort. Although Pan Am ceased operations, its legacy continues to shape modern aviation.

4.2) Select the best sentence to complete the passage:

a) For instance, its focus was mainly on short domestic routes.

b) Its groundbreaking work influenced airlines all over the world.

c) This dedication to cargo shipping made it unique in aviation history.

d) However, its innovations were often overlooked by competitors.

Highlight the Answer

Pan Am was one of the most famous airlines in the history of aviation. Known for its innovative services, the airline introduced in-flight movies and economy class travel. It played a significant role in making international air travel accessible to the general public. Despite its eventual downfall, Pan Am remains a symbol of the golden era of air travel. Its groundbreaking work influenced airlines all over the world. Many of the practices it pioneered are still used today, from reservation systems to passenger comfort. Although Pan Am ceased operations, its legacy continues to shape modern aviation.

Highlight the text in the passage to answer the questions below:

4.3) What role did Pan Am play in the history of aviation?

4.4) What are some innovations Pan Am introduced?

Select the Idea

4.5) Select the Idea that is expressed in the passage.

a) Pan Am revolutionized global air travel by making it accessible to the public and pioneering practices that define aviation today.

b) Known for its luxurious services and groundbreaking innovations, Pan Am symbolizes the elegance of mid-20th-century air travel.

c) Even after its downfall, Pan Am's innovative services and influence continue to shape global aviation.

d) Pan Am's groundbreaking work influenced airlines all over the world by setting a new industry standard.

Title the Passage

4.6) Select the best title for the passage.

a) Pan Am: The Birth of Modern Aviation

b) The Golden Age of Air Travel

c) The Enduring Legacy of Pan Am

d) Pan Am: A Symbol of Rail Travel

Question 5†

Complete the Sentences

I remember the cold first. Paris felt hushed, as if the (1) had stopped. Our car idled at the curb. I took the (2) two at a time with orders stiff (3) a leather folder. The corridor was dark. (4) one door lay a pair of officer's boots. Beside them a pair of neat women's (5). I knocked. The general opened in shirtsleeves. I gave the (6). Verdun needs a commander now. He nodded. No speech. He reached for the (7). The shoes did not move. Laces tight. Tunic on. Cap in hand. A few quiet words through the (8). We left. In the car he (9) for Souilly and the Bar-le-Duc road.

5.1) Select the best option for each missing word.

5.1.1) computers / cars / clocks / music / time

5.1.2) lift / stairs / escalator / floors / elevator

5.1.3) through / on / at / under / in

5.1.4) Outside / In / Adjacent / Next / For

5.1.5) hat / gloves / shoes / horses / pants

5.1.6) memorandum / boots / data / message / thing

5.1.7) shoes / scarf / car / note / boots

5.1.8) wall / conversation / door / journey / curb

5.1.9) instructions / told / sent / wanted / asked

Complete the Passage

I remember the cold first. Paris felt hushed, as if the clocks had stopped. Our car idled at the curb. I took the stairs two at a time with orders stiff in a leather folder. The corridor was dark. Outside one door lay a pair

of officer's boots. Beside them a pair of neat women's shoes. I knocked. The general opened in shirtsleeves. I gave the message. Verdun needs a commander now. He nodded. No speech. He reached for the boots. The shoes did not move. Laces tight. Tunic on. Cap in hand. A few quiet words through the door. We left. In the car he asked for Souilly and the Bar-le-Duc road. _____. Streetlamps strobed the paper. He asked for numbers. Guns. Divisions. Which roads still open. I answered. He said we would hold the forts and keep the road alive. Steam hung over the station. He walked to the platform. Rotate units. Ammunition first. Drivers do not stop. By dawn we had a plan. By noon we had a battle. The boots were real. The hurry was real. The battle had begun.

5.2) Select the best sentence to complete the passage.

a) He rode forward until the men could see him.

b) He told me to ring the Home Office and say it twice.

c) The line holds if you hold.

d) He unfolded a map across his knees.

e) He folded it once and put it in his pocket.

Highlight the Answer

I remember the cold first. Paris felt hushed, as if the clocks had stopped. Our car idled at the curb. I took the stairs two at a time with orders stiff in a leather folder. The corridor was dark. Outside one door lay a pair of officer's boots. Beside them a pair of neat women's shoes. I knocked. The general opened in shirtsleeves. I gave the message. Verdun needs a commander now. He nodded. No speech. He reached for the boots. The shoes did not move. Laces tight. Tunic on. Cap in hand. A few quiet words through the door. We left. In the car he asked for Souilly and the Bar-le-Duc road. He unfolded a map across his knees. Streetlamps strobed the paper. He asked for numbers. Guns. Divisions. Which roads were still

open? I answered. He said we would hold the forts and keep the road alive. Steam hung over the station. He walked to the platform. Rotate units. Ammunition first. Drivers do not stop. By dawn we had a plan. By noon we had a battle. The boots were real. The hurry was real. The battle had begun.

Highlight the text in the passage to answer the questions below:

5.3) What was next to the general's boots?

5.4) What message was passed to the general in Paris?

Identify the idea

5.5) Select the Idea that is expressed in the passage.

- **a)** With scant intelligence, the general commits to battle.
- **b)** Summoned at night, the general leaves for the front immediately.
- **c)** The general surveys bomb damage and departs determined.
- **d)** The general visits paratroopers, leaving them steadier and ready.
- **e)** In his car, the marshal recalculates trains and supplies.

Title the passage

5.6) Select the best title for the passage.

- **a)** The Map to the Battle
- **b)** Night Visit after the Blitz
- **c)** Timetable for Survival
- **d)** Boots at the Door

Question 6*

Complete the Sentences

The Olduvai stone chopping (1) is a simple early implement used by early (2). It belongs to the Oldowan toolkit first recognized at Olduvai Gorge in

Tanzania. Makers struck flakes from a (3) to create a sharp edge. They then used that edge to cut (4), open bones for marrow, and scrape wood or hides. Many (5) are made from basalt, a tough volcanic rock that breaks in useful flakes.

6.1) Select the best option for each missing word.

6.1.1) utensil / machine / device / tool / technology

6.1.2) humans / creatures / apes / people / society

6.1.3) tool / wood / pebble / hardened / metal

6.1.4) cheese / meat / fabric / packaging / timber

6.1.5) these / chopping / some / of / examples

Complete the Passage

The Olduvai stone chopping tool is a simple early implement used by early humans. It belongs to the Oldowan toolkit first recognized at Olduvai Gorge in Tanzania. Makers struck flakes from a pebble to create a sharp edge. They then used that edge to cut meat, open bones for marrow, and scrape wood or hides. Many examples are made from basalt, a tough volcanic rock that breaks in useful flakes. _____ _____. The Olduvai stone chopping tool is a worked core with one main cutting edge, not a knife or hand axe. It shows careful striking, clear purpose, and quick production from local stones. This simple design spread widely across Africa because it was easy to make and did important jobs well.

6.2) Select the best sentence to complete the passage.

a) It represents a shift in stone working, moving from simple shaping to a planned production system.

b) The flakes produced were often sharp enough to be used straight away as cutting tools.

c) Some of these bone points show polish from use, and others have marks from fine shaping tools.

d) Finds at many sites make Clovis one of the best-known early tool traditions in the Americas.

Highlight the Answer

The Olduvai stone chopping tool is a simple early implement used by early humans. It belongs to the Oldowan toolkit first recognized at Olduvai Gorge in Tanzania. Makers struck flakes from a pebble to create a sharp edge. They then used that edge to cut meat, open bones for marrow, and scrape wood or hides. Many examples are made from basalt, a tough volcanic rock that breaks in useful flakes. The flakes produced were often sharp enough to be used straight away as cutting tools. The Olduvai stone chopping tool is a worked core with one main cutting edge, not a knife or hand axe. It shows careful striking, clear purpose, and quick production from local stones. This simple design spread widely across Africa because it was easy to make and did important jobs well.

Highlight the text in the passage to answer the questions below:

6.3) How was the tool created?

6.4) What was the legacy of this tool?

Identify the idea

6.5) Select the Idea that is expressed in the passage.

a) Early humans made a sharp-edged core tool for cutting meat and scraping hides.

b) Skilled toolmakers shaped bifacial stones into durable hand axes used for butchery and woodworking.

c) Farming communities ground stone axe heads, clearing forests

and building houses, fences, and paths.

d) North American hunters crafted fluted spear points for hunting large animals and travelling widely.

Title the passage

6.5) Select the best title for the passage.

a) Acheulean Hand axe as Early Multi-Purpose Tool

b) Levallois Flake from a Prepared Core

c) Scrapers for Hides and Woodwork

d) Neolithic Polished Axes for Wood and Building

e) Stone Tool for Cutting and Scraping

Question 7*

Complete the Sentences

On a hot afternoon at Kouyunjik, the work gang (1) dust from a mound of broken walls. A (2) passed up a clay tablet, heavy and cool, its edges chipped like old teeth. The overseer wrapped it in linen and packed it in a wooden (3). Weeks later the crate thumped onto a (4) in a quiet room in London. Fog pressed at the windows. Inside, a young (5) set the fragments in rows and (6) in the smell of clay and paper.

7.1) Select the best option for each missing word.

7.1.1) took / cleared / vacuumed / extracted

7.1.2) crew / foreman / guy / manager / girl

7.1.3) envelope / car / crate / transport / ship

7.1.4) bench / top / surface / sofa / ground

7.1.5) instructor / child / worker / professional / curator

7.1.6) smelled / imbibed / drink / breathed / sniffed

Complete the Passage

On a hot afternoon at Kouyunjik, the work gang cleared dust from a mound of broken walls. A foreman passed up a clay tablet, heavy and cool, its edges chipped like old teeth. The overseer wrapped it in linen and packed it in a wooden crate. Weeks later the crate thumped onto a bench in a quiet room in London. Fog pressed at the windows. Inside, a young curator set the fragments in rows and breathed in the smell of clay and paper.

_____ A story formed. A city with tall walls. Two companions. A cedar forest and a beast with a roaring face. Then a storm that swallowed the sky. Rain for days. A boat loaded with life. When the waters fell, the old man told his secret of staying alive. The curator sat back, hands dusty, and looked again at the first line. At last he wrote the name he had been reading all day. Gilgamesh.

7.2) Select the best sentence to complete the passage.

- **a)** Hour by hour he traced the small wedge marks with a blunt pencil.
- **b)** The scholars opened the brittle rolls with slow hands, reading the ancient letters.
- **c)** Each item was painstakingly sketched, numbered, and carried out.
- **d)** Tablets from palaces had been waiting half a lifetime for this reading.
- **e)** In the museum the lump split and showed thin teeth of wheels.

Highlight the Answer

On a hot afternoon at Kouyunjik, the work gang cleared dust from a mound of broken walls. A foreman passed up a clay tablet, heavy and

cool, its edges chipped like old teeth. The overseer wrapped it in linen and packed it in a wooden crate. Weeks later the crate thumped onto a bench in a quiet room in London. Fog pressed at the windows. Inside, a young curator set the fragments in rows and breathed in the smell of clay and paper.

Hour by hour he traced the small wedge marks with a blunt pencil. A story formed. A city with tall walls. Two companions. A cedar forest and a beast with a roaring face. Then a storm that swallowed the sky. Rain for days. A boat loaded with life. When the waters fell, the old man told his secret of staying alive. The curator sat back, hands dusty, and looked again at the first line. At last, he wrote the name he had been reading all day. Gilgamesh.

Highlight the text in the passage to answer the questions below:

7.3) What did the overseer do with the tablet?

7.4) How did the curator study the tablet?

Identify the idea

7.5) Select the Idea that is expressed in the passage.

a) Ventris cracked palace tablets, proving the script recorded an ancient event.

b) Cave finds revealed ancient texts, reshaping views of scripture and community life.

c) A trilingual slab let the world read hieroglyphs and return ancient Egypt's voice.

d) Tablets, studied by a young curator, told the story of an ancient flood.

Title the passage

7.6) Select the best title for the passage.

a) Stone That Spoke Egypt's Old Tongue

b) The King Behind the Door

c) Cave Scrolls From A Desert Sect

d) Bronze Gears That Mapped The Sky

e) Clay Tablets That Revived An Epic

Question 8†

Complete the Sentences

The origins of May Day labor (1) began with the campaign for the eight-hour day. On 1 May 1886, (2) across the United States held strikes and (3). In Chicago, a protest at Haymarket Square turned deadly after a bomb exploded and police (4) fire. The event shocked the public and became a (5) of the struggle for safer hours and (6) pay. Three years later, socialist parties and (7) unions meeting in Paris called for yearly (8) each 1 May to (9) workers' rights. From 1890, marches spread across Europe and beyond, fixing May Day as an (10) labor holiday.

8.1) Select the best option for each missing word.

8.1.1) day / vacation / holiday / break / union

8.1.2) unions / friends / people / society / parties

8.1.3) rallies / forums / parties / celebrations / conferences

8.1.4) did / caught / started / used / opened

8.1.5) badge / representation / symbol / declaration / image

8.1.6) bonus / equal / fair / prompt / high

8.1.7) trade / people's / the / other / workers

8.1.8) demos / demonstrations / events / holidays / symposiums

8.1.9) fight / support / back / counteract / get

8.1.10) intercontinental / global / transnational / international / impromptu

Complete the Passage

The origins of May Day labor holiday began with the campaign for the eight-hour day. On 1 May 1886, unions across the United States held strikes and rallies. In Chicago, a protest at Haymarket Square turned deadly after a bomb exploded and police opened fire. The event shocked the public and became a symbol of the struggle for safer hours and fair pay. Three years later, socialist parties and trade unions meeting in Paris called for yearly demonstrations each 1 May to support workers' rights. From 1890, marches spread across Europe and beyond, fixing May Day as an international labor holiday. _____ ___. The United States and Canada chose a different path and placed their Labor Day in early September, a decision shaped by local union traditions and by a wish to avoid the radical image tied to May Day. Even so, both traditions honor the same goals. They remember the people who organized, protested, and sometimes died to win shorter hours and safer workplaces, and they link today's labor rights to those 19th-century campaigns.

8.2) Select the best sentence to complete the passage.

a) By the early 1890s May Day had spread beyond the United States.

b) Many countries now mark 1 May as International Workers' Day.

c) After the Pullman Strike of 1894, Congress created a federal holiday.

d) In 1904 the movement urged annual work stoppages and rallies.

Highlight the Answer

The origins of May Day labor holiday began with the campaign for the eight-hour day. On 1 May 1886, unions across the United States held strikes and rallies. In Chicago, a protest at Haymarket Square turned deadly after a bomb exploded and police opened fire. The event shocked

the public and became a symbol of the struggle for safer hours and fair pay. Three years later, socialist parties and trade unions meeting in Paris called for yearly demonstrations each 1 May to support workers' rights. From 1890, marches spread across Europe and beyond, fixing May Day as an international labor holiday. Many countries now mark 1 May as International Workers' Day. The United States and Canada chose a different path and placed their Labor Day in early September, a decision shaped by local union traditions and by a wish to avoid the radical image tied to May Day. Even so, both traditions honor the same goals. They remember the people who organized, protested, and sometimes died to win shorter hours and safer workplaces, and they link today's labor rights to those 19th-century campaigns.

Highlight the text in the passage to answer the questions below:

8.3) Who asked for annual rallies each 1 May to support the rights of workers?

8.4) What are the goals of the May Day labor holidays?

Identify the idea

8.5) Select the Idea that is expressed in the passage.

a) Britain added a May holiday linking labor rallies and spring customs.

b) It remembers fallen and injured workers and demands for safer workplaces.

c) May Day arose from Haymarket's protest for an eight-hour work day.

d) Immigrant textile workers won raises and dignity through mass action.

Title the passage

8.6) Select the best title for the passage.

- **a)** Why the US marks Labor Day in September
- **b)** How May Day became a global workers' holiday
- **c)** May Day bank holiday in the UK
- **d)** The Bread and Roses workers' strikes

Question 9†

Complete the Sentences

The Sinking of the Rainbow Warrior (1) in Auckland on 10 July 1985. Two limpet mines ripped (2) Greenpeace's flagship at Marsden Wharf as it prepared to (3) French nuclear tests at Moruroa. The blast and flooding killed the ship's photographer, Fernando Pereira. New Zealanders woke to a (4) scene in their harbor and a mystery that quickly pointed offshore. Police (5) a rented camper van, dive gear, and false (6) to French intelligence. The operation, later revealed as Operation Satanique, had been (7) by the DGSE to stop the protests. Two agents, Alain Mafart and Dominique Prieur, were arrested (8) as tourists.

9.1) Select the best option for each missing word.

9.1.1) was / materialized / transpired / happened / ensured

9.1.2) in / through / passed / there / out

9.1.3) act / protest / object / prevent / help

9.1.4) movie / crime / bad / wrongdoing / murder

9.1.5) found / evidence / noticed / custody / traced

9.1.6) mustaches / flags / docs / permits / passports

9.1.7) done / organized / sent / created / installed

9.1.8) pretending / masquerading / posing / acting / being

Complete the Passage

The Sinking of the Rainbow Warrior happened in Auckland on 10 July 1985. Two limpet mines ripped through Greenpeace's flagship at Marsden Wharf as it prepared to protest French nuclear tests at Moruroa. The blast and flooding killed the ship's photographer, Fernando Pereira. New Zealanders woke to a crime scene in their harbor and a mystery that quickly pointed offshore. Police traced a rented camper van, dive gear, and false passports to French intelligence. The operation, later revealed as Operation Satanique, had been organized by the DGSE to stop the protests. Two agents, Alain Mafart and Dominique Prieur, were arrested posing as tourists. _____. Under UN-brokered arbitration the pair were transferred to French custody on Hao Atoll and France issued an apology and paid compensation to New Zealand and Greenpeace. Both agents returned to France early, which strained relations further. Greenpeace built Rainbow Warrior II and kept campaigning in the Pacific. The attack reshaped regional politics. It strengthened New Zealand's anti-nuclear stance and helped drive the 1987 nuclear-free law. It also damaged French standing in the Pacific and became a case study in state wrongdoing on foreign soil. France ended nuclear testing in 1996. The Sinking of the Rainbow Warrior remains a clear reminder of the risks activists face and the power of public pressure.

9.2) Select the best sentence to complete the passage.

a) They handed the helm to a crew member, then moved to the stern to talk with crew.

b) The clash centered on a blockade, and it unfolded as an overt military boarding.

c) They pleaded guilty to manslaughter and arson and received ten-year sentences.

d) It became a touchstone for environmental risk and corporate accountability rather than state action.

Highlight the Answer

The Sinking of the Rainbow Warrior happened in Auckland on 10 July 1985. Two limpet mines ripped through Greenpeace's flagship at Marsden Wharf as it prepared to protest French nuclear tests at Moruroa. The blast and flooding killed the ship's photographer, Fernando Pereira. New Zealanders woke to a crime scene in their harbor and a mystery that quickly pointed offshore. Police traced a rented camper van, dive gear, and false passports to French intelligence. The operation, later revealed as Operation Satanique, had been organized by the DGSE to stop the protests. Two agents, Alain Mafart and Dominique Prieur, were arrested posing as tourists. They pleaded guilty to manslaughter and arson and received ten-year sentences. Under UN-brokered arbitration the pair were transferred to French custody on Hao Atoll and France issued an apology and paid compensation to New Zealand and Greenpeace. Both agents returned to France early, which strained relations further. Greenpeace built Rainbow Warrior II and kept campaigning in the Pacific. The attack reshaped regional politics. It strengthened New Zealand's anti-nuclear stance and helped drive the 1987 nuclear-free law. It also damaged French standing in the Pacific and became a case study in state wrongdoing on foreign soil. France ended nuclear testing in 1996. The Sinking of the Rainbow Warrior remains a clear reminder of the risks activists face and the power of public pressure.

Highlight the text in the passage to answer the questions below:

9.3) How did the attack change attitudes towards nuclear weapons in New Zealand?

9.4) What evidence tied the agents to the crime?

Identify the idea

9.5) Select the Idea that is expressed in the passage.

- **a)** A protest trimaran struck a whaling ship in New Zealand, injuring crew and sinking.
- **b)** A French offshore drilling platform exploded, causing widespread pollution.
- **c)** Foreign agents bombed a ship, killing a photographer and igniting protests.
- **d)** French commandos stormed an aid flotilla, provoking international condemnation.

Title the passage:

9.6) Select the best title for the passage.

- **a)** Raid on an activist flotilla
- **b)** Wartime strike on a signals ship
- **c)** Corvette sunk by suspected torpedo
- **d)** Operation Satanique and the Rainbow Warrior
- **e)** Offshore rig explosion and oil spill

Question 10*

Complete the Sentences

Althea Gibson (1) tennis and golf. Born on August 25, 1927, in Silver, South Carolina, she grew up in Harlem and learned to play tennis on public (2). In 1950 she became the first Black player to (3) at the U.S. Nationals. In 1956 she won the French Championships, the first Grand Slam singles title by a Black athlete. In 1957 and 1958 she won both Wimbledon and the U.S. Nationals. Across singles, doubles, and mixed, she (4) eleven Grand Slam titles. Her fast serve, attacking instincts, and

calm under (5) shaped how champions play. When you watch today's game, you can trace a (6) back to Althea Gibson.

10.1) Select the best option for each missing word.

10.1.1) liked / altered / changed / moved / dominated

10.1.2) courts / fields / playgrounds / arenas / stadia

10.1.3) play / compete / try / serve / perform

10.1.4) completed / win / played / competed / collected

10.1.5) stress / anxiety / racism / pressure / burden

10.1.6) history / influence / line / impact / stimulus

Complete the Passage

Althea Gibson changed tennis and golf. Born on August 25, 1927, in Silver, South Carolina, she grew up in Harlem and learned to play tennis on public courts. In 1950 she became the first Black player to compete at the U.S. Nationals. In 1956 she won the French Championships, the first Grand Slam singles title by a Black athlete. In 1957 and 1958 she won both Wimbledon and the U.S. Nationals. Across singles, doubles, and mixed, she collected eleven Grand Slam titles. Her fast serve, attacking instincts, and calm under pressure shaped how champions play. When you watch today's game, you can trace a line back to Althea Gibson. _____ _____. In 1964 she joined the LPGA Tour as its first Black woman member and played in more than 170 events. She faced bias at courses and hotels. She kept competing anyway and spoke plainly about barriers in sport. Later she worked in sports administration in New Jersey and mentored younger players. She died on September 28, 2003, in East Orange, New Jersey. Althea Gibson's legacy is active, not archival. She broke color lines in two sports and set standards for grit and style. Her story widens the meaning of access and winning. If you care about the history of women's sport, or about equal

opportunity, you start with Althea Gibson and measure progress from there.

10.2) Select the best sentence to complete the passage.

a) Meanwhile, the American golf league had been segregated for decades.

b) She founded the WTA, and forced equal prize money at the US Open.

c) After top-level tennis, Gibson decided to turn her ambitions to golf.

d) Her visibility and advocacy broadened who feels welcome in US sport.

Highlight the Answer

Althea Gibson changed tennis and golf. Born on August 25, 1927, in Silver, South Carolina, she grew up in Harlem and learned to play tennis on public courts. In 1950 she became the first Black player to compete at the U.S. Nationals. In 1956 she won the French Championships, the first Grand Slam singles title by a Black athlete. In 1957 and 1958 she won both Wimbledon and the U.S. Nationals. Across singles, doubles, and mixed, she collected eleven Grand Slam titles. Her fast serve, attacking instincts, and calm under pressure shaped how champions play. When you watch today's game, you can trace a line back to Althea Gibson. After top-level tennis, Gibson decided to turn her ambitions to golf. In 1964 she joined the LPGA Tour as its first Black woman member and played in more than 170 events. She faced bias at courses and hotels. She kept competing anyway and spoke plainly about barriers in sport. Later she worked in sports administration in New Jersey and mentored younger players. She died on September 28, 2003, in East Orange, New Jersey. Althea Gibson's legacy is active, not archival. She broke color lines in two

sports and set standards for grit and style. Her story widens the meaning of access and winning. If you care about the history of women's sport, or about equal opportunity, you start with Althea Gibson and measure progress from there.

Highlight the text in the passage to answer the questions below:

10.3) What were Gibson's talents as a tennis player?

10.4) What is Gibson's legacy?

Identify the Idea

10.5) Select the Idea that is expressed in the passage.

a) Althea Gibson co-founded the WTA and championed equal pay for minorities.

b) Althea Gibson won two golf majors, joined the LPGA, and opposed apartheid.

c) Althea Gibson competed in a hijab and managed to win Olympic bronze.

d) Althea Gibson won 11 Grand Slams and became the first Black woman in the LPGA.

Title the Passage

10.6) Select the best title for the passage.

a) From Harlem Courts to Grand Slam Glory

b) Breaking Color Lines in Baseball and Golf

c) Equal Pay in Tennis and the WTA.

d) Grand Slam Wins and Anti-Apartheid Activism

Interactive Listening

Key information

Time: 6 minutes and 30 seconds (for Listen and Complete and Listen and Respond) and 75 seconds (for Summarize the Conversation)

Preparation time: None

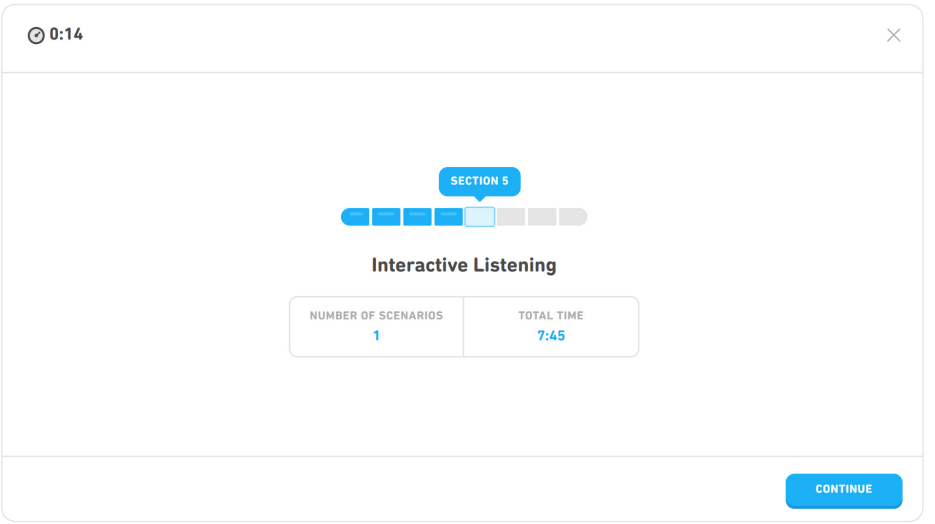
Subscore: Listening (and Writing for Summarize the Conversation)

Number of questions: 2 Interactive Listening questions per test.

What happens: You listen to a short situation. Then you complete three tasks based on this: fill in missing words, choose the best replies in a conversation, and write a short summary.

Adaptive: Yes.

Scoring: Right or Wrong for Listen and Complete and Listen and Respond, writing criteria (Content, discourse coherence, grammar, lexis) for Summarize the Conversation.



Good to know

- One question will be a conversation between two students and the other question will be a conversation between a student and a professor.
- Topics include asking for help, giving advice, planning study, asking for information and making requests.
- The three tasks are always in this order: Listen and Complete, Listen and Respond, then Summarize the Conversation.
- The time limit is shared between Listen and Complete and Listen and Respond.

Top tips:

- Use what you learn in Listen and Complete to help answer Listen and Respond, and Summarize the Conversation.
- Leave enough time to answer all the questions and reread the conversation before Summarize the Conversation.

Listen and Complete

Key information

Time: 6 minutes and 30 seconds (for Listen and Complete and Listen and Respond)

Preparation time: None

Subscore: Listening

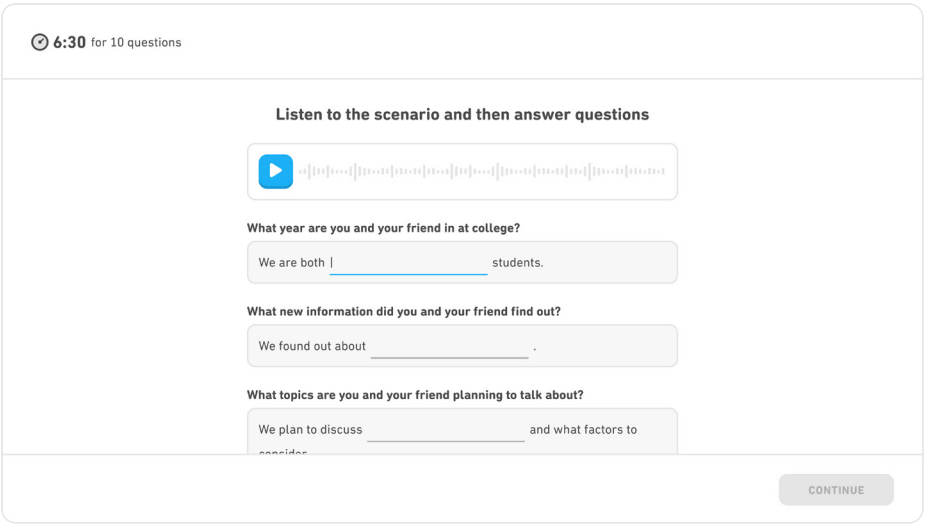
Number of questions: 3-4 questions per scenario.

What happens: Listen to a short scenario (a situation) about a conversation. You see three or four sentences about the situation. Part of each sentence is missing. You type the missing part of each sentence.

Adaptive: Yes.

Controls: Use the backspace or delete button to go back one space and delete a letter. Click 'Continue' to move to Listen and Respond.

Scoring: The closer your answers are to the correct answers, the higher your score.



Good to know

- This is the first part of Interactive Listening. It comes before Listen and Respond.
- You can listen as many times as you want.
- Spelling is not important, but your answer must give the right idea.
- Do not write too much or too little — just enough to answer the question.
- After this question, you take part in a conversation on the same topic.

Top tips:

- Remember that the timing for this question is shared with Listen and Respond.

Listen and Respond

Key information

Time: 6 minutes and 30 seconds (for Listen and Complete and Listen and Respond)

Preparation time: None

Subscore: Listening

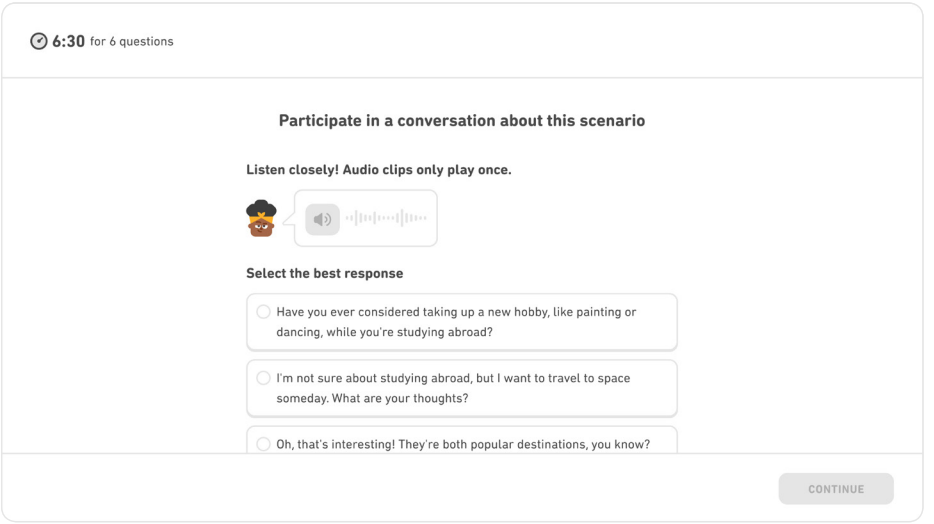
Number of questions: 5-6 questions per scenario

What happens: The other person speaks, and you choose your answer from the options on the screen.

Adaptive: Yes.

Controls: Click on the best reply. Then click 'Continue'.

Scoring: You are scored right or wrong for each line of conversation.



Good to know

- This is the second part of Interactive Listening. It comes after Listen

and Complete and before Summarize the Conversation.

- Sometimes you need to choose the best way to start the conversation. Other times you need to listen first.
- You can play each audio clip only once, but you can listen to the scenario (background) at any time.
- If your answer is right, a green tick appears in the top-left corner of the box.
- If your answer is wrong, you see a red cross in the top-left corner of the box and what the right answer is.

Top tips:

- An option may be wrong if it does not match the situation, does not answer the speaker directly, uses the wrong language, is the wrong level of formality, or adds or leaves out information.
- If you got an answer wrong, read the right answer. This will help you choose the next line of the conversation.
- Use any time left over at the end to read the conversation again and prepare to summarize the conversation (the next question).

Summarize the Conversation

Key information

Time: 75 seconds

Preparation time: None

Subscore: Writing (and Listening)

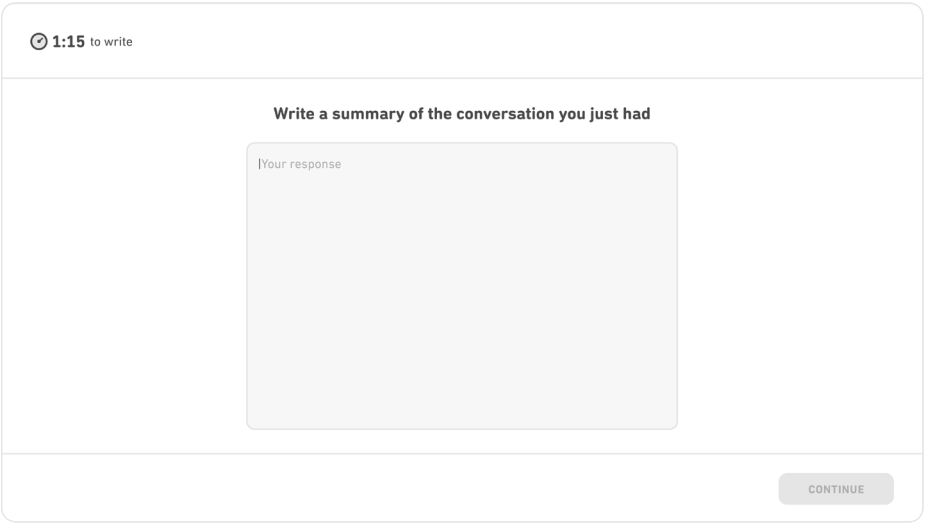
Number of questions: 1 question per scenario

What happens: You write a short summary of the conversation from Listen and Respond.

Adaptive: Yes.

Controls: Type your answer in the box using the keyboard.

Scoring: Your answer is scored using the writing criteria: Content, discourse coherence, grammar, lexis.



Good to know

- This is the third (and last) part of Interactive Listening. It comes after

Listen and Respond.

- The summary is part of your Writing score and also affects your Listening score (because it checks if your summary matches the conversation).
- You can use US or UK spelling.
- It's okay to use words from the conversation.

Top tips:

- Use full sentences. Don't use bullet points.
- Try to explain the situation, main ideas, and what happened at the end.
- Use phrases like 'I spoke to my classmate about...' or 'Two students spoke about...' to start your summary.
- You can write in first person ('I...') or third person ('A student and their professor...').

Practice Questions

Question 1

1.1) Listen and Complete

Listen to the scenario and then answer the questions.



1.1.1) What is the essay about?

It is on the _____.

1.1.2) What is the deadline?

It must be finished by _____.

1.1.3) What information do you need?

I want to know about the word count, _____, and how to structure it.

1.1.4) Who do you talk to about this?

I will speak to _____ to check the requirements.

1.2) Listen and Respond

Participate in a conversation about this scenario.

1.2.1) You:

a) Hi Professor, do you have a minute to talk about the test on the Roman Empire and its fall?

b) Do you have a minute to talk about my dissertation on the collapse of the Roman Empire?

c) I want to check the word count and how many sources you want. Could you tell me?

d) Hi Professor, do you have a minute to talk about the essay on the collapse of the Roman Empire?



1.2.2) You:

a) I'm struggling to shape a clear thesis statement. Could you give me some guidance?

b) I want to check the word count and how many references you expect. Could you tell me?

c) I want to check the format. Will it be short answers, essays, or

multiple choice?

d) So a clear claim, three points, and a short conclusion. Should I include a timeline of his campaigns?

e) Got it. Do you think I should explain background first, or jump straight to my argument?



1.2.3) **You:**

a) Should make an argument about how each of those reinforced each other or treat them separately?

b) Thanks. For structure, is an introduction, three body sections, and a conclusion okay?

c) I see. Something like "Economics, military overreach, and poor leadership made collapse more likely"?

d) I want to make sure I'm choosing the right focus. Should I cover all those causes, or just pick a few?



1.2.4) **You:**

a) So intro with a claim, three causes, then a short conclusion. Should I add a timeline section?

b) I think both. Will the essay focus on causes of the collapse, or could it be on earlier periods too?

c) That's quite a short word count. How do you recommend I answer the question without writing too much?

d) So, I could show how new steam-powered machines and cheap labor worked together to raise production?



1.2.5) **You:**

a) So I should revise the main factors. Can we bring notes?

b) Should I add a brief note about how that war impacted imperial identity?

c) I want to check the focus. Should I cover the whole period, or choose a few main drivers?

d) Do I need to add data or a map, or is normal text fine?

e) How long do we get, and how many short questions are there?



1.2.6) **You:**

a) Great. I'll start drafting and send those to you.

b) Great. Thanks very much. This clears things up.

c) Great, thanks. I'll refine it and send it to our group.

d) I'll focus on those and send you my slides tomorrow.

1.3) Summarize the Conversation

Write a summary of the conversation you just had.

Question 2

2.1) Listen and Complete

Listen to the scenario and then answer the questions.



2.1.1) What is your presentation about?

The topic is algorithmic bias _____.

2.1.2) Who will you speak to about the preparation?

I will talk to my _____.

2.1.3) What subject are you studying?

I am a student in _____ class.

2.2) Listen and Respond

Participate in a conversation about this scenario.

2.2.1) You:

a) Hey, can you help me with our sociology project?

b) Hey, do you have a moment? I want to ask you about our exam.

c) Hey, do you have a minute to speak about our data ethics talk?

d) Do you have a second to help with my paper?



2.2.2) You:

a) Like when two people have the same skills, but one gets chosen because of their name?

b) Growth mindset. I need a simple example.

c) Our presentation is on hiring best practices. I'm not sure how we can explain them.

d) It's about algorithmic bias in hiring. I'm not sure how to explain it simply.



2.2.3) You:

a) So, they block harmful traffic but let safe traffic pass?

b) Good. Let's also add an example, like Sweden using it since the 1990s.

c) That's because it learns from past data and repeats old habits, right?

d) Maybe I can add a story about an athlete who trained more and got better.



2.2.4) **You:**

a) Oh yeah, I remember that one. They grew big by sending watches to Instagram influencers.

b) Okay, then after that we can compare them and explain why one worked and one didn't.

c) That's a clear example. I guess we could also mention the issue of bias in interviews.

d) Great. Let's add a short example about how a CV screener might drop some candidates for the wrong reasons.



2.2.5) **You:**

a) Fantastic. I'll find a case which shows examples of those tonight. Thanks.

b) Yes, visual makes it clear. Add an example of blocking malware.

c) That's perfect. It's like a filter checking each visitor before letting them in.

d) Okay, then we give an example, like the measles outbreak in 2019.

2.3) **Summarize the Conversation**

Write a summary of the conversation you just had.

Question 3

3.1) **Listen and Complete**

Listen to the scenario and then answer the questions.



3.1.1) What is your essay about?

I'm writing an essay about _____.

3.1.2) What do you plan to include in your essay?

I want to include economic problems, social inequality, and _____ in the essay.

3.1.3) Why do you need help from your professor?

I'm not sure how to _____.

Professor:



3.2.1) You:

a) That's right, Professor. Our group is preparing a presentation about the Roman Empire, but we're not sure how we should organize it.

b) Hi Professor, could I ask you something about the history essay?

c) Thanks for meeting with me. I'm writing about the causes of the French Revolution, but I'm not sure how to organize my ideas.

d) I'm writing about the causes of the French Revolution, but I'm having trouble organizing my ideas.

e) I want to focus on economic strain, social inequality, and political tension, but I'm struggling to make it feel real.

Professor:



3.2.2) **You:**

a) I was thinking about economic problems, social inequality, and political conflict.

b) So in the introduction I should explain how these causes led to the revolution?

c) Should I address them in separate sections, or is there a better way to connect them?

d) The multiple-choice questions were okay, but the short answers were harder than I expected.

Professor:



3.2.3) **You:**

a) Thanks. I also wanted to ask you about how to link the cause and effect of the different factors.

b) That makes sense. So, should I begin with the economic issues, like the financial crisis and food shortages?

c) Should I include quotes from historians or mostly explain the ideas in my own words?

d) I thought I could have one section for each cause and explain how each one led to the revolution.

Professor:



3.2.4) **You:**

a) Does that mean I should focus on the Estates-General and the Tennis Court Oath?

b) I think I want to argue that these problems together made the revolution almost unavoidable.

c) I'll make a clearer outline tonight and look for a few more sources. That sounds best.

d) That's just what I was thinking. It wasn't a single cause, rather a combination of those issues.

Professor:



3.2.5) **You:**

a) I found two history books and one article, but I'm not sure if that's enough.

b) That helps a lot. I'll revise my outline tonight and focus on those three causes.

c) One more thing—should I include a conclusion that summarizes these causes?

d) That's a great way to frame it! Should I end with a speculative conclusion?

Professor:



3.2.6) **You:**

a) Thanks for your advice, Professor. I'll start working on this and I'll send you an email if I have more questions.

b) I'll make a clearer outline tonight, find a few more sources, and then start drafting the essay. Thanks for the advice.

c) Thanks, Professor! This is going to be fun to write. I really appreciate your help on this.

d) Do you think it's okay if I email you the outline when it's ready? That would be a great help.

3.3) **Summarize the Conversation**

Write a summary of the conversation you just had.

Question 4

4.1) **Listen and Complete**

Listen to the scenario and then answer the questions.



4.1.1) What is your goal?

I want to _____ and meet people.

4.1.2) Which clubs are you considering joining?

I'm deciding between _____ and Basketball Club.

4.1.3) When will you meet your classmate?

We will meet _____ to talk about the pros and cons.

4.2) Listen and Respond

Participate in a conversation about this scenario.

4.2.1) You:

a) I signed up for the activities list. Did you?

b) Did you hear Music Club is starting again next week?

c) I just saw the posters for Debate and Drama Club.

d) Guess what—I saw Film Club is showing a new movie this weekend.

e) Hey. Have you got a minute to talk clubs?



4.2.2) You:

a) I'm really thinking about joining a team this term, but I can't decide which.

b) I know you joined a few clubs last year. I wanted to see if you had any recommendations.

c) I'm choosing between Basketball Club and Running Club. I want to get fitter and meet people.

d) That's right. I can't decide between Basketball Club and Running Club. I was curious what you're thinking.



4.2.3) **You:**

a) It does sound convenient. But I like team games. It's easier to make friends when you train together.

b) Debate sounds interesting, but it's on Fridays, and I usually work then. What about the baseball?

c) Yeah, Art Club meets right after school, so the time is easier. It would be very convenient.

d) That sounds interesting, but I'm not sure that I'd be tall enough for basketball. What do you think?

e) Running Club sounds fun, but meetings are on Tuesday mornings, and I'm usually busy then.



4.2.4) **You:**

a) Personally, I think those are great for fitness and strength. The training sessions are intense.

b) The downside is that we've been meeting on Fridays, and it gets in the way of my social schedule.

c) For Basketball, I worry about spraining an ankle or having late games on school nights.

d) I guess you would build stamina and teamwork. It's also a really popular sport, so it might be easier to make friends.

e) That's a good point. They usually go hiking on weekends, which is much easier for me.



4.2.5) **You:**

a) Probably not. Maybe that one is the better option then. What do you think?

b) On the other hand, basketball is more about teamwork and energy.

c) I'll join Hiking Club. I like the idea of fresh air and long walks.

d) Basketball is the opposite—you're always talking and shouting instructions.

e) Sounds like Basketball suits my schedule and what I need.



4.2.6) You:

a) I guess I'll go for running, because I like focusing on my own goals.

b) Let's do it! I'm excited about starting training. It should be great.

c) I think I'll stick with Basketball. I enjoy the energy of matches.

d) Cool. Let's start with a practice together on Sunday to get ready.

e) Excellent. I'll send the Running Club team a message to tell them the news.

4.3) Summarize the Conversation

Write a summary of the conversation you just had.

Question 5

5.1) Listen and Complete

Listen to the scenario and then answer the questions.



5.1.1) What class did you recently attend?

_____ on small loans in my Economics course.

5.1.2) What do you want to include in your upcoming essay?

I want to add _____.

5.1.3) What was the speaker's story about?

It was about a _____ who improved her business with a very small loan.

5.2) Listen and Respond

Participate in a conversation about this scenario.

5.2.1) You:

a) Hello Professor. Do you have a moment to talk about next week's guest lecture?

b) Hi Professor. I wanted to talk to you about the paper on informal credit systems.

c) Hi Professor, do you have a time to talk about the lecture on how farmers sell crops using their phones?

d) Hi Professor, do you have a minute to talk about the guest lecture on small loans?



5.2.2) You:

a) It's about your lecture on microloans in rural India. Could you suggest one short case study?

b) The market seller who used a tiny loan to buy a fridge and grew her shop. Could you suggest one short case study?

c) I liked how the speaker gave an example of a biased medical app. Could you suggest one short case study?

d) The example of women buying goats was strong. It showed steady income growth. Could you suggest one short case study?

e) The one on microloans. The speaker showed how a small market seller used this to improve her business.



5.2.3) **You:**

a) Yes, it misdiagnosed patients because the training data was unbalanced.

b) Great. Do you think that's something I could use in our upcoming essay?

c) Yes. I'd like to use the one about vendors using tiny loans in my essay.

d) I want to turn that into a case study for my presentation next month.



5.2.4) **You:**

a) So, loan buys fridge, less spoilage, more stock, longer hours, higher daily sales. Should I add numbers?

b) Right, and I can show how that affects the overall macroeconomic development in that area.

c) So, the key is looking at how technology reduces costs and risk compared to cash.

d) Okay, and I'll add the chart they showed. Thanks for the advice on this professor. What about data?



5.2.5) **You:**

a) Thanks. Do you know how many there are, world-wide?

b) Could I use that as an example in my paper?

c) And maybe suggest solutions, like more diverse data?

d) Should I also include limits or risks in the essay?



5.2.6) **You:**

a) Perfect. I'll structure the talk around those solutions.

b) Thanks very much, professor. I'll add those too.

c) Perfect. I'll speak to the group about it when we meet tomorrow.

d) That's a good question processor. I'll think about that before Friday.

5.3) **Summarize the Conversation**

Write a summary of the conversation you just had.

Question 6

6.1) **Listen and Complete**

Listen to the scenario and then answer the questions.

What subject do you plan to study at university?

I want to study _____ at university.

What decision are you trying to make?

I am trying to decide if I should go straight to university or _____.

Why will you meet your classmate?

I will meet my classmate to _____.

6.2.1) **You:**

a) Hi, could I ask you something about your plans after graduation? I heard you were thinking about studying architecture.

b) Hey, can I ask you something about my plans after graduation? I've been thinking about studying a PhD.

c) Hey, do you have a minute? I've been thinking a lot about my plans after graduation, and I'm not sure what I should do.

d) I'm planning to study nursing at university, but I'm not sure if I should start right away or take a year off to work as a hospital assistant first.

Classmate:

6.2.2) You:

a) I've been thinking about doing an internship at a design studio to get some real-world experience first.

b) I'm worried I don't have enough practical experience. I mean, I love designing and drawing, but I've never worked in a real studio.

c) Can I ask you something about my plans after graduation? I've been trying to decide what to do next year.

d) I'm still unsure. I'm trying to decide if I should go straight to university or take a year off to do an architecture internship first.

Classmate:



6.2.3) You:

a) I'm planning to apply for an architecture degree, but I thought the internship could help me see what the work is really like.

b) Yeah, but I'm also scared I'll fall behind if I don't start university right away. What if I forget everything I learned in high school?

c) The main reason it I thought the job might help me understand the work better and see if this is the right direction for me.

d) That's true. Both have their own advantages. I meant to ask, did you ever think about taking a gap year?

Classmate:



6.2.4) **You:**

a) Okay, that makes me feel better. Maybe I should just go for it—apply for the internship and see what happens.

b) I guess if I start university now, I could finish my degree earlier and begin my career sooner.

c) I've only done school projects, and I'm worried I'll pick the wrong specialization if I don't get some real experience.

d) That's true, but I'm also worried about the cost. If I work for a year, I could save up and maybe even get a scholarship or something.

Classmate:



6.2.5) **You:**

a) A little. There's a small studio downtown that does sustainable design, and they sometimes take on high school interns.

b) Yeah, that's what I'm thinking. If I work in a hospital first, I might feel more prepared for the program.

c) Well, I suppose both are important to me. How would you go about making the decision? It's a tough one!

d) Yeah, that's what I was thinking. The internship might help me feel more certain that architecture is the right path for me.

Classmate:



6.2.6) **You:**

a) Exactly. I think I'll apply for the internship and then decide what to do once I hear back from them.

b) Both probably. Well, thanks for the talk. It's really useful food for thought! I'll let you know what I decide.

c) That's exactly what I was thinking. I could probably just do part-time work in a studio while I'm studying.

d) Working in a studio might let me see how architects plan buildings, work with clients, and develop designs.

6.3) **Summarize the Conversation**

Write a summary of the conversation you just had.

Question 7

7.1) **Listen and Complete**

Listen to the scenario and then answer the questions.



7.1.1) Why were you absent from class recently?

This was due to a _____ and a bad cold.

7.1.2) What are you hoping to get information on?

I want to find out about the _____ in the Introduction to Psychology course.

7.1.3) What areas of the policy will you ask about?

I want to know how many more _____, if late arrivals count, and how they affect grades.

7.2) Listen and Respond

Participate in a conversation about this scenario.



7.2.1) You:

a) Actually, I want to ask questions about the essay, but I can't attend your scheduled times because of work. I've been really busy

b) Yes, maybe early morning or after class. Would that be possible? The thing is, I missed two classes because of a family emergency and a bad cold.

c) Yes. I missed two classes last week, one for a family emergency and one for a bad cold. How does that affect my participation grade?

d) Yes. I'm not sure how much the midterm, final exam, and participation each count. Do you know where I can get more information on this?

e) I'm afraid I haven't yet. I missed two classes last week. I'm worried it will affect my grade. Do you have a moment to talk?



7.2.2) You:

a) I can provide documentation for the family emergency and a health center slip for being sick. Will those absences be excused?

b) That's a relief. If I don't speak much in class because I get nervous about speaking in English in big groups. Can I make it up online?

c) Okay. Do we bring our own writing materials, or are they provided? I bought some at the university official online store last week.

d) Yes, I do. I had a high fever which is why I couldn't come to class on Tuesday. If I bring in the slip, do you think it'll be okay?



7.2.3) You:

a) I'm afraid so. Could you tell me about the late policy too please?

b) Got it. Do late arrivals count as partial absences?

c) Should I register for the next make-up session?

d) Tomorrow, but I've been unwell this week and haven't finished.



7.2.4) **You:**

a) In that case I'll try to manage my time. It looks like I'm still within those limits for now.

b) Yes, I can show you one. Would it be possible to get a short extension?

c) Understood. How many more absences before my grade is at risk?

d) Yes, I did. I went there and I got a medical certificate. Would you like to see it?



7.2.5) **You:**

a) Can I make up the in-class work I missed?

b) In that case, can you give me an extra three days?

c) I think so. I'll do my best to be more careful in the future.

d) I sent an email, but maybe too late. Can I still reschedule?



7.2.6) You:

a) Honestly, not very well. One of my teammates hasn't contributed much.

b) That would make things easier. Until then, should I keep sending you updates?

c) Thanks. I'll upload the documents tonight and finish the make-up work this week.

d) Thanks very much Professor. I'll come by tomorrow to give you everything.

7.3) Summarize the Conversation

Write a summary of the conversation you just had.

Question 8

8.1) Listen and Complete

Listen to the scenario and then answer the questions.



8.1.1) When will you meet your classmate?

We will talk after _____.

8.1.2) Which two topics are you interested in?

We're deciding between _____ and politeness strategies.

8.1.3) What is the context for the politeness strategies?

These are from _____ disagreements.

8.2) Listen and Respond

Participate in a conversation about this scenario.

8.2.1) You:

a) That lecture was helpful. Which topic do you prefer for our presentation?

b) Those demos were great. Which dataset attracts you more?

c) That case study was interesting. Which topic feels stronger to you?

d) Do you have a moment to discuss our project topic?



8.2.2) You:

a) We've got to choose between code-switching and politeness strategies in online forums.

b) I like discourse markers such as "like" and "you know" in campus podcasts.

c) Spanish–English code-meshing in first-year reflective essays also looks interesting.

d) I'm torn. The chat idea is interesting, but getting data and consent might take time.



8.2.3) You:

a) With forums, we could code for hedges, softeners, and apologies, then compare across threads.

b) Good point. The data collection for forums could be very slow and we don't have long until the deadline.

c) Instagram posts are short but rich in stance verbs and hashtags. That would give us strong data.

d) Same here. Which variable should we track for the project? I can see how both would work.



8.2.4) You:

a) Podcasts give clean audio and easy transcripts for a small corpus. They would be quite straightforward.

b) In that case, I will work on writing a tagging guide for our markers with two examples.

c) In both cases we need consent and anonymization before we even begin to start collecting messages.

d) Language tagging, marking each switch, and maybe transcribing voice notes. That could be slow.



8.2.5) **You:**

a) In that case we can take our time. The code switching would probably be more appropriate if we have more time.

b) Then the forum study fits better. We can sample 200 posts, set a clear coding scheme, and run simple stats.

c) Then we gather ten short chat snippets for each source and pilot the codebook.

d) If we choose emoji, we can code softening, thanks, and requests with a short codebook.



8.2.6) **You:**

a) How about building a tiny corpus for both and comparing methods, like ten minutes of podcast per show?

b) Agreed, with two coders and a quick agreement check. Then we compare rates and add two examples.

c) I don't think so no. For forums we can code code-meshing at word, phrase, or sentence level.

d) That's a good point. Let's pick the forum topic, write a 150-word abstract, and list variables tonight.

8.3) **Summarize the Conversation**

Write a summary of the conversation you just had.

Question 9

9.1) Listen and Complete

Listen to the scenario and then answer the questions.



9.1.1) What will you talk to the professor about?

I'm interested in _____ in Japan.

9.1.2) How long do you plan to go abroad for?

I want to spend _____ in Japan next spring.

9.1.3) What will you ask about?

I want to learn about courses in English, grades, and _____.

9.1.4) When do you plan to go abroad?

I want to go _____.

9.2) Listen and Respond

Participate in a conversation about this scenario.

9.2.1) You:

a) Hi Professor. I'm thinking about doing a full academic year in Japan, ideally at a university with strong social science courses.

b) Hi Professor. I'm interested in applying to be a student coordinator for the two-week study tour in May. Could you tell me what the role involves?

c) Hi Professor. I'm thinking about applying to be a mentor. What do

mentors actually do week-to-week? Is it more about support than teaching?

d) Hi Professor. I'm a second-year and hope to spend one semester next spring, ideally in Tokyo or Osaka. Which partner universities offer enough courses in English?



9.2.2) **You:**

a) Is there a time commitment each week? And do the mentors get any credit or certificate?

b) Let's try that then. What grades and languages do I need? My German is only beginner level.

c) Great. What grades and language level do I need? My GPA is 3.4, and my Japanese is basic.

d) That's a pity about Osaka, but I think Kyoto would be interesting too. What's the best way to prepare?



9.2.3) **You:**

a) How do credits transfer back to my major? I want the semester to count.

b) 4.0 is quite high. Are there any options for students with slightly

lower GPA?

c) Are there any specific Chinese language courses that you'd recommend looking into?

d) Thanks. Could you send the application form and training dates?



9.2.4) **You:**

a) Is there a learning agreement or anything like that?

b) What's the application timeline and are there scholarships?

c) I suppose if I had to choose, Tokyo would probably be my first choice.

d) Is there any sponsorship? I heard Europe is an expensive place to study.



9.2.5) **You:**

a) Got it. Are there safety briefings or procedures before the training?

b) Brilliant. I'll try to get my application finished by the beginning of January then.

c) That sounds like enough time. What about costs and housing?

d) Yes, it does. Do you know any students who went there before?



9.2.6) **You:**

a) That's great. Thanks for your help. I'll look out for your application.

b) Excellent, I've always wanted to live with a host family. Thanks!

c) It would be great to live near the campus. Thanks for your help.

d) Thanks. Could you send the application link and training dates?

9.3) **Summarize the Conversation**

Write a summary of the conversation you just had.

Question 10

10.1) **Listen and Complete**

Listen to the scenario and then answer the questions.



10.1.1) **When do you speak to your classmate?**

I speak to them _____ in the library.

10.1.2) **What are you interested in applying for?**

I want to apply for _____ in environmental conservation.

10.1.3) What do you plan to ask your classmate about?

I plan to ask about deadlines, my CV and cover letter, the online form, and _____.

10.2) Listen and Respond

Participate in a conversation about this scenario.

10.2.1) You:

a) Do you have a minute to talk through summer internships in environmental conservation?

b) Do you have five minutes to come to the library to talk through a conservation project idea?

c) Can I pick your brain on volunteering opportunities for the summer? I'd love to get your perspective.

d) Do you want to come to the library? There's a lecture about summer internships in environmental conservation.



10.2.2) You:

a) The steps, mainly. I don't want to miss a deadline or a document.

b) A campus stream clean-up with a pollinator survey for the most part.

c) Shortlist five programs, track dates, and check basics like hours and duties.

d) First, timing. When do we need to begin working on our essay?



10.2.3) You:

a) Scope-wise, is stream plus pollinators too much for one term?

b) How should I shape my CV and cover letter?

c) Yes, I've prepared CV and cover letter. What should I highlight?

d) I think so. How do we handle monitoring and reporting?

e) Usually a portal. Convert files to PDF and submit two days early.



10.2.4) You:

a) Do they want references or transcripts, and how do I submit?

b) It's doable if you narrow it. Set one SMART target for litter reduction.

c) That's right. Lead with community work, data entry, and language skills.

d) For the CV and cover letter, how long should they be?

e) It does. A lecturer in art history or archives can vouch for your research habits.



10.2.5) You:

a) The methods confuse me. What's a clean plan?

b) Three is more than I expected for an internship!

c) What should I prepare for interviews?

d) What format do the files need to be in?

e) Yes, ask a tutor who knows your work.



10.2.6) You:

a) Start with the call for proposals and the deadline. Draft a one-page brief, get a supervisor to sign.

b) Great. I'll draft my CV and letter tonight and send you a copy to review. Thanks for all your help!

c) It bumps you to a human review. Ask alumni or your TA if they're comfortable.

d) Excellent. Next steps then - I'll draft the one-pager and a simple Gantt chart tonight. Thanks again.

e) Thanks. Send them over. I'll mark any gaps and suggest tighter phrasing.

10.3) Summarize the Conversation

Write a summary of the conversation you just had.

Write About the Photo

Key information

Time: 1 minute

Preparation time: None

Subscore: Writing

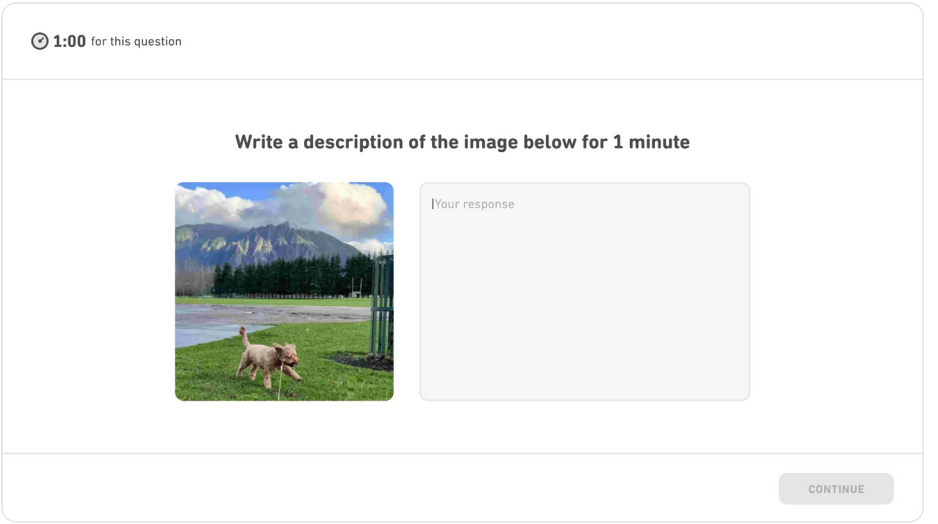
Number of questions: 3

What happens: You see a photo on the screen. You have 1 minute to describe what you see.

Adaptive: No.

Controls: Type your description in the box using the keyboard.

Scoring: Your answer is scored using the writing criteria: Content, discourse coherence, grammar, lexis.



Good to know

- You can see the photo as you write.

- The photo shows people, animals, or objects in different situations.

Top tips:

- Try to say more than just naming things — describe in detail.
- Don't write long introductions like, "This picture shows a situation that might be happening in everyday life, and I think it could be about..."
- Make sure you write in full sentences using appropriate grammar and punctuation.

1)



2)



3)



4)



5)



6)



7)



8)



9)



10)



11)



12)



13)



14)



15)



Interactive Writing

Key information

Time: 5 minutes (Step 1) + 3 minutes (Step 2)

Preparation time: 30 seconds

Subscore: Writing

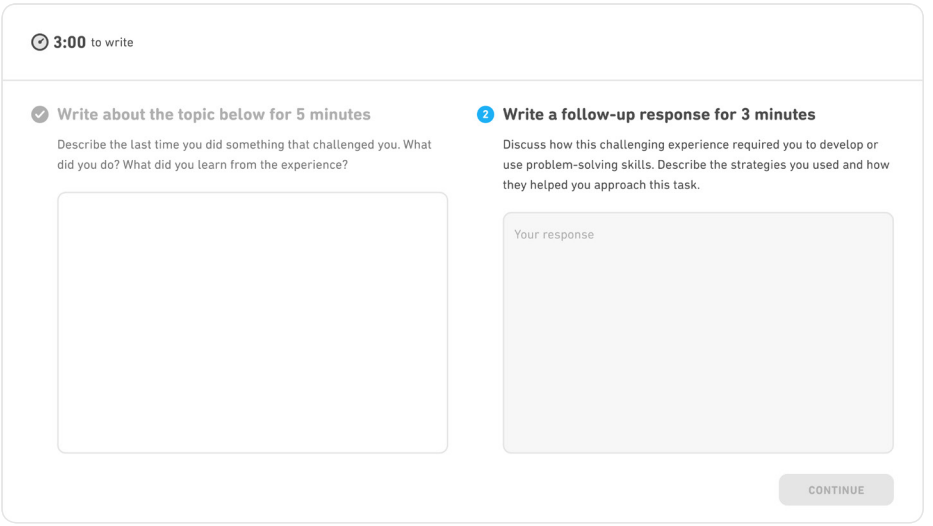
Number of questions: 1 (with 2 parts)

What happens: You read the question and write your first answer. Then you read a second question on the same topic. You then write your second answer.

Adaptive: No.

Controls: Type your answer in the box using the keyboard.

Scoring: Your answer is scored using the writing criteria: Content, discourse coherence, grammar, lexis.



Good to know

- The second question is about the same topic. But it asks you to write about a different idea that you didn't talk about before.
- Both answers are scored together.
- This question is similar to what happens in school or university. A teacher might ask you to write about something, then ask another question to help you think more.

Top tips:

- Use the 30 seconds to plan what to write.

Practice Questions

Question 1

Step 1: Do you agree or disagree with the statement: Technology makes people less focused? Explain your position using reasons and examples.

Step 2:

- Which specific tools or features help you stay on task, and which ones distract you most? Include specific details in your response.
- What advice would you give someone who finds it difficult to focus when using technology? Give specific reasons for your answer.
- Describe a time technology clearly improved your concentration. What made it effective? Provide specific details, reasons, and/or examples.
- How might people change their technology use to improve focus in the future? Give specific reasons for your answer.
- How does multitasking with technology affect your memory of what you learned? Include specific details in your response.

Question 2

Step 1: Explain why people enjoy celebrating milestones such as birthdays or graduations. What makes these events meaningful? How do they bring people together?

Step 2:

- What simple traditions make these events feel meaningful without costing much money? Include specific details in your response.
- Compare in-person gatherings with online celebrations. What strengths and limits do you see? Give specific reasons for your answer.
- What role do speeches, notes, or messages play in making memories last? Provide specific details, reasons, and/or examples.
- Describe a celebration that felt calm and genuine. What choices created that feeling? Give specific reasons for your answer.
- How can people avoid pressure or comparison while still marking an important day? Include specific details in your response.

Question 3

Step 1: Describe a time when you tried something new for the first time. What was the activity, and why did you try it? How did you feel during and after the experience?

Step 2:

- What was your biggest surprise, and how did you respond in the moment? Include specific details in your response.
- Describe a mistake you made and what you learned from it. How did this help you long-term? Include specific details in your response.
- Which people did you meet through this activity? How did they influence your progress? Include specific details in your response.
- How did you measure progress during the activity? How did this affect

your motivation? Include specific details in your response.

- What advice would you offer a friend who is afraid to try the same thing? Give specific reasons for your answer.

Question 4

Step 1: What are the benefits of having a daily routine? How can routines help people stay organized or motivated? Use examples to support your response.

Step 2:

- How can routines stay flexible during busy or stressful weeks? Give specific reasons for your answer.
- When might a daily routine prevent people from achieving their goals? Explain your position using reasons and examples.
- How do you restart a routine after travel, illness, or a missed day? Provide specific details, reasons, and/or examples.
- Which small habit most boosts your motivation, and how do you protect time for it? Include specific details in your response.
- Write about a routine that you used to have, but do not use now. Why did it stop? Give specific details in your answer.

Question 5

Step 1: Describe a time when you learned a useful skill from a friend or family member. What happened during the learning process, and what difficulties did you face? Why did this experience matter to you later, and how did it change the way you do similar tasks?

Step 2:

- What teaching methods did they use? How did these help you? Include specific details in your response.

- Compare the experience of learning from a person to learning from a video or book. What are the key differences? Give specific reasons for your answer.
- What would you do differently if you were to pass this skill to someone else? Include specific details in your response.
- Which small tip or habit from your mentor still helps you today? Provide specific details, reasons, and/or examples.
- How did your experience learning from a friend or family member compare with your experiences of learning in school? Give specific details in your answer.

Speak About the Photo

Key information

Time: 90 seconds

Preparation time: 20 seconds

Subscore: Speaking

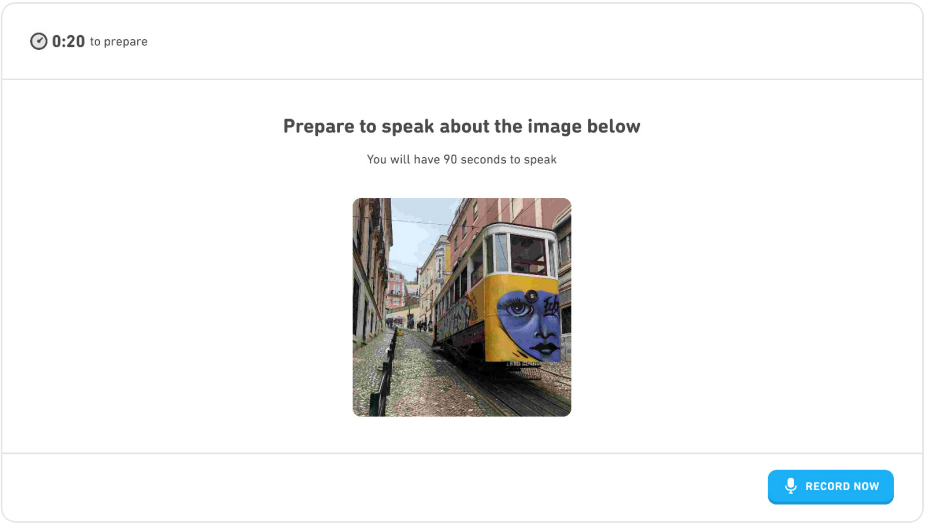
Number of questions: 1

What happens: You see a photo on the screen. You have 20 seconds to look at it. Then you describe what you see.

Adaptive: No.

Controls: Click 'Record Now' when you want to start speaking.

Scoring: Your answer is scored using the speaking criteria: Content, discourse coherence, fluency, grammar, lexis, pronunciation.



Good to know

- The photo can show people, animals, or objects in many situations.

- You can't record your answer again. You only get one chance.
- All the images are real photos taken by real people. They are not made by AI.

Top tips:

- Imagine you are describing the photo to someone who can't see it.
- Use all your time — say as much as you can.
- If you don't know the word for something important in the photo, don't skip it. Use other easy words to say what it looks like or what it does.

Practice Questions

1)



2)



3)



4)



5)



Read Then Speak

Key information

Time: 90 seconds

Preparation time: 20 seconds

Subscore: Speaking

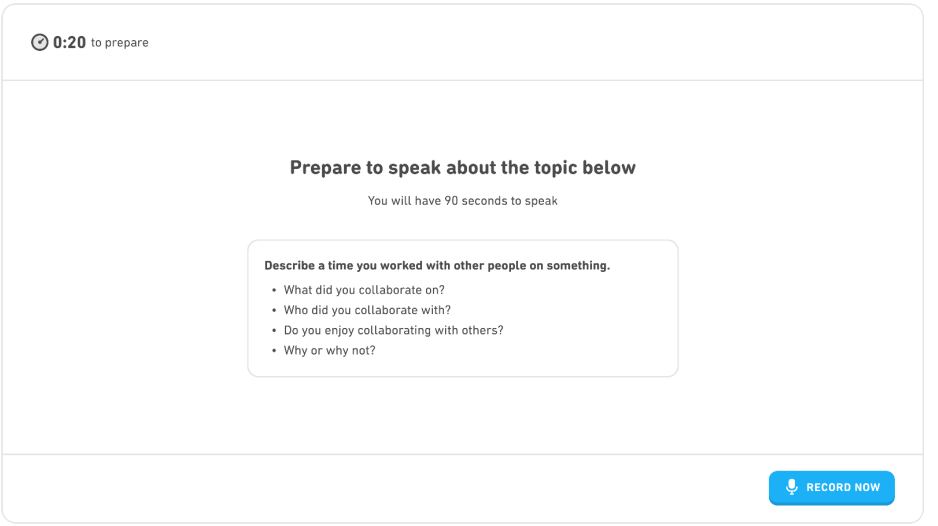
Number of questions: 1

What happens: You read a question asking you to speak about something that happened to you or give your opinion. Then speak into the microphone and answer the question.

Adaptive: No.

Controls: Click 'Record Now' when you want to start speaking.

Scoring: Your answer is scored using the speaking criteria: Content, discourse coherence, fluency, grammar, lexis, pronunciation.



Good to know

- You can see the question on the screen while you speak.

Top tips:

- Read the question carefully and plan what you want to say during the 20 seconds.
- Use the bullet points to help you organize your answer.

Practice Questions

1) Discuss how you plan your day to manage time and energy each week. What simple tools or habits help you stay organized, avoid distractions, and focus? How do these choices affect your stress levels and the overall quality of your work?
2) Explain how a public library can support learning, connection, and enjoyment for people of different ages. What services or spaces might be most useful for students, families, or workers? How could communities encourage more people to visit and make good use of libraries?
3) Discuss the advantages of cooking simple meals at home with basic, affordable ingredients. What skills can you learn over time, and how can cooking help you save money? How might cooking together strengthen relationships, build confidence, and make mealtimes more enjoyable?
4) Explain how to welcome a new person into a class, team, or club. What actions help them feel included, learn routines, and make friends quickly? How does an inclusive approach improve group results and create a positive environment for everyone?
5) Describe a time you learned something important after making a mistake in study, work, or daily life. What went wrong at first, and what steps did you take next? How did this experience change your approach when facing similar situations later on?

Interactive Speaking

Key information

Time: 35 seconds

Preparation time: None

Subscore: Speaking

Number of questions: 6-8

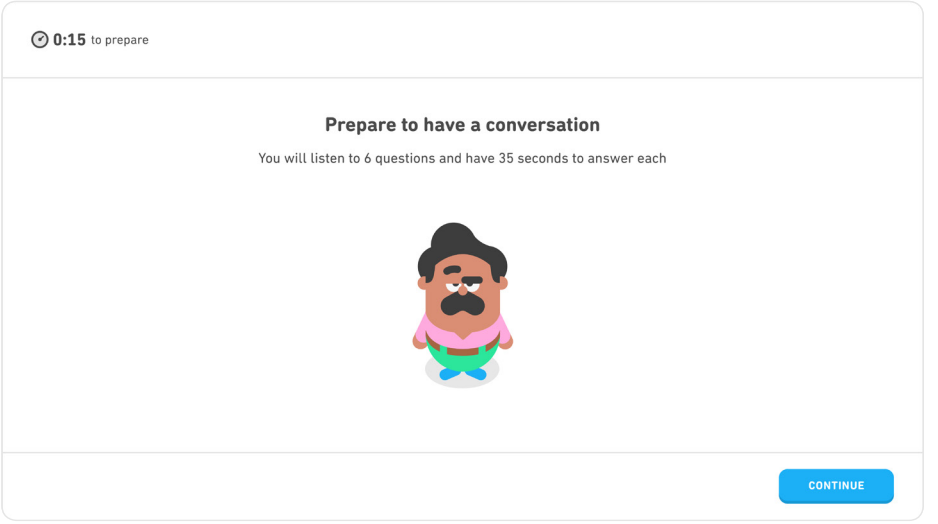
What happens: You have a short conversation on two topics. A Duolingo character asks you questions one by one. You answer each question by speaking.

Adaptive: Yes.

Controls: Click 'Record Now' when you want to start speaking.

Scoring: Your answer is scored using the speaking criteria: Content, discourse coherence, fluency, grammar, lexis, pronunciation.

Question



Good to know

- The Duolingo character will ask you questions on two different topics. They'll ask you 3-4 questions about two different topics.
- You have 35 seconds to speak after they ask you each question.
- The questions change based on your answers — harder if you do well, easier if you don't.
- The timer starts when the Duolingo character finishes asking their question.
- You need to click "Record Now" before you start speaking.

Top tips:

- If you don't understand the question, try to say something about the topic.
- Listen carefully - you can only hear each question once.

Practice Questions

Question 1

1) 

2) 

3) 

4) 

5) 

6) 

Question 2

1) 

2) 

3) 

4) 

5) 

6) 

Question 3

1) 

2) 

3) 

4) 

5) 

6) 

Question 4

1) 

2) 

3) 

4) 

5) 

6) 

Question 5

1) 

2) 

3) 

4) 

5) 

6) 

Writing Sample

Key information

Time: 5 minutes

Preparation time: 30 seconds

Subscore: Writing

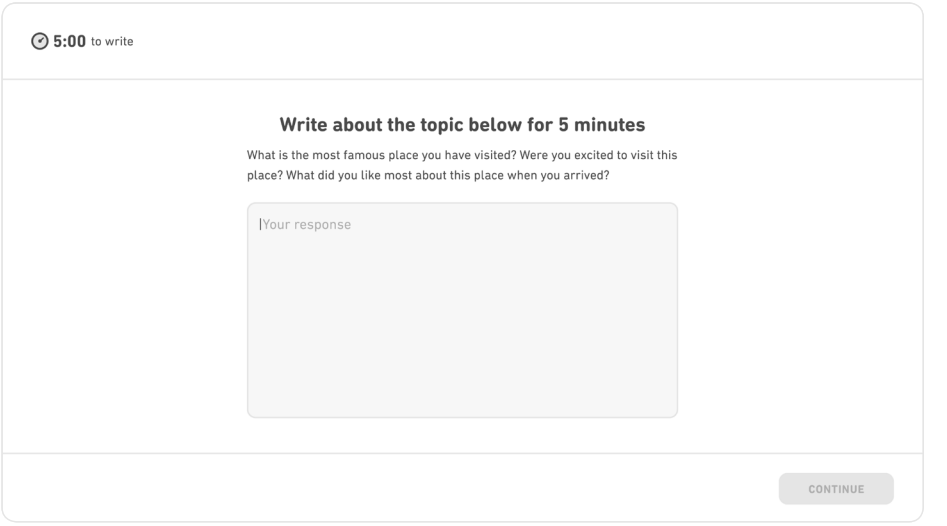
Number of questions: 1

What happens: You see a written question asking you to write about something that happened to you or give your opinion. You have up to 30 seconds to read and plan before you start writing. Then you type your answer.

Adaptive: No.

Controls: Type your answer in the box using the keyboard.

Scoring: Your answer is scored using the writing criteria: Content, discourse coherence, grammar, lexis.



Good to know

- Your Writing Sample is sent to the schools you share your test results with.

Top tips:

- Read and think about the question during the 30 seconds before writing.
- Leave a little time at the end to check your spelling, grammar, and punctuation.
- Remember that a professor at the university that you want to go to will read your answer.

Practice Questions

1) Do you think people learn more effectively when studying alone or working with others? What factors, such as task type, time available, or personality, influence which approach works best? How should a person plan their study routine to combine both methods in a way that supports understanding, confidence, and long-term memory?
2) Discuss whether workplaces or classes should offer flexible schedules that let people start earlier or later. What are the main advantages and possible drawbacks for productivity, health, and family life? How might organizations set clear rules so flexibility remains fair, avoids confusion, and still allows teams to plan and meet shared goals?
3) Talk about a time you helped someone with a small but meaningful action. What did the person need, and how did you decide what to do in that moment? Why did this event matter to you afterward, and in what ways did it change how you notice or respond to similar situations?

4) Write about a time when something unexpected changed your plans for an important task. What did you feel first, and how did you adapt your plan to keep moving forward? Looking back now, what skills or attitudes did you develop because of this challenge, and how have they helped you since then?

5) Some people say that learning practical skills is just as important as academic study. Do you agree or disagree? What benefits can practical skills bring to problem solving, career development, and independence, and how do they complement theory? In what ways should people balance both areas through courses, projects, or everyday practice to prepare for future challenges?

Speaking Sample

Key information

Time: 3 minutes

Preparation time: 30 seconds

Subscore: Speaking

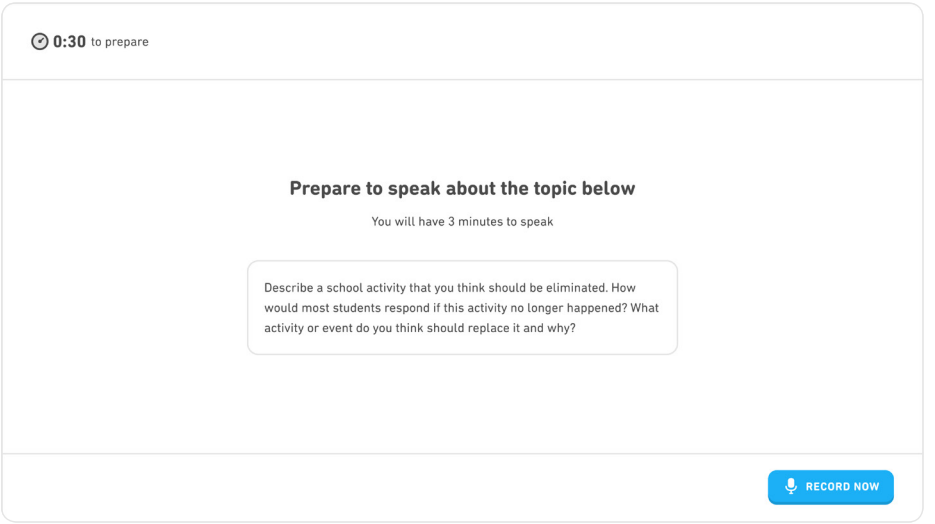
Number of questions: 1

What happens: You see a written question asking you to speak about something that happened to you or give your opinion. You read the question, then speak into the microphone. The question stays on the screen while you speak.

Adaptive: No.

Controls: Click 'Record Now' when you want to start speaking.

Scoring: Your answer is scored using the speaking criteria: Content, discourse coherence, fluency, grammar, lexis, pronunciation.



Good to know

- You can see the question on the screen while you speak.
- A video of your answer is sent to the schools you send your results to.
- Schools only see the Speaking Sample from the test you send them. They can't see Speaking Samples from other tests.

Top tips:

- Speak for as long as you can say something about the question.
- Use the question to help you as you speak.

Practice Questions

1) What activity helps you focus when you study or work? Why does this activity improve your attention, and how do you avoid common distractions while doing it? Describe the steps you take from the moment you start until you finish.
2) What is a fair way to divide tasks in a small team project? Why should responsibilities match skills and time, and how can teams adjust when plans change? Give practical reasons to support your view.
3) What is a communication habit that helps you work well with others? Why is this habit effective, and how do you use it during group tasks or meetings? Describe a situation where it improved understanding or prevented a problem.
4) What basic money skills should schools or courses teach to prepare young adults? Why would topics like budgeting, saving, and comparing prices help daily decision-making, and how should they be practiced? Give practical suggestions.
5) How do you keep in touch with friends or family who you do not see often? Why does your approach work for you, and how do you make it feel personal? Give one example of a message, call, or habit that strengthens the relationship.

Answers



Answers

Read and Select

1) small (real)
2) trapple (fake)
3) end (real)
4) sound (real)
5) send (real)
6) all (real)
7) blintler (fake)
8) put (real)
9) snampler (fake)
10) home (real)
11) clupper (fake)
12) big (real)
13) gronkle (fake)
14) hand (real)
15) crinkleton (fake)
16) why (real)
17) light (real)
18) blantler (fake)
19) support (real)
20) history (real)
21) crinklet (fake)
22) control (real)
23) brashlet (fake)
24) feature (real)
25) pluster (fake)
26) discover (real)
27) slinkish (fake)
28) harvest (real)
29) chopperly (fake)
30) culture (real)
31) deliver (real)
32) drumbly (fake)
33) restore (real)
34) sprokettish (fake)
35) snoggler (fake)
36) perform (real)
37) skander (fake)
38) combine (real)
39) declare (real)
40) whindish (fake)
41) release (real)
42) tundle (fake)
43) replace (real)
44) fricklet (fake)
45) conifer (real)
46) glabbery (fake)
47) maid (real)
48) canyon (real)
49) glantle (fake)
50) lantern (real)
51) prickler (fake)
52) meadow (real)
53) fripple (fake)
54) obvious (real)
55) stagger (real)
56) sophomore (real)
57) scamivity (fake)
58) banking (real)
59) inspector (real)
60) processify (fake)
61) rainpath (fake)
62) prosper (real)
63) plinkle (fake)
64) assert (real)
65) chattify (fake)
66) linger (real)

67) skampler (fake)
68) vessel (real)
69) slangle (fake)
70) glisten (real)
71) glovely (fake)
72) jubilation (real)
73) snorple (fake)
74) flantastic (fake)
75) nurture (real)
76) flimbonic (fake)
77) chimble (fake)
78) oblivion (real)
79) paradox (real)
80) grozzle (fake)
81) yearning (real)
82) flinder (fake)
83) zenith (real)
84) grackel (fake)
85) bluster (real)
86) craggy (real)
87) prangly (fake)
88) twindlet (fake)
89) dispel (real)
90) boorish (real)

Fill in the Blanks

1) Can you help me find the shop that sells hats?
2) The river flowed gently through the valley, surrounded by tall trees.
3) People drank tea and ate cakes in the café by the river.
4) The city council discussed ways to make streets safe for children.
5) I enjoy walking along the banks of the river in the evening.
6) She asked the professor what time the lecture started.
7) The leaves fell from the trees onto the ground below.
8) For growing roses, you need at least six hours of direct sunlight daily.
9) Winter is my favorite season because I love to see the snow.
10) The boy sped past on his bicycle as he waved to his friends.
11) The dog barked loudly when the stranger walked past the house.
12) The town is building a new library near the school.
13) The children played in the garden until the sun went down.
14) Bus-only lanes make trips faster and encourages people to take public transport.
15) We couldn't see the view clearly because the rain was falling so heavily.
16) Public parks raise home values and give people free places to exercise.
17) We drank the bitter coffee and watched the river take the light and the fish with it.

18) During a lunar eclipse, the Earth blocks sunlight and the Moon turns reddish.

19) Spaced practice spreads study over days and helps you remember longer.

20) Short quizzes give quick feedback so learners can adjust how they study.

21) After much consideration, I decided to invest in skills that would advance my career significantly.

22) In a food web, energy moves from plants to the animals that eat them.

23) Losing contact with his family was the most tragic part of his later life.

24) She lifted her glass and the room seemed to tilt toward her, all that bright money leaning in.

25) The film mixes comedy and romance, which keeps the story light but still emotional.

26) I've been organizing my thoughts to write a detailed proposal for the upcoming project deadline.

27) At dawn the mountains lifted the first light like shields, and the crows took tally of the living.

28) The staircase shifted under our feet, choosing a direction like it had an opinion about our homework.

29) Formative assessment is a process that uses frequent feedback to help learners adjust strategies during study.

30) The acceptance letter smelled like smoke and old paper, like someone tested a bad spell on it.

31) He became more conscious of his spending after checking his bank account.

32) The event was broadcast in its entirety, despite technical problems at the start.

33) This marked the beginning of the American Revolutionary War, which lasted eight years.

34) Among the broader gains, urban tree planting cuts summer temperatures and reduces household energy bills.

35) The afternoon gathered on the windowsill, and in that thin, trembling light, she felt the end of another day.

36) During plate motion, tectonic collisions build mountains while spreading

centers create new ocean crust.

37) Home insulation cuts heating use and keeps rooms warmer in winter.

38) The Great Wall of China, one of the most famous landmarks in the world, stretches over 21,000 kilometers.

39) Heavy rains caused severe flooding, forcing emergency teams to work through the night to rescue stranded residents.

40) Many governments offer tax breaks to encourage people to switch from petrol cars.

41) The fall of the Berlin Wall in 1989 marked a turning point in European history.

42) After years of steady growth, the company hit a rough patch when global demand slumped.

43) Tensions flared in parliament today as lawmakers clashed over the proposed tax reforms.

44) Learning a foreign language should be a lifelong pursuit, not a box to tick at school.

45) Leonardo da Vinci's insatiable curiosity and ability to think outside the box left a legacy that still inspires innovation today.

Read and Complete

1) Monsoon Rain in India

Each summer, warm winds bring heavy rain to parts of India. The rain starts slowly, then falls hard for many hours. Rivers rise, and fields fill with water, so farmers wait before they plant rice. Roads can flood, and buses move slowly, so people plan extra time for travel. After the rain, the air feels cooler, and trees look clean and bright. When the season ends, the ground stays wet for many weeks, which helps the next crops grow.

2) Waiting at the Station

I sat on a bench and looked at the clock. The train was late again, and the platform was quiet. A man in a blue jacket checked his phone, then put it back in his pocket. A bird walked near the edge and picked at something on the ground. Then, the

announcer spoke, but the sound was soft, and I could not hear the words. I watched the empty tracks and thought about nothing in particular.

3) The Life of Bees

Bees are small insects that live together in large groups called hives. They fly from flower to flower to collect nectar, which they use to make honey. While they do this, they also move pollen, which helps plants make new seeds. Inside the hive, each bee has a job. Some bees bring food, some bees look after the hive, and the queen bee lays eggs. People keep bees on farms because they give honey and help many flowers and vegetables grow.

4) Signal in the Dark

The space ship moved slowly, and the lights on the controls went on and off. Daniel heard a soft sound and saw a small shape appear on the screen. He put on his helmet and spoke into the radio, but there was no reply. The door of the ship opened with a loud noise, and he stepped outside. In front of him, a shape moved slowly in space. Daniel held a small tool in his hand and waited to see if the shape would come closer.

5) A Shared Moment

Mia sat by the window, watching the rain. He walked past, holding his umbrella, and she couldn't help but smile. She thought about the way he laughed in class, always making everyone happy. Her friends said she should talk to him, but she felt too shy. She wondered if he noticed her the way she noticed him. He looked up suddenly, and their eyes met for a moment. Mia's heart raced as he waved at her.

6) My First Mission

During our first mission, Dolittle and I felt both fear and excitement. The plane shook as we flew higher, and he told me to keep calm. I looked out the window and saw nothing but clouds. He handed me the map and pointed to where we needed to go. The noise was so loud that we had to shout to hear each other. When it was over, I was just happy to be safe. That day, I learned what it meant to work as a team in the skies.

7) A Review of "The Journey"

The book is about a young boy who goes on an exciting adventure. Along the way, he meets different characters who help him learn valuable lessons. The story is simple to follow but still makes readers think deeply about choices. The descriptions of the places he visited were vivid and made everything feel real. The ending was unexpected and turned out to be the best part of the book. This is perfect for readers who like stories about personal growth and discovery. "The Journey" is a book I think other students would enjoy reading.

8) Tips for Writing an Academic Essay

Writing an academic essay starts with a clear plan. Begin by understanding the question and deciding on your main argument. Create an outline with an introduction, body paragraphs, and a conclusion. Each paragraph should focus on one main idea and include evidence to support it. Use formal language and avoid contractions or slang. Check your work for grammar mistakes and make sure the ideas flow logically. With careful planning and editing, your essay will be clear and well-organized.

9) The Animals and the Great Flood

The larger animals worked to gather logs and branches for a sturdy shelter. Smaller animals carried many leaves and vines to weave walls that could keep out the rain. Birds flew high, keeping watch for danger and guiding the others. Even the insects joined in, finding gaps to fill and strengthen the ark. Each animal worked as hard as they could, knowing the shelter would protect them all. By sunset, the rain was still falling, but the animals had built a safe, strong home. They looked at their work and realized they could never have done it alone.

10) Forest Fires Cause Global Damage

The fires have destroyed vast areas of forest, killing wildlife and destroying habitats. Thick smoke has spread over cities, making the air dangerous to breathe. Crops have been damaged, threatening food supplies for nearby communities. The loss of trees has reduced the planet's ability to absorb carbon dioxide, worsening climate change. Rivers and lakes near the fires are also polluted with ash and debris. Many people have lost their homes and are now living in temporary shelters. Recovery efforts will require global support to rebuild both the environment and affected communities.

11) Global Interest in Traditional Lantern Festivals

The lantern festivals feature creative designs, from small handheld lights to large floating lanterns. Each lantern often represents a wish or prayer, carrying personal or spiritual meaning. Many communities come together to make the lanterns, keeping the traditions alive for future generations. Performances, music, and food stalls add to the lively atmosphere, creating an experience that attracts both locals and visitors. The events also have a strong focus on family, with generations working side by side to prepare. People from other countries are beginning to adopt similar traditions in their own communities, influenced by the beauty and significance of the festivals.

12) Revolutionary Tech Device Changes Daily Life

The device is designed to solve common problems in daily life. It uses smart technology to learn from its user and adapt to their needs. It can connect with other devices, creating a fully integrated experience at home or in the office. Its lightweight build and long battery life make it easy to use anywhere. Early tests have shown that it works faster and more efficiently than existing products. The device also includes features focused on sustainability, reducing energy use and waste. These details have impressed both tech enthusiasts and environmental groups.

13) Innovative Farming in Northern Kenya

The farming techniques include using drip irrigation, which delivers water directly to the roots of plants. This method reduces water waste and helps crops grow even during dry periods. Farmers are also planting drought-resistant crops that require less water and can survive in poor soil. Composting is being encouraged to improve soil quality and reduce the need for expensive fertilizers. Some farmers are learning how to use greenhouses to protect plants from harsh weather. These changes are showing early signs of success, with higher crop yields. The new methods are also teaching communities how to farm more sustainably.

14) Starting Small Talk with Confidence

Listening is just as important as speaking when making small talk. Pay attention to what the other person says and ask follow-up questions to show you are engaged. This makes the conversation more meaningful and encourages the other person to

open up. Avoid dominating the discussion by focusing only on your own experiences. Instead, balance the conversation by sharing briefly about yourself and then asking the other person to share their thoughts. Good listening can turn a simple chat into a more enjoyable and rewarding interaction.

15) New Museum Opens in Colombo

The museum's opening marks an exciting moment for Colombo and its residents. Local leaders hope it will boost tourism and strengthen pride in the area's heritage. Schools and community groups are already planning visits to take advantage of the educational opportunities. The museum is expected to become a hub for cultural events, workshops, and exhibitions. By bringing history to life, it aims to inspire future generations to appreciate and preserve their heritage. This new space will be a lasting resource for both locals and visitors alike.

16) China Leads the World in Electric Vehicle Transportation

China's progress in the electric vehicle market is setting an example for the rest of the world. Analysts predict continued growth as more consumers switch to environmentally friendly transportation. The rise of electric vehicles highlights the potential for innovation to address pressing environmental issues. By investing heavily in this sector, the government is demonstrating how policy and technology can work together to create sustainable solutions. The success of electric vehicles is expected to influence global trends and drive further advancements in green technology.

17) Why Kyoto Was Not Bombed in World War II

Kyoto was originally on the list of possible targets for the atomic bomb in 1945. It was a large city with factories and a big population, so the US military saw it as important. However, Henry Stimson, the US Secretary of War, argued strongly against bombing Kyoto. He had visited the city before and understood its cultural and historical value. He convinced President Truman that destroying Kyoto would damage relations with Japan after the war. Because of this, the city was removed from the target list in July 1945. Unlike other cities, Kyoto was not bombed and survived the war almost untouched.

18) City Council Discusses New Projects

One of the main discussions centered around public transportation. Members talked about adding more bus routes to underserved areas and increasing the frequency of service during peak hours. Suggestions were made to introduce electric buses to reduce emissions. Concerns were raised about the cost of these changes and how they would affect the city budget. Some residents suggested prioritizing repairs to existing infrastructure before expanding services. The council also considered partnerships with private companies to share costs. By the end of the meeting, plans were made to conduct further research on these options.

19) The Brightest Star in Orion

The biggest and brightest star in the constellation Orion is Betelgeuse, a red supergiant. It is one of the most well-known stars in the night sky because of its size and bright, reddish glow. This massive star is located in the shoulder of the constellation and is easy to spot even with the naked eye. Betelgeuse is so large that if it replaced the Sun in our solar system, it would reach beyond the orbit of Mars. Its brightness changes over time, making it an interesting star for astronomers to study.

20) How Double Glazing Works

The science behind double glazing is all about stopping heat transfer. Heat naturally moves from warm areas to cold ones, so without insulation, a lot of warmth can escape through windows. The air or gas between the glass layers slows down this process because it does not conduct heat well. The glass itself also reduces heat loss. Together, these materials create a barrier that keeps the inside of a house warmer for longer. Double glazing also blocks out noise, making homes quieter.

21) Lake Baikal: A Natural Wonder

The lake is home to an incredible variety of plant and animal species, many of which cannot be found anywhere else. One of its most famous residents is the Baikal seal, the only freshwater seal species in the world. The lake's waters are rich in oxygen, which supports its unique ecosystem. It also contains hundreds of species of fish and a diverse range of microscopic organisms. This biodiversity has made Lake Baikal a UNESCO World Heritage Site and an important location for conservation efforts.

22) Underwater Communication

Whales are famous for their unique songs, which are some of the most fascinating sounds in the animal kingdom. These songs are made up of a series of clicks, whistles, and long, deep tones. Whales use these sounds to communicate with each other across great distances in the ocean. The songs are often very complex and can last for hours. Scientists believe these songs play an important role in helping whales find mates, warn of danger, and stay connected with their groups.

23) The Universe Takes a Left Turn

The ship hung in space, looking slightly more confused than a spacecraft should. It had just escaped from a particularly nasty wormhole and now found itself in a sector of the galaxy that had no record of ever existing. The view from the porthole was filled with impossible colors, and the stars seemed to twinkle with a sense of irony. The ship's onboard computer emitted a series of beeps that could only be described as skeptical. Somewhere deep in its circuits, it was reconsidering every decision that had led to this moment. The passengers, however, were busy debating whether this situation qualified as an emergency or just another Wednesday.

24) The Remote Control and Its Impact on Health

The widespread use of remote controls has had a measurable impact on physical health. Research has shown that extended sitting, such as watching television for hours without moving, is linked to higher rates of obesity, heart disease, and diabetes. The convenience of remote controls removed even minor opportunities for physical activity during television use. Coupled with the rise of fast food and the decline in recreational exercise, this device became part of a broader pattern of unhealthy habits. The reduction in movement, even on a small scale, has been seen as a contributing factor to declining health trends in the latter half of the 20th century.

25) The Importance of Employee Onboarding

A strong onboarding process benefits both employees and employers. For employees, it helps clarify job responsibilities, establishes relationships with colleagues, and reduces the stress of starting a new role. For employers, it ensures that new hires can contribute to the organization more quickly and effectively.

Comprehensive onboarding programs often include training, mentorship, and regular check-ins during the first few months. These elements help employees build the skills and confidence they need to meet expectations. Companies that invest in onboarding see higher productivity levels and stronger workplace morale.

26) The Evolution of Programming Languages

Today, programming languages are more diverse than ever, catering to a wide range of tasks and industries. Some languages are designed for data analysis and artificial intelligence, while others focus on web development, mobile apps, or video games. Open-source languages have become increasingly popular, encouraging collaboration and innovation among programmers around the world. Advances in programming tools and frameworks have made it easier for beginners to learn and for professionals to build sophisticated systems. The evolution of programming languages reflects the rapid pace of technological progress and the growing importance of software in everyday life.

27) A TV Show That Changed Everything

When Twin Peaks first aired, it surprised audiences with its strange mix of mystery, drama, and surreal moments. The show begins with a murder investigation in a small town, but it quickly becomes much more than a typical crime story. It explores the lives of the town's residents, revealing their secrets and unusual behavior. The combination of suspense and bizarre humor made it unlike anything else on television at the time. The show's unique tone and unpredictable twists kept viewers hooked from the start.

28) Understanding Stoicism

One of the key ideas in Stoicism is the concept of virtue. Virtue means acting with wisdom, courage, justice, and self-control. Stoics believe that living a virtuous life is more important than chasing wealth or pleasure. They also teach that external events, such as success or failure, do not define happiness. Instead, happiness comes from staying true to one's values and doing what is right. This makes Stoicism a practical philosophy that can be applied to everyday life.

29) The Contrasting Styles of McCoy Tyner and Herbie Hancock

While both pianists have left an indelible mark on jazz, their approaches reflect different aspects of the genre's evolution. Tyner's work showcases the power and depth of modal jazz, emphasizing harmony and rhythm to build intensity. Hancock, on the other hand, represents the genre's versatility, pushing boundaries and blending styles to create new possibilities. Both musicians have inspired countless artists, demonstrating the endless potential of jazz piano. The legacy of McCoy Tyner and Herbie Hancock highlights the diversity and creativity that define jazz as a living art form.

30) The Weight of the Jungle

The sun was barely visible through the thick jungle canopy, and the sweat that had long since soaked through my uniform clung to my skin like a second layer. We moved in silence, not even the sound of our boots hitting the ground to break the quiet. Every step felt like it might be the last, every rustle in the undergrowth felt like an enemy just out of sight. The heat was unbearable, but what was worse was the exhaustion that kept creeping in, the constant battle against the sleep that threatened to swallow me whole. I did not want to sleep, not out here. You slept and you woke up somewhere else, in another world that didn't make sense.

Listen and Type

1) I can't understand everything yet.
2) I usually take the bus to work every morning.
3) My sister loves cooking pasta with vegetables on weekends.
4) We're meeting at the library after lunch today.
5) He bought a new jacket because it was cold.
6) There's a small café near the station I like.
7) I need to charge my phone before class.
8) She didn't come because she felt unwell this morning.
9) Turn left at the corner, then go straight ahead.
10) I missed the train because the bus was running late.

11) If it rains tomorrow, we'll visit the museum instead.

12) I've been learning design for three years at college.

13) She couldn't attend the meeting due to a family emergency.

14) I'll call you as soon as I arrive home.

15) We decided to cancel the picnic after checking the forecast.

16) The restaurant was busy, so we booked a table earlier.

17) I'm saving money because I want to travel next summer.

18) By the time we arrived, the concert had already started.

19) She explained the problem clearly, but I still felt confused.

20) He borrowed my umbrella without asking, which annoyed me.

21) Working from home is convenient, but sometimes it's lonely.

22) I didn't expect the lecture to be so interesting today.

23) She offered to help, although she was clearly very busy.

24) The book which I borrowed yesterday explores climate policy.

25) If you had called earlier, we might have avoided this confusion.

26) He denied taking the document, but the evidence suggested otherwise.

27) I'll consider your proposal after I've reviewed the budget.

28) They postponed the launch due to unforeseen technical issues.

29) Having lived abroad, she understands cultural differences quite well.

30) The film's plot was engaging, though the ending felt rushed.

31) We must balance convenience with privacy when using new technology.

32) It was the first time in my life that I'd presented to such a large audience.

33) By comparing options carefully, we reduced costs without sacrificing quality.

34) She spoke so quietly that hardly anyone in the room could hear at all.

35) To be perfectly honest, I'd rather you didn't share those details with outsiders.

36) The committee agreed with our proposal, provided we submit the report by Friday.

37) Despite initial setbacks, the project ultimately delivered measurable, long-term benefits for the community.

38) Her argument was compelling, not least because it anticipated several likely objections.

39) We streamlined the workflow, thereby improving reliability and reducing unnecessary duplication of effort.

40) Had we coordinated with the lead team earlier, we might have mitigated the downstream risks.

41) While broadly supportive, the panel requested clearer metrics and independent verification.

42) He acknowledged the oversight, yet he stopped short of issuing a full apology.

43) Notwithstanding the constraints, the team produced an elegant, cost-effective solution.

44) If anything, the data underscore how fragile those assumptions always were.

45) I'd appreciate feedback focusing specifically on clarity, coherence, and tonal consistency.

Interactive Reading

1.1.1) directions

1.1.2) friends

1.1.3) snacks

1.2) **d)** A cyclist weaves between pedestrians, dodging in and out of traffic.

1.3) to get attention for their fresh fruit and snacks.

1.4) they kick a ball back and forth on the sidewalk.

1.5) **c)** The street corner is busy, with many people, vendors, and activities creating a lively atmosphere.

1.6) **c)** The Busy Corner

2.1.1) dog

2.1.2) coat

2.1.3) fields

2.1.4) birds

2.1.5) hole

2.1.6) led

2.2) **d)** On the other side, Oscar discovered a large garden filled with colorful flowers and buzzing bees.

2.3) a large garden filled with colorful flowers and buzzing bees.

2.4) he ran through the fields, chasing butterflies and barking at birds.

2.5) **d)** Oscar's adventure takes him to a garden where he explores and discovers new surprises.

2.6) **d)** Oscar and the Hidden Garden

3.1.1) dogs

3.1.2) attention

3.1.3) exercise

3.1.4) curled

3.2) **b)** Unlike dogs, cats don't follow you all day for attention, which can be exhausting.

3.3) They are also easier to care for when you travel, as they don't require constant supervision or walks outside.

3.4) they prefer to roam around the house quietly or sleep in their favorite places

3.5) **b)** Cats make good pets for busy people due to their independent nature.

3.6) **a)** Cats: The Perfect Low-Maintenance Pet

4.1.1) airlines

4.1.2) services

4.1.3) economy

4.1.4) significant

4.1.5) accessible

4.1.6) downfall

4.1.7) golden

4.2) **b)** Its groundbreaking work influenced airlines all over the world.

4.3) It played a significant role in making international air travel accessible to the

general public.

4.4) in-flight movies and economy class travel

4.5) a) Pan Am revolutionized global air travel by making it accessible to the public and pioneering practices that define aviation today.

4.6) c) The Enduring Legacy of Pan Am

5.1.1) clocks

5.1.2) stairs

5.1.3) in

5.1.4) Outside

5.1.5) shoes

5.1.6) message

5.1.7) boots

5.1.8) door

5.1.9) asked

5.2) d) He unfolded a map across his knees.

5.3) a pair of neat women's shoes

5.4) Verdun needs a commander now.

5.5) b) Summoned at night, the general leaves for the front immediately.

5.6) d) Boots at the Door

6.1.1) tool

6.1.2) humans

6.1.3) pebble

6.1.4) meat

6.1.5) examples

6.2) b) The flakes produced were often sharp enough to be used straight away as cutting tools.

6.3) Makers struck flakes from a pebble to create a sharp edge.

6.4) This simple design spread widely across Africa because it was easy to make and did important jobs well.

6.5) **a)** Early humans made a sharp-edged core tool for cutting meat and scraping hides.

6.6) **e)** Stone Tool for Cutting and Scraping

7.1.1) cleared

7.1.2) foreman

7.1.3) crate

7.1.4) bench

7.1.5) curator

7.1.6) breathed

7.2) **a)** Hour by hour he traced the small wedge marks with a blunt pencil.

7.3) wrapped it in linen and packed it in a wooden crate

7.4) he traced the small wedge marks with a blunt pencil

7.5) **d)** Tablets, studied by a young curator, told the story of an ancient flood.

7.6) **e)** Clay Tablets That Revived An Epic

8.1.1) holiday

8.1.2) unions

8.1.3) rallies

8.1.4) opened

8.1.5) symbol

8.1.6) fair

8.1.7) trade

8.1.8) demonstrations

8.1.9) support

8.1.10) international

8.2) **b)** Many countries now mark 1 May as International Workers' Day.

8.3) socialist parties and trade unions meeting in Paris

8.4) They remember the people who organized, protested, and sometimes died to win shorter hours and safer workplaces, and they link today's labor rights to those 19th-century campaigns

8.5) c) May Day arose from Haymarket's protest for an eight-hour work day.

8.6) b) How May Day became a global workers' holiday

9.1.1) happened

9.1.2) through

9.1.3) protest

9.1.4) crime

9.1.5) traced

9.1.6) passports

9.1.7) organized

9.1.8) posing

9.2) c) They pleaded guilty to manslaughter and arson and received ten-year sentences.

9.3) It strengthened New Zealand's anti-nuclear stance and helped drive the 1987 nuclear-free law.

9.4) Police traced a rented camper van, dive gear, and false passports to French intelligence.

9.5) c) Foreign agents bombed a ship, killing a photographer and igniting protests.

9.6) d) Operation Satanique and the Rainbow Warrior

10.1.1) changed

10.1.2) courts

10.1.3) compete

10.1.4) collected

10.1.5) pressure

10.1.6) line

10.2) c) After top-level tennis, Gibson decided to turn her ambitions to golf.

10.3) her fast serve, attacking instincts, and calm under pressure

10.4) She broke color lines in two sports and set standards for grit and style

10.5) d) Althea Gibson won 11 Grand Slams and became the first Black woman in LPGA.

10.6) **a)** From Harlem Courts to Grand Slam Glory

Interactive Listening

Question 1

Scenario: You need to write an essay on the collapse of the Roman Empire for your history class next week. You're not sure about the word count, how many sources to use, or how to structure it. You go to your professor to check the requirements.

1.1) **Listen and Complete**

1.1.1) What is the essay about?

It is on the collapse of the Roman Empire.

1.1.2) What is the deadline?

It must be finished by next week.

1.1.3) What information do you need?

I want to know about the word count, how many sources to use, and how to structure it.

1.1.4) Who do you talk to about this?

I will speak to my professor to check the requirements.

1.2) **Listen and Respond**

1.2.1) **You: (d)** Hi Professor, do you have a minute to talk about the essay on the collapse of the Roman Empire?

Professor: Of course. What do you want to ask?

1.2.2) **You: (b)** I want to check the word count and how many references you expect. Could you tell me?

Professor: Aim for around 1500 words. Use at least six academic sources. Include one primary source if you can, for example Ammianus Marcellinus or a legal text from the period.

1.2.3) **You: (b)** Thanks. For structure, is an introduction, three body sections, and a conclusion okay?

Professor: Yes. Pick three major factors. Most students choose economic strain, military pressure, and internal political issues. Make a clear claim about how they connect.

1.2.4) **You: (a)** So intro with a claim, three causes, then a short conclusion. Should I add a timeline section?

Professor: A short context paragraph is fine. Don't turn it into a long narrative. Stay focused on analysis.

1.2.5) **You: (d)** Do I need to add data or a map, or is normal text fine?

Professor: Normal text is fine. If you use population or tax data, cite it. Maps are optional.

1.2.6) **You: (b)** Great. Thanks very much. This clears things up.

Question 2

Scenario: You are a student in Data Ethics class. Your group has a presentation on algorithmic bias in hiring. You go to your classmate to ask for help preparing it.

2.1) **Listen and Complete**

2.1.1) What is your presentation about?

The topic is algorithmic bias in hiring.

2.1.2) Who will you speak to about the preparation?

I will talk to my classmate.

2.1.3) What subject are you studying?

I am a student in Data Ethics class.

2.2) **Listen and Respond**

2.2.1) **You: (c)** Hey, do you have a minute to speak about our data ethics talk?

Classmate: Sure. What do you need?

2.2.2) **You: (d)** It's about algorithmic bias in hiring. I'm not sure how to explain it simply.

Classmate: Maybe we could say something like, "Sometimes a hiring tool treats people unfairly."

2.2.3) **You: (c)** That's because it learns from past data and repeats old habits, right?

Classmate: Yes. If the data has mostly one group, the tool may prefer that group.

2.2.4) **You: (d)** Great. Let's add a short example about how a CV screener might drop some candidates for the wrong reasons.

Classmate: Good. Then we show fixes. Use better data, add human review, and check results for each group.

2.2.5) **You: (a)** Fantastic. I'll find a case which shows examples of those tonight. Thanks.

Question 3

Scenario: You are writing an essay about the causes of the French Revolution for history class. You want to include economic problems, social inequality, and political conflict in your essay, but you're not sure how to organize your ideas. You sent your professor a message to arrange a meeting to ask for advice.

3.1.1) What is your essay about?

I'm writing an essay about the causes of the French Revolution.

3.1.2) What do you plan to include in your essay?

I want to include economic problems, social inequality, and political conflict in the essay.

3.1.3) Why do you need help from your professor?

I'm not sure how to organize my ideas.

Professor: Hi, I saw your message about the history essay. What part of the assignment would you like to talk about today?

3.2.1) **You: (c)** Thanks for meeting with me. I'm writing about the causes of the French Revolution, but I'm not sure how to organize my ideas.

Professor: That's a strong topic for this class. Before we talk about structure, which main causes are you thinking about including in your essay?

3.2.2) **You: (a)** I was thinking about economic problems, social inequality, and political conflict.

Professor: Those are good choices and they fit well with the themes we discussed in

class. How are you planning to explain those ideas in your essay?

3.2.3) **You: (d)** I thought I could have one section for each cause and explain how each one led to the revolution.

Professor: That approach can work well. However, you should also think about the argument that connects those sections. What do you want the reader to understand about how these causes worked together?

3.2.4) **You: (b)** I think I want to argue that these problems together made the revolution almost unavoidable.

Professor: That sounds like a clear claim. In your introduction, you could explain that idea briefly, and then each body section can show evidence that supports your argument. What kinds of sources are you planning to use?

3.2.5) **You: (a)** I found two history books and one article, but I'm not sure if that's enough.

Professor: That is a good start, but I would recommend finding at least two more academic sources. It would also help if you include one specific example from the period to show how these problems affected people at the time. So, what do you think your next step should be before you start writing the full essay?

3.2.6) **You: (b)** I'll make a clearer outline tonight, find a few more sources, and then start drafting the essay. Thanks for the advice.

Question 4

Scenario: You and a classmate are deciding between Basketball Club and Running Club. Both of you want to get fitter and meet people, but your free time is different. You meet after class to talk about the pros and cons before you sign up.

4.1) Listen and Complete

4.1.1) What is your goal?

I want to get fitter and meet people.

4.1.2) Which clubs are you considering joining?

I'm deciding between Running Club and Basketball Club.

4.1.3) When will you meet your classmate?

We will meet after class to talk about the pros and cons.

4.2) Listen and Respond

4.2.1) You: (e) Hey. Have you got a minute to talk clubs?

Classmate: Sure, what's up?

4.2.2) You: (c) I'm choosing between Basketball Club and Running Club. I want to get fitter and meet people.

Classmate: Running meets on Saturdays, and I can add short runs during the week if I miss one.

4.2.3) You: (a) It does sound convenient. But I like team games. It's easier to make friends when you train together.

Classmate: That's a good point. Running is simple and low cost, but it can feel a bit lonely. Are there any drawbacks to basketball?

4.2.4) You: (c) For Basketball, I worry about spraining an ankle or having late games on school nights.

Classmate: That's true. But I think evening games wouldn't interfere too much with school work, would they?

4.2.5) You: (a) Probably not. Maybe that one is the better option then. What do you think?

Classmate: I think you're right. Shall we just go ahead and sign up together?

4.2.6) You: (b) Let's do it! I'm excited about starting training. It should be great.

Question 5

Scenario: You are talking to your professor about the guest lecture on small loans in your Economics course. The speaker told a story about a market seller who grew her shop with a tiny loan. You want to add one case study in your next essay.

5.1) Listen and Complete

5.1.1) What class did you recently attend?

A guest lecture on small loans in my Economics course.

5.1.2) What do you want to include in your upcoming essay?

I want to add one case study.

5.1.3) What was the speaker's story about?

It was about a market seller who improved her business with a very small loan.

5.2) Listen and Respond

5.2.1) You: (d) Hi Professor, do you have a minute to talk about the guest lecture on small loans?

Professor: Of course. What did you find interesting?

5.2.2) You: (b) The market seller who used a tiny loan to buy a fridge and grew her shop. Could you suggest one short case study?

Professor: Yes. Look for a case on a street vendor who buys cold storage with a microloan and reports sales before and after.

5.2.3) You: (b) Great. Do you think that's something I could use in our upcoming essay?

Professor: Absolutely. Start with a clear claim about short-term income growth, then explain the steps from loan to higher sales.

5.2.4) You: (a) So, loan buys fridge, less spoilage, more stock, longer hours, higher daily sales. Should I add numbers?

Professor: If I was you, I'd add three simple numbers: loan amount, weekly sales before and after, and repayment rate.

5.2.5) You: (d) Should I also include limits or risks in the essay?

Professor: Yes. Mention interest costs, debt stress, and cases where competition or location block growth.

5.2.6) You: (b) Thanks very much, professor. I'll add those too.

Question 6

Scenario: You are a high school student thinking about your plans after graduation. You want to study architecture at university, but you are not sure if you should go straight to university or take a year off first. You are thinking about doing an internship at an architecture studio to gain some experience, so you meet a classmate to ask for advice about your decision.

6.1) Listen and Complete

6.1.1) What subject do you plan to study at university?

I want to study architecture at university.

6.1.2) What decision are you trying to make?

I am trying to decide if I should go straight to university or take a year off to do an internship.

6.1.3) Why will you meet your classmate?

I will meet my classmate to ask for advice about my decision.

6.2.1) **You: (c)** Hey, do you have a minute? I've been thinking a lot about my plans after graduation, and I'm not sure what I should do.

Classmate: Sure, what's on your mind? Are you deciding between universities, or thinking about something different for next year?

6.2.2) **You: (d)** I'm still unsure. I'm trying to decide if I should go straight to university or take a year off to do an architecture internship first.

Classmate: That's an interesting choice. Are you thinking about studying architecture at university as well, or is the internship just something you want to try before choosing a degree?

6.2.3) **You: (a)** I'm planning to apply for an architecture degree, but I thought the internship could help me see what the work is really like.

Classmate: That makes sense. Working in an architecture studio could give you a better idea of the daily work, like helping with design drafts or seeing how projects develop. But have you also thought about the advantages of starting university right away?

6.2.4) **You: (b)** I guess if I start university now, I could finish my degree earlier and begin my career sooner.

Classmate: That's true. Some people also find it easier to continue studying while they're still used to school routines. On the other hand, practical experience before university can sometimes help students understand their courses better.

6.2.5) **You: (d)** Yeah, that's what I was thinking. The internship might help me feel more certain that architecture is the right path for me.

Classmate: That sounds reasonable. If the internship shows you how architecture works in real projects, it might make your university studies clearer and more meaningful later on.

6.2.6) **You: (a)** Exactly. I think I'll apply for the internship and then decide what to do once I hear back from them.

Question 7

Scenario: You are talking to your professor about the attendance policy in your Introduction to Psychology course. You missed two classes because of a family emergency and a bad cold. You want to know how many more absences are allowed, if late arrivals count, and how they affect your grade.

7.1) **Listen and Complete**

7.1.1) Why were you absent from class recently?

This was due to a family emergency and a bad cold.

7.1.2) What are you hoping to get information on?

I want to find out about the attendance policy in the Introduction to Psychology course.

7.1.3) What areas of the policy will you ask about?

I want to know how many more absences are allowed, if late arrivals count, and how they affect grades.

7.2) **Listen and Respond**

Professor: Hi, you wanted to talk about attendance?

7.2.1) **You: (c)** Yes. I missed two classes last week, one for a family emergency and one for a bad cold. How does that affect my participation grade?

Professor: The policy allows three unexcused absences. Excused absences with documentation don't count. Participation is 10% and drops two points for each unexcused absence.

7.2.2) **You: (a)** I can provide documentation for the family emergency and a health center slip for being sick. Will those absences be excused?

Professor: The family emergency counts as an excused absence if you provide documentation, and your absence for illness can also be excused if the slip shows you were seen. Please upload both to the LMS by Friday.

7.2.3) **You: (b)** Got it. Do late arrivals count as partial absences?

Professor: If you arrive more than ten minutes late, that's a half absence. Two halves make one absence. Same for leaving early.

7.2.4) **You: (c)** Understood. How many more absences before my grade is at risk?

Professor: If you reach five unexcused absences, I have to refer you, and the best possible course grade drops one full letter.

7.2.5) **You: (a)** Can I make up the in-class work I missed?

Professor: Yes. Submit a one-page reflection on the readings and take the LMS quiz within one week of the missed class.

7.2.6) **You: (c)** Thanks. I'll upload the documents tonight and finish the make-up work this week.

Question 8

Scenario: You and a classmate meet after your Sociolinguistics lecture to choose a final project topic. You are deciding between code-switching among bilingual teens in school chats and politeness strategies in online forum disagreements.

8.1) **Listen and Complete**

8.1.1) When will you meet your classmate?

We will talk after our Sociolinguistics lecture.

8.1.2) Which two topics are you interested in?

We're deciding between code-switching and politeness strategies.

8.1.3) What is the context for the politeness strategies?

These are from online forum disagreements.

8.2) **Listen and Respond**

8.2.1) **You: (d)** Do you have a moment to discuss our project topic?

Classmate: Yes. Are we considering code-switching in school chats or politeness in

forum arguments?

8.2.2) **You: (d)** I'm torn. The chat idea is interesting, but getting data and consent might take time.

Classmate: True. We'd need permissions and careful anonymizing. Forums are public, so data collection is faster.

8.2.3) **You: (a)** With forums, we could code for hedges, softeners, and apologies, then compare across threads.

Classmate: What methods would the chat study need?

8.2.4) **You: (d)** Language tagging, marking each switch, and maybe transcribing voice notes. That could be slow.

Classmate: And we only have three weeks. Speed matters.

8.2.5) **You: (b)** Then the forum study fits better. We can sample 200 posts, set a clear coding scheme, and run simple stats.

Classmate: It also matches the professor's focus on online discourse.

8.2.6) **You: (d)** That's a good point. Let's pick the forum topic, write a 150-word abstract, and list variables tonight.

Question 9

Scenario: You are talking to your professor about study abroad options in Japan. You are a second-year student who wants to spend one semester in Tokyo or Osaka next spring. You plan to ask which partner universities have courses in English, what grades or language level you need, and how the credits will transfer.

9.1) **Listen and Complete**

9.1.1) What will you talk to the professor about?

I'm interested in study abroad options in Japan.

9.1.2) How long do you plan to go abroad for?

I want to spend one semester in Japan next spring.

9.1.3) What will you ask about?

I want to learn about courses in English, grades, and how credits will transfer.

9.1.4) When do you plan to go abroad?

I want to go next spring.

9.2) Listen and Respond

9.2.1) You: (d) Hi Professor. I'm a second-year and hope to spend one semester next spring, ideally in Tokyo or Osaka. Which partner universities offer enough courses in English?

Professor: We have partners in both cities. Each provides modules in English across business, social sciences, and humanities. I can send you the latest catalogue and a short comparison sheet.

9.2.2) You: (c) Great. What grades and language level do I need? My GPA is 3.4, and my Japanese is basic.

Professor: Minimum GPA is 3.0. For English-taught tracks, Japanese isn't required, though a short placement is recommended. If you want some courses in Japanese, aim for elementary level by December.

9.2.3) You: (a) How do credits transfer back to my major? I want the semester to count.

Professor: You'll submit a learning agreement before departure. We pre-approve modules as major, minor, or elective credit. Keep syllabi and key assignments for final mapping when you return.

9.2.4) You: (b) What's the application timeline and are there scholarships?

Professor: Applications open on October 1st and close at the start of November. Decisions go out in early December. Scholarship forms are due the same week as the application.

9.2.5) You: (c) That sounds like enough time. What about costs and housing?

Professor: Plan for tuition exchange, housing, health insurance, and local transit. Most partners offer dorms near campus, but spaces fill quickly.

9.2.6) You: (c) It would be great to live near the campus. Thanks for your help.

Question 10

Scenario: You are talking to a classmate after a lecture in the library. You want to

apply for a summer internship in environmental conservation, and you are not sure about the steps. You plan to ask about deadlines, your CV and cover letter, the online form, and if a referral helps.

10.1) Listen and Complete

10.1.1) When do you speak to your classmate?

I speak to them after a lecture in the library.

10.1.2) What are you interested in applying for?

I want to apply for a summer internship in environmental conservation.

10.1.3) What do you plan to ask your classmate about?

I plan to ask about deadlines, my CV and cover letter, the online form, and if a referral helps.

10.2) Listen and Respond

10.2.1) You: (a) Do you have a minute to talk through summer internships in environmental conservation?

Classmate: Sure, I did one last year. What do you want to know?

10.2.2) You: (a) The steps, mainly. I don't want to miss a deadline or a document.

Classmate: Start by shortlisting five to seven programs. Note deadlines, role type, field or office, and any basic requirements like first aid.

10.2.3) You: (b) How should I shape my CV and cover letter?

Classmate: Keep your CV to one page and make it easy to read. Put your most relevant experience and skills near the top. For the cover letter, explain why you want the internship, why you'd be a good fit, and when you're available.

10.2.4) You: (a) Do they want references or transcripts, and how do I submit?

Classmate: Most ask for two referees and an unofficial transcript. Applications go through an online form. Upload PDF files and submit at least two days early.

10.2.5) You: (c) What should I prepare for interviews?

Classmate: A story about teamwork. I talked about doing a survey with classmates in rough weather. You should also include an example of solving a problem with limited kit, and a short example that shows you understand data.

10.2.6) **You: (b)** Great. I'll draft my CV and letter tonight and send you a copy to review. Thanks for all your help!

Interactive Speaking

Question 1

1.1) I'd like to ask you a few questions about health & fitness. What kind of exercise do you enjoy most?

1.2) Okay, let me ask you another question. Describe a time when you changed a health habit.

1.3) I see. I've got a different question. How do you decide whether a fitness plan is realistic for you?

1.4) Thanks for discussing health & fitness with me. Now I'd like to change topics and ask you a few questions about technology & communication. Why has smartphone use changed everyday communication in your community?

1.5) All right. Here's another question. Can you tell me how you manage notifications on your phone during the day?

1.6) Okay, let me ask you another question. What are the advantages and disadvantages of using group chats to organize events?

Question 2

2.1) I'd like to ask you a few questions about your community. Who in your neighborhood do you talk with most?

2.2) All right. Here's another question. Describe a time when your community came together for an event or a problem.

2.3) I see. I've got a different question. How do you decide whether to get involved in a local activity?

2.4) Thanks for discussing your community with me. Now I'd like to change topics and ask you a few questions about travel. Explain why off-season travel can benefit destinations.

2.5) Okay, let me ask you another question. What steps do you take to organize a short trip?

2.6) All right. Here's another question. Should tourists prioritize local experiences over famous sights? Why?

Question 3

3.1) I'd like to ask you a few questions about the environment. What everyday actions do you take to reduce waste?

3.2) Okay, let me ask you another question. Describe a time when you changed how you used energy at home.

3.3) All right. Here's another question. How do you evaluate whether a product is environmentally friendly before buying it?

3.4) Thanks for talking with me about the environment. Now I'd like to change topics and ask you a few questions about arts & entertainment. Explain how film festivals can influence local culture.

3.5) I see. I've got a different question. When you choose something to watch, what do you look for first?

3.6) Okay, let me ask you another question. What are the advantages and disadvantages of streaming platforms for artists?

Question 4

4.1) I'd like to ask you a few questions about sports. Which sport do you enjoy most?

4.2) I see. I've got a different question. Describe a memorable match or game you experienced.

4.3) Okay, let me ask you another question. How do you judge whether a coach or trainer is effective?

4.4) Thanks for discussing sports with me. Now I'd like to change topics and ask you a few questions about cooking. Why do food trends spread quickly in many cities?

4.5) All right. Here's another question. Can you walk me through your usual routine when you cook at home?

4.6) I see. I've got a different question. Should schools teach basic cooking skills? Why?

Question 5

5.1) I'd like to ask you a few questions about shopping & money. Where do you usually shop for everyday items?

5.2) All right. Here's another question. Tell me about a purchase you regretted.

5.3) Okay, let me ask you another question. How do you decide whether to save money or spend it on an experience?

5.4) Thanks for discussing shopping and money with me. Now I'd like to change topics and ask you a few questions about housing and transport. Explain why public transport matters for city life.

5.5) I see. I've got a different question. What does your typical weekday commute look like?

5.6) All right. Here's another question. What are the advantages and disadvantages of living close to a metro, train line, or bus route?

Additional Resources

The following resources are also available to both students and teachers interested in the DET. Scan the QR codes to access.

For Students

The DET – Take the test! It only costs $70 and you get your results within two days.

Practice Hub & Practice Test – Practice question types, get feedback on answers, take a short version of the test.

Question Guide – Information on all questions types in the DET and tips for how to maximize your score on each.

Practice Questions Volume 4 – Over 250 paper-based practice questions including audio and answers.

Practice Questions Volume 3 – Over 250 paper-based practice questions including audio and answers.

For Teachers

Trainer Hub – Become a DET-certified trainer and learn about the test rules, scoring, and question types.

Handbook – Includes information on all test questions, strategies for each question type and suggestions for lessons.

Scoring Guide – Includes information about question types and scoring as well as scored sample answers.

Lesson Plans for Teachers

Describing Position and Direction in Photos – Learn how to describe photos clearly by saying where things are, how they connect, and which way people or objects face.

Using Fillers to Avoid Silence – Learn simple fillers and phrases to help you keep speaking when you need time to think.

Paraphrasing When You Forget a Word – Learn how to explain an idea in another way when you cannot remember the exact word.

Pausing Strategically – Learn how to use short pauses to plan your ideas, show structure, and make your speaking sound more fluent.

Adding Nuance – Learn how to make speaking answers sound more precise by limiting claims, adding exceptions, and recognizing other viewpoints.

Using Strong Verbs in Writing – Learn how to replace weak verbs with stronger verbs so your writing is clearer, more direct, and easier to read.