



Training Test for Grade 12 Advanced

Name:

Section:

Part 1A: Vocabulary:

Grade Level Goal	Beyond Grade 12 GLG	Learning Continuum Stage	9
Class	12 Advanced / 12 Elite	CEFR	B2.2
Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60
		Platform	SwiftAssess
			Writing: 40
			Paper-based

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Towards Grade Level Goal Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points and word choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret and analyse texts.	Pushing Boundaries Nature or Nurture	roots, identical, be reunited, significant, due to, heritable, thrill, powerful, brain, mind, memory, identity, personality, behavior, insight, knowledge, colleague, peer, attitude, chemicals, natural trait, personality trait, genetics		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap Fill Choose the correct words to complete the sentences.	Reading Strategies ENG.09.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points, and word and language choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret, evaluate and critically analyse extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	1 text of 180 words (10% either way) with 7 gaps focusing on the target vocabulary. 3 options, one of which is the correct answer 2 marks each (total: 14)	

Maze 1: Nature vs Nurture

For decades, scientists have debated whether our personalities come from our (1) _____ (materials / roots / sources) or from our upbringing. This question lies at the heart of the nature vs nurture debate. Studies of twins, especially (2) _____ (identical / similar / different) ones who grew up apart and later (3) _____ (reconnect / meet again / be reunited) have provided valuable clues.

Researchers found that many aspects of (4) _____ (identity / personality / behaviour) such as intelligence or temperament, are partly (5) _____ (heritable / shared / common) — that is, passed from parents to children through (6) _____ (genetics / education / learning).

Yet environment also plays a (7) _____ (minor / limited / significant) role. A child's behaviour, experiences, and peers all shape who they become.



Maze 2: Living Roofs

In many modern cities, architects are turning to (1) _____ (low-priced / planet-friendly / cost-cutting) solutions such as green or living roofs.

These roofs add a protective (2) _____ (addition / coating / layer) of plants and soil on top of buildings, improving (3) _____ (insulation / structure / ventilation) and helping with energy (4) _____ (creation conservation / reduction).

They also manage (5) _____ (overflow / reduction / flooding) by absorbing excess rainwater, reducing (6) _____ (emissions / drawbacks / leakage) during storms.

Although some people worry about (7) _____ (drawbacks / benefits / improvements) like maintenance costs or structural challenges, the advantages clearly outweigh them.

Part 1B: Grammar:

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret texts.	Rise to the Challenge! My roof is alive!	insulation, conservation, original, creation, structural, layer, reduction, overflow, additions, historical, drawbacks, lightweight, wildlife, rainwater, outweigh, overconfident, cost-cutting, fastest-growing, low-priced, planet-friendly, long-term	Zero conditional First conditional G.8.1 Modals (present) G.9.7 Nouns (compound nouns)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.09.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points, and word and language choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret, evaluate and critically analyse extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	1 expository text of 180 words (10% either way) with 7 gaps 3 options, one of which is the correct answer 2 marks each (total 14)



Living Roofs and the Environment

When people install living roofs on their buildings, the environment benefits in many ways. If you (1) _____ (**adds / add / adding**) plants to rooftops, cities become greener — that's the zero conditional in action.

Scientists say that if our (2) _____ (**city system / urban design / building surface**) includes more vegetation, it reduces heat.

If architects (3) _____ (**uses / use / used**) eco-friendly materials, they (4) _____ (**will reduce / reduce / reduced**) pollution — that's the first conditional.

Experts also explain that you (5) _____ (**should / must / can**) water the plants regularly to keep the roof healthy.

Modern cities face (6) _____ (**air pollution / time pressure / energy loss**) — another reason why people (7) _____ (**could / might / may**) choose living roofs to improve urban life.

Grammar Maze 2: Managing Your Time Wisely

When you multitask too often, your brain becomes overloaded. If your (1) _____ (**work schedule / timetable / routine**) includes constant switching, your focus suffers — another zero conditional situation.

Experts believe that if people (2) _____ (**planning / plans / plan**) their day carefully, they (3) _____ (**complete / will complete / completed**) their work more efficiently — a clear first conditional example.

To manage time better, you (4) _____ (**can / must / should**) use helpful (5) _____ (**reminder app / planning tool / online tracker**). For instance, setting short goals (6) _____ (**help / helps / helped**) you stay motivated.

People who multitask too much (7) _____ (**may / can / might**) experience more stress than those who focus on one task. That's why it's important to understand your mental limits.



Part 2- Reading:

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal Identify specific information At Grade Level Goal Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types. Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation.	Pushing Boundaries The truth about multi-tasking	Multitask, rare exception, impression, memorize, solve, concentration, competent, computer-based, participants, memory skills, research, inefficient, stressful	Stage 9 Grammar
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: ENG.09.RV.CS.2.1: Read and identify specific information in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Inference ENG.09.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Connections ENG.09.RV.CS.3.1 Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Text features ENG.09.RV.S.2.1: Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	1 argumentative text of 330-350 words (10% either way) 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Reading Text 1: The Truth About Multitasking

In today's digital age, many people believe that being able to **multitask** is a sign of being smart and **competent**. From checking emails while attending meetings to studying with music and social media notifications, people often feel that doing several things at once makes them more productive. However, **research** shows that this is usually a **rare exception** rather than the rule.

Studies involving **computer-based** experiments have revealed that **participants** who attempt to switch tasks quickly perform worse in **memory skills**, problem-solving, and focus. Their ability to **concentrate** on a single task drops significantly. The **impression** of efficiency is misleading—people might feel busy, but their work becomes more **inefficient** and full of mistakes.



One reason for this decline is that the human brain is not designed to handle multiple streams of information effectively. Instead of processing tasks simultaneously, the brain jumps rapidly between them, which increases the mental load. Over time, this can become **stressful** and reduce the ability to **memorize** information or **solve** problems deeply.

Some experts suggest that to reach **optimal** performance, individuals should focus on one task at a time and take short breaks between activities. This approach improves both productivity and well-being. While technology can make multitasking seem easy, the truth is that single-tasking allows people to work smarter, not harder.

Comprehension Questions (Text 1)

1. **What is the main idea of the passage?**
 - A. Multitasking makes people faster and smarter.
 - B. Research shows multitasking often reduces efficiency and focus.
 - C. People should stop using computers completely.
2. **According to the passage, what do studies show about multitaskers?**
 - A. They are usually more productive.
 - B. They perform worse on memory and concentration tasks.
 - C. They can easily handle stress.
3. **The phrase *rare exception* in paragraph 1 means:**
 - A. Something that happens often.
 - B. Something that happens rarely or unusually.
 - C. A rule that everyone follows..
4. **What can be inferred about multitasking?**
 - A. It only affects people who use technology.
 - B. It can create the illusion of being productive.
 - C. It always helps people finish tasks faster.
5. **What is one negative effect of multitasking mentioned in the text?**
 - A. Improved problem-solving ability.
 - B. Increased creativity.
 - C. Higher stress and more mistakes.



6. What is the suggested way to improve performance?

- A. Doing as many tasks as possible at once.
- B. Ignoring breaks to save time.
- C. Focusing on one task at a time with rest intervals.

7. Which sentence best summarizes the text?

- A. The more we multitask, the smarter we become.
- B. Multitasking is efficient only for rare individuals; most people perform better when focusing on one task.
- C. Technology has no effect on our attention span.

8. Which detail from the passage best supports the idea that multitasking reduces efficiency?

- A. "People often feel that doing several things at once makes them more productive."
- B. "Participants who attempt to switch tasks quickly perform worse in memory skills, problem-solving, and focus."
- C. "Technology can make multitasking seem easy."

Part 3 : Reading

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify specific information Beyond Grade Level Goal Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types. Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation.	Rise to the Challenge Overpopulation Fuels Megacities, for Better or worse	urbanization, rural, migrate, manufacturing, dwellers, thriving, infrastructure, incorporate, optimal, emissions	Stage 9 Grammar
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: ENG.09.RV.CS.2.1: Read and identify specific information in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Inference ENG.09.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Connections ENG.09.RV.CS.3.1: Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Text features ENG.09.RV.S.2.1: Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	• 1 expository text of 330-350 words (10% either way) • 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)



Reading Text 2: Overpopulation and Megacities

In recent decades, the world has witnessed an incredible rate of **urbanization**, as millions of people leave **rural** areas and **migrate** to cities in search of better jobs and living conditions. This movement has transformed small towns into **thriving megacities** filled with **dwellers** from diverse backgrounds. While this growth can be a sign of progress, it also presents major challenges for governments and citizens alike.

One of the biggest issues is the strain on **infrastructure**—the systems that support daily life, such as roads, electricity, and clean water. Many megacities struggle to **incorporate** new housing, schools, and hospitals quickly enough to meet the growing demand. As a result, overcrowded neighbourhoods and traffic congestion have become common features of urban life.

The rapid expansion of **manufacturing** industries has brought economic benefits but also increased **emissions** that harm the environment. Policymakers are now seeking **optimal** solutions to balance economic growth with sustainability. Experts suggest investing in public transportation, renewable energy, and green urban planning to reduce pollution and improve the quality of life for city **dwellers**.

Although overpopulation can seem overwhelming, it also drives innovation and adaptation. Cities that manage to plan wisely and invest in sustainable development can continue to grow without compromising the well-being of their citizens. The future of megacities depends on how effectively humans can respond to the challenges of **urbanization**.

Comprehension Questions (Text 2)

1. What is the main idea of the passage?

- A. Overpopulation is destroying all megacities.
- B. Urbanization creates both challenges and opportunities for modern cities.
- C. Manufacturing is the main cause of migration.

2. What does the word *urbanization* refer to?

- A. The movement of people from cities to rural areas.
- B. The process of making cities smaller.
- C. The growth and expansion of cities.

3. Why do many people migrate to cities?

- A. To escape pollution.
- B. To find better opportunities and living conditions.
- C. To avoid manufacturing jobs.

4. What can be inferred about infrastructure in megacities?

- A. It always meets the needs of all residents.
- B. It is well-planned and rarely faces problems.
- C. It often struggles to keep up with population growth.

5. What is one suggested solution to overpopulation challenges?

- A. Building more factories.
- B. Encouraging people to move to rural areas permanently.
- C. Investing in sustainable urban planning and transport.

6. The word *optimal* in paragraph 3 means:

- A. Average
- B. Perfect or most suitable
- C. Temporary

7. Which sentence best summarizes the text?

- A. Urbanization causes only pollution and stress.
- B. Megacities are thriving because manufacturing has stopped.
- C. The balance between growth and sustainability is vital for cities.

8. Which detail from the passage best illustrates the strain on infrastructure in megacities?

- A) Manufacturing industries have brought economic benefits.
- B) Overcrowded neighbourhoods and traffic congestion have become common.
- C) Policymakers are seeking optimal solutions.



Part 4 Writing:

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Produce clear, extended and detailed written or multimodal texts, expressing comparisons, justifications and conditions where appropriate. Express ideas, information, opinions, feelings, emotions and personal perspectives, giving detailed reasons and explanations at some length. Produce extended, structured written or multimodal texts that clearly follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a clear awareness of audience. Use a wide range of cohesive devices, and referencing or substitution to connect ideas clearly in texts, ensuring coherence throughout.	Rise to the Challenge Two Different Ways of Living: A Personal Viewpoint (Resource 05, 06)	Term 1 Vocabulary	Stage 9 grammar	FL.26 Comparing and contrasting FL.16 Expressing opinion Describing advantages and disadvantages Expressing agreement and disagreement
		Task Description	Learning Outcomes		Construct Limits
		Guided constructed response 4.1 Read the text carefully. What are the two different points of view presented in the text? Summarise them in your own words. 4.2 Read the text again. Main writing prompt. - prompt 1 - prompt 2 - prompt 3 Write at least 220 words.	Fluency in text production ENG.09.WR.P.1.1: Produce clear, extended and detailed written or multimodal texts on concrete and some abstract topics, expressing comparisons, justifications and conditions where appropriate, where meaning is clear, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies. Presentation and development of ideas ENG.09.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on concrete and some abstract topics, giving detailed reasons and explanations at some length using simple and complex language and expressions in extended written or multimodal texts, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies. Text structure ENG.09.WR.P.9.1: Produce extended, structured written or multimodal texts on concrete and some abstract topics that clearly follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a clear awareness of audience, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies. Coherence and cohesion ENG.09.WR.S.5.1: Use a wide range of cohesive devices, and referencing or substitution to connect ideas clearly in extended, structured written or multimodal texts on concrete and some abstract topics, ensuring coherence throughout, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies.		4.1 One text of 200 words related to theme that is structured on two thoughts. Organise the discussion of each aspect into separate paragraphs. One question asking what the two points of view presented in the text are, in their own words. 4.2 - One question asking them to write a comparative essay in response to the text. - Three prompts comparing the points of view, explaining which point of view they agree with (giving reasons) and supporting their choices with evidence from the text. - Word count: 220 words 40 marks (based on rubric)

Pushing Boundaries: Multi-tasking

In today's fast-moving world, multi-tasking has become a symbol of efficiency and ambition. Many people believe that juggling several tasks at once pushes the boundaries of human productivity. They argue that multi-tasking allows individuals to achieve more in less time, handle demanding workloads, and adapt quickly to modern challenges. For example, professionals who can reply to emails, attend meetings, and plan projects simultaneously are often seen as highly capable. Supporters of this approach claim that multi-tasking keeps the mind active and helps people stay ahead in competitive environments.

However, others argue that trying to do many things at once actually reduces the quality of work and increases stress. Research shows that when attention is divided, mistakes are more likely and creative thinking suffers. Critics of multi-tasking believe that true progress comes from focus, not from constant switching between tasks. They say that the human brain performs best when it can give full attention to one goal at a time, allowing deeper understanding and better results.



Question:

What are the two viewpoints about multi-tasking presented in the text? Write your answer in your own words.

The Multitasking Dilemma

In today's fast-paced digital world, many people believe that being able to multitask is an essential skill. Supporters argue that it allows individuals to save time and handle multiple responsibilities at once. Students, for instance, can research online while taking notes or chatting with classmates. In modern workplaces, multitasking seems necessary — employees often juggle emails, meetings, and reports within the same hour. These people see multitasking as a sign of being competent, efficient, and ready for today's computer-based society.

However, others believe that multitasking is actually inefficient and even stressful. Scientific research shows that our concentration drops every time we switch between tasks. As a result, the brain spends more energy and makes more mistakes. Opponents of multitasking argue that it reduces memory skills and makes people less creative. They say that focusing on one task at a time leads to optimal results and a calmer, more organized mind.

Use the prompts below to plan your ideas before writing.

Prompts:

1. What are the main advantages and disadvantages of multitasking?
2. How does multitasking affect productivity, learning, and stress levels?
3. In your opinion, is multitasking a useful skill or a harmful habit? Explain why.

Essay Question

Now, write an essay of **at least 220 words** on the topic:

“Is multitasking a strength in modern life or a source of stress and inefficiency?”

Use your plan to structure your ideas clearly and support your viewpoint with examples.

[illegible]

Living Roofs in Megacities

As megacities continue to grow, living roofs—also known as green roofs—are becoming a popular way to improve urban life. Supporters believe that these plant-covered rooftops are an innovative solution to several city problems. They argue that living roofs reduce air pollution, lower temperatures, and provide green spaces where residents can relax. In addition, they help absorb rainwater, reducing the risk of flooding in heavily built-up areas. For many city planners, living roofs represent a sustainable step toward creating healthier and more eco-friendly environments.

On the other hand, some critics question whether living roofs are practical for all megacities. They point out that the installation and maintenance costs are high, and not all buildings can safely support the extra weight of soil and plants. In regions with limited rainfall or extreme climates, keeping these green spaces alive can also demand a lot of resources. Opponents argue that the money used for living roofs might be better spent on more urgent issues, such as public transport or affordable housing.



Question:

What are the two different viewpoints about living roofs in megacities presented in the text? Write your answer in your own words.

Building the Future

As cities expand, the world's **megacities** are facing growing challenges — from traffic and air **emissions** to housing shortages and pollution. Some experts believe that the best solution is **urbanization** through vertical growth. They argue that building upward creates more space for **dwellers**, improves **infrastructure**, and supports economic growth. Modern skyscrapers can **incorporate** advanced **manufacturing**, business centers, and eco-friendly technologies that make city life more **thriving** and connected.

On the other hand, many urban planners support **living roofs** and other green solutions. They believe that covering buildings with vegetation helps cool the city, reduces carbon emissions, and supports wildlife. Living roofs also improve air quality and **conserve** energy by adding natural **insulation**. These supporters say that a balance between development and nature is essential for a sustainable future.

Use the prompts below to organize your ideas before writing.

Prompts:

1. What are the main environmental and social challenges in megacities?
2. How can solutions like vertical buildings and living roofs improve city life?
3. Which approach do you think is better for sustainable urban development?

Now, write an essay of at least 220 words on the topic:

“Should future cities focus on vertical expansion or on eco-friendly green designs?”

Use your plan to structure your essay clearly and support your ideas with examples and reasoning.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.