PrepEx

DET / PRACTICE BOOKLET

Duolingo English Test practice questions

93 questions / 10 question types / answers

Original practice in the 2026 formats, with an answer key, explanations and model answers.

An independent PrepEx learning resource

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prepex.ai/det/practice-questions-pdf

About the test and this booklet

The Duolingo English Test (DET) is a one-hour online test with 13 question types. It is computer-adaptive: some questions get easier or harder depending on your answers. You get an overall score from 10 to 160 and four subscores: Reading, Listening, Writing and Speaking.

This booklet has 93 original practice questions for the 10 question types that work on paper, with an answer key, explanations and model answers. Three question types need audio or a live conversation, so section 9 links to free online practice for them.

Question type	Skill	On the test	Time	This booklet
Read and Select	Reading	15–18 words	5 seconds each	Section 1
Fill in the Blanks	Reading	6–9 sentences	20 seconds each	Section 2
Read and Complete	Reading	3–6 passages	3 minutes each	Section 3
Listen and Type	Listening	6–9 sentences	1 minute each	Online
Interactive Reading	Reading	2 sets of 6 questions	7 or 8 minutes a set	Section 4
Interactive Listening	Listening, Writing	2 sets of 8–10 questions	6:30, then 75 seconds	Online
Write About the Photo	Writing	3 photos	1 minute each	Section 5
Interactive Writing	Writing	1 set of 2 questions	5 minutes, then 3 minutes	Section 6
Speak About the Photo	Speaking	1 photo	20 seconds to prepare, 90 seconds	Section 8
Read, Then Speak	Speaking	1 question	20 seconds to prepare, 90 seconds	Section 8
Interactive Speaking	Speaking	6–8 questions	35 seconds each	Online
Writing Sample	Writing	1 question	30 seconds to prepare, 5 minutes	Section 7
Speaking Sample	Speaking	1 question	30 seconds to prepare, 3 minutes	Section 8

Question types and timings follow Duolingo's Help Center and DET Question Guide (2026), checked on 25 November 2026.

How to use this booklet

1. Use a phone timer. Each section starts with the time the real test gives you.
2. Write your answers on a separate sheet, or on the lines provided. For speaking prompts, answer aloud and record yourself on your phone.
3. Check your answers in the answer key. Read the explanation for every answer you missed, and for any you guessed.
4. Get your writing and speaking graded free on PrepEx (see the last page). Then try the same question type again with a new prompt.

Contents

1. Read and Select: 51 words
2. Fill in the Blanks: 16 sentences
3. Read and Complete: 2 passages
4. Interactive Reading: 12 questions in 2 sets
5. Write About the Photo: 3 photos
6. Interactive Writing: 2 two-part prompts
7. Writing Sample: 2 prompts
8. Speaking on paper: 5 prompts (Speak About the Photo, Read, Then Speak, Speaking Sample)
9. Listening and Interactive Speaking: 3 online tasks

Answer key, model answers and free grading

1. Read and Select

Time: 5 seconds for each word. The test gives you 15–18 words.

What to do: Decide whether each word is a real English word. Circle Y for a real word or N for a made-up word.

Tip: Cover the list with a card and move it down one word at a time. Some made-up words look very like real ones, so read every letter. There is no set number of real words.

Set 1: everyday words

1. **borrow** Y / N	2. **prellow** Y / N	3. **kitchen** Y / N
4. **mindock** Y / N	5. **honest** Y / N	6. **thirsty** Y / N
7. **sheltip** Y / N	8. **trasket** Y / N	9. **decide** Y / N
10. **morvish** Y / N	11. **ladder** Y / N	12. **wistock** Y / N
13. **careful** Y / N	14. **gandrous** Y / N	15. **empty** Y / N
16. **fennimal** Y / N		

Set 2: general and study words

17. **flascent** Y / N	18. **gather** Y / N	19. **reluctant** Y / N
20. **lommerly** Y / N	21. **ancient** Y / N	22. **pastimony** Y / N
23. **whisper** Y / N	24. **brevulous** Y / N	25. **frequent** Y / N
26. **thrastle** Y / N	27. **survive** Y / N	28. **wendral** Y / N
29. **shallow** Y / N	30. **observe** Y / N	31. **hollent** Y / N
32. **damage** Y / N	33. **plandery** Y / N	

Set 3: academic words

34. **meticulous** Y / N	35. **vestulate** Y / N	36. **scrutiny** Y / N
37. **contrevious** Y / N	38. **plausible** Y / N	39. **abstemity** Y / N
40. **deteriorate** Y / N	41. **eloquent** Y / N	42. **perfidate** Y / N
43. **tenacious** Y / N	44. **delucent** Y / N	45. **emblitude** Y / N
46. **conspicuous** Y / N	47. **narcolent** Y / N	48. **mitigate** Y / N
49. **valudious** Y / N	50. **alleviate** Y / N	51. **curtilous** Y / N

On the test, each word is chosen for you based on your earlier answers. These sets are fixed and get harder from Set 1 to Set 3.

2. Fill in the Blanks

Time: 20 seconds for each sentence. The test gives you 6–9 sentences.

What to do: Complete the unfinished word. Each line (_) stands for one missing letter.

Tip: Read the whole sentence first. Look for a word with the same or opposite meaning, or a word that often goes with the missing one.

Set A

1. Could you turn the music down a little? I'm trying to conce_ _ _ _ _ _ on my homework.
2. When the lights went out, the children sat completely sil_ _ _ and listened to the storm.
3. I overslept this morning, so I dressed hurr_ _ _ _ _ and ran to the bus stop.
4. The restaurant is always busy on Saturdays, so please make a reser_ _ _ _ _ _ before you go.
5. Many birds migrate, or tra_ _ _ long distances, when the seasons change.
6. Outside, the street was noisy and crowded, but inside the library it was peac_ _ _ _.
7. The city plans to plant two thousand trees next year to improve air qua_ _ _ _.
8. Plants need light to make food, so a seed that grows in a dark cupboard becomes weak and pa_ _.

Set B

9. Officials say the storm caused wides_ _ _ _ _ damage, affecting homes in more than forty towns.
10. In an experiment, scientists change only one factor at a time so that they can mea_ _ _ _ its effect.
11. I'm not sure I can come on Friday. Can I give you a defi_ _ _ _ answer tomorrow?
12. Moving to a new country was hard at first, but I grad_ _ _ _ _ got used to the cold weather.
13. The old man spoke so softly that his words were almost inau_ _ _ _ _.
14. After months of talks, the two companies finally reached an agre_ _ _ _ _ on the price.
15. When later studies could not repeat the results, many researchers began to treat the first study as unrel_ _ _ _ _.
16. We didn't plan to meet. We ran into each other at the station completely by acci_ _ _ _.

3. Read and Complete

Time: 3 minutes for each passage. The test gives you 3–6 passages.

What to do: Type the missing letters to complete the text. Here, write the complete words on a separate sheet, numbered as in the passage.

Tip: The first and last sentences are always complete. Read the whole passage first, then fill in the easiest words.

Passage 1: Baking with my grandfather

16 unfinished words

Last winter, my grandfather taught me how to bake bread. He sho_ _ _[1] me h_ _[2] much fl_ _ _[3] to u_ _[4] and h_ _[5] long t_[6] knead t_ _[7] dough. M_[8] first lo_ _[9] was fl_ _[10] and ha_ _[11], but h_[12] said h_ _[13] first o_ _[14] had be_ _[15] the sa_ _[16]. Now I bake bread for the whole family every Sunday.

Passage 2: Recycling glass

20 unfinished words

Glass is one of the easiest materials to recycle. Once i_[1] has be_ _[2] collected, i_[3] is sor_ _ _[4] by co_ _ _[5] and cru_ _ _ _[6] into sm_ _ _[7] pieces. Th_ _ _[8] are mel_ _ _[9] in a very h_ _[10] furnace a_ _[11] shaped in_ _[12] new ja_ _[13]. Because gl_ _ _[14] does n_ _[15] wear o_ _[16], the sa_ _[17] material c_ _[18] be recy_ _ _ _[19] many ti_ _ _[20]. Using old glass also saves energy, because it melts at a lower temperature than sand.

Your answers, passage 1

1 _____	2 _____	3 _____	4 _____
5 _____	6 _____	7 _____	8 _____
9 _____	10 _____	11 _____	12 _____
13 _____	14 _____	15 _____	16 _____

Your answers, passage 2

1 _____	2 _____	3 _____	4 _____
5 _____	6 _____	7 _____	8 _____
9 _____	10 _____	11 _____	12 _____
13 _____	14 _____	15 _____	16 _____
17 _____	18 _____	19 _____	20 _____

4. Interactive Reading

Time: 7 or 8 minutes for all six questions in a set. The test gives you two sets.

What to do: Answer six questions about one passage, in order: Complete the Sentences, Complete the Passage, two Highlight the Answer questions, Identify the Idea and Title the Passage.

Tip: Each question shows you more of the passage. Do not turn to the next page of a set until you have answered Question 1; the next page shows the correct words.

Set 1 (narrative): 8 minutes

Question 1. Complete the Sentences. Choose the best word for each missing word.

When Leila began volunteering at her town library's after-school homework club, she **(1)** _____ to spend her afternoons **(2)** _____ children with math. Instead, on her very **(3)** _____ day, the club leader asked her to read with a nine-year-old boy named Tomas. Tomas **(4)** _____ to open any of the books she offered him. Reading, he announced, was **(5)** _____, and stories were for little kids. Leila tried a funny animal story, a book of jokes and a comic, but each time he pushed the book away without even **(6)** _____ at the cover.

(1) A expected B refused C pretended D avoided E imagined
(2) A teaching B helping C showing D explaining E training
(3) A last B next C first D own E late
(4) A agreed B managed C hurried D refused E waited
(5) A exciting B useful C boring D patient E careful
(6) A seeing B watching C noticing D reading E looking

Your answers for this set

Q1 (1) _____ Q1 (2) _____ Q1 (3) _____

Q1 (4) _____ Q1 (5) _____ Q1 (6) _____

Q2 _____ Q5 _____ Q6 _____

Questions 3 and 4: underline your answers in the passage on the next page.

Turn the page when you have answered Question 1.

Set 1, continued

Question 2. Complete the Passage. Choose the best sentence for the gap.

When Leila began volunteering at her town library's after-school homework club, she expected to spend her afternoons helping children with math. Instead, on her very first day, the club leader asked her to read with a nine-year-old boy named Tomas. Tomas refused to open any of the books she offered him. Reading, he announced, was boring, and stories were for little kids. Leila tried a funny animal story, a book of jokes and a comic, but each time he pushed the book away without even looking at the cover.

The following week, Leila noticed that Tomas was drawing detailed plans of bridges on the back of his worksheet. **[_____]** Before the next session, she found a short book about how famous bridges had been built and left it on the table without saying a word. By the end of the afternoon, Tomas had read half of it and was asking her what a suspension cable did. Over the next two months, the two of them worked their way through every engineering book on the library's shelves. Leila came to realize that Tomas had never really disliked reading. Nobody had offered him a book about something he cared about.

A She asked the club leader to move him to the math group instead.
B Seeing these drawings gave Leila an idea about what he might read.
C She told him that drawing was not allowed while the club was doing homework.
D The other children in the club were reading more than before.
E His teacher had asked him to finish the worksheet by Friday.

Questions 3 and 4. Highlight the Answer. Underline the words in the passage that answer each question. The gap is filled with the sentence that fits.

3. What was Tomas drawing on the back of his worksheet?
4. How did Leila give Tomas the book about bridges?

Question 5. Identify the Idea. Choose the idea that the passage expresses.

A A volunteer learned that a boy would read books about things he liked.
B A boy who found reading boring was moved to a group that studied math.
C Leila discovered that Tomas read better when she read stories aloud to him.
D A boy taught a library volunteer how famous bridges were built.
E The library needed more engineering books because many children wanted them.

Question 6. Title the Passage. Choose the best title for the whole passage.

A How Famous Bridges Were Built
B A Difficult First Day at the Library
C Why Children Prefer Comics to Novels
D Volunteering to Teach Math After School
E Finding the Right Book for Tomas

Set 2 (expository): 7 minutes

Question 1. Complete the Sentences. Choose the best word for each missing word.

Walk across almost any college campus or city park and you will probably **(1)** _____ narrow strips of bare earth cutting across the grass. Planners call these desire paths. They form when enough people decide that the official route is too long or **(2)** _____ and choose a more **(3)** _____ line instead. Each person who walks there **(4)** _____ the grass down a little more. Eventually the plants **(5)** _____ growing, and a clear track appears that others are **(6)** _____ to follow.

(1) A forget B repair C notice D measure E invent
(2) A comfortable B inconvenient C direct D careful E expensive
(3) A crowded B official C distant D direct E careful
(4) A grows B presses C plants D mows E waters
(5) A start B keep C continue D begin E stop
(6) A unable B afraid C forbidden D likely E careful

Your answers for this set

Q1 (1) _____ Q1 (2) _____ Q1 (3) _____

Q1 (4) _____ Q1 (5) _____ Q1 (6) _____

Q2 _____ Q5 _____ Q6 _____

Questions 3 and 4: underline your answers in the passage on the next page.

Turn the page when you have answered Question 1.

Set 2, continued

Question 2. Complete the Passage. Choose the best sentence for the gap.

Walk across almost any college campus or city park and you will probably notice narrow strips of bare earth cutting across the grass. Planners call these desire paths. They form when enough people decide that the official route is too long or inconvenient and choose a more direct line instead. Each person who walks there presses the grass down a little more. Eventually the plants stop growing, and a clear track appears that others are likely to follow.

For many years, park managers treated these tracks as damage. They put up fences and signs asking visitors to stay on the paved paths. **[_____]** People simply walked around the fences or ignored the signs. More recently, some designers have begun to see desire paths as useful information about how a space is actually used. Instead of guessing where people will want to walk, they wait to see which tracks appear and then pave the most popular ones. In this way, a shortcut that began as a small act of disobedience can become part of the official design.

A However, these measures rarely worked for long.
B Fences are expensive to build and to repair.
C Most parks are open from early morning until sunset.
D Some parks also planted flowers along their paved paths.
E Desire paths are most common near bus stops and shops.

Questions 3 and 4. Highlight the Answer. Underline the words in the passage that answer each question. The gap is filled with the sentence that fits.

3. Why do people leave the official route?
4. What do some designers now do before they pave a path?

Question 5. Identify the Idea. Choose the idea that the passage expresses.

A Fences and signs are the best way to keep visitors off the grass.
B Desire paths appear only on college campuses, not in city parks.
C Grass grows back quickly once people stop walking across it.
D Designers should remove all paved paths and let visitors choose their own routes.
E Paths worn by shortcuts can show designers where people want to walk.

Question 6. Title the Passage. Choose the best title for the whole passage.

A How to Protect Park Grass
B When Shortcuts Become Paths
C The High Cost of Park Fences
D Planning a New College Campus
E Why People Walk Faster in Cities

5. Write About the Photo

Time: 1 minute for each photo. The test gives you three photos.

What to do: Write a description of the photo.

Tip: Describe the main action first, then the details around it. Write full sentences and describe only what you can see.

Photo 1



Photo 2



Photo 3



6. Interactive Writing

Time: 30 seconds to read and plan, 5 minutes for Part 1, then 3 minutes for Part 2.

What to do: Answer the Part 1 question. Then read the Part 2 question on the same topic and write a second, shorter answer about a new idea.

Tip: Use the 30 seconds to choose your position and two points. In Part 2, do not repeat Part 1.

Prompt 1, Part 1

Should children be paid for helping with household chores? Explain your opinion with reasons and examples.

Prompt 2, Part 1

Some cities have made public transportation free for everyone. Would this be a good idea where you live? Explain why or why not.

Part 2 questions: read these only after you finish Part 1

Prompt 1, Part 2: Apart from pocket money, how can parents teach children to manage money well? Give specific examples.

Prompt 2, Part 2: Apart from the price, what would encourage more people in your area to use public transportation? Explain with an example.

7. Writing Sample

Time: 30 seconds to read and plan, then 5 minutes to write.

What to do: Write about the topic. On the test, your answer is sent to the schools that receive your results.

Tip: Answer every part of the question, give examples and leave time to check spelling and punctuation.

Prompt 1

Describe a time when you had to learn something new very quickly, for example for a job, a class or a trip. What did you have to learn, how did you learn it, and what would you do differently next time?

Prompt 2

Some people prefer to have a small number of close friends, while others like to have a large group of friends they see less often. Which do you prefer, and why?

8. Speaking on paper

Answer these prompts aloud and record yourself on your phone. Play the recording back and check it against the answer plans in the answer key.

Speak About the Photo

Time: 20 seconds to look and plan, then up to 90 seconds to speak.

What to do: Describe the photo as if you are talking to someone who cannot see it.



Read, Then Speak

Time: 20 seconds to read and plan, then up to 90 seconds to speak.

What to do: Answer the question. Use the points under it to organize your answer.

Prompt 1. Describe a place in your town or city where people go to relax.

- Where is it?
- What do people do there?
- Why do you think it is popular?

Prompt 2. Is it better to live in the center of a city or on the edge of it?

- the advantages of your choice
- one disadvantage
- the kind of person it suits best

Speaking Sample

Time: 30 seconds to read and plan, then up to 3 minutes to speak.

What to do: Speak about the topic for as long as you can stay relevant. On the test, a video of this answer is sent to the schools that receive your results, so practise looking at the camera.

Prompt 1. Talk about a goal you are working toward at the moment. Why is it important to you, what have you done so far, and what is the most difficult part?

Prompt 2. Some people think that everyone should learn to cook. Do you agree or disagree? Give reasons and examples from your own experience.

9. Listening and Interactive Speaking

These three question types need audio or a live conversation, so paper cannot reproduce them. Scan a code to practise each one free on PrepEx, with the real timing.

Listen and Type

You hear a sentence and type exactly what you heard. You can play it up to three times and have 1 minute for each sentence.

Practise Listen and Type online

Interactive Listening

You hear a conversation on campus, complete sentences about it, choose the best replies as it continues, then write a summary. The first two parts share 6 minutes 30 seconds; the summary has 75 seconds.

Practise Interactive Listening online

Interactive Speaking

A character asks you 6 to 8 questions, one at a time, on two topics. You hear each question once and have 35 seconds to answer.

Practise Interactive Speaking online

Answer key

Each answer comes with the reason it is right. For a question you missed, find the clue in the explanation, then read the item again.

1. Read and Select

Set 1

1. **borrow: Y.** Real. To take something and give it back later, as in borrow a pen.
2. **prellow: N.** Made up. The ending -llow appears in real words such as yellow and pillow, but prellow is not an English word.
3. **kitchen: Y.** Real. The room where food is cooked.
4. **mindock: N.** Made up. It looks like a family name or a place name, but it is not an English word.
5. **honest: Y.** Real. Telling the truth, as in an honest answer.
6. **thirsty: Y.** Real. Needing something to drink.
7. **sheltip: N.** Made up. It begins like shelter, but sheltip has no meaning in English.
8. **trasket: N.** Made up. It rhymes with basket, but trasket is not an English word.
9. **decide: Y.** Real. To make a choice, as in decide what to eat.
10. **morvish: N.** Made up. The ending -ish is real (foolish, childish), but there is no English word morv.
11. **ladder: Y.** Real. A set of steps you climb to reach something high.
12. **wistock: N.** Made up. It contains the real word stock, but wistock itself is not a word.
13. **careful: Y.** Real. Paying attention so that you avoid mistakes or danger.
14. **gandrous: N.** Made up. It looks like generous or wondrous, but gandrous is not a word.
15. **empty: Y.** Real. Containing nothing, as in an empty box.
16. **fennimal: N.** Made up. It ends like animal, but fennimal is not an English word.

Set 2

17. **flascent: N.** Made up. The ending -scent appears in real words such as nascent, but flascent is not an English word.
18. **gather: Y.** Real. To come together in one place, or to collect things.
19. **reluctant: Y.** Real. Not wanting to do something, as in reluctant to leave.
20. **lommerly: N.** Made up. It ends like formerly, but there is no English word lommer.
21. **ancient: Y.** Real. Very old, from a long time ago.
22. **pastimony: N.** Made up. It looks like testimony, but pastimony is not an English word.
23. **whisper: Y.** Real. To speak very quietly.
24. **brevulous: N.** Made up. It ends like fabulous and nebulous, but brevulous is not an English word.
25. **frequent: Y.** Real. Happening often, as in frequent delays.
26. **thrastle: N.** Made up. It looks like thistle or throttle, but thrastle is not a word.
27. **survive: Y.** Real. To continue to live or exist after something dangerous.
28. **wendral: N.** Made up. It ends like central and general, but wendral is not an English word.
29. **shallow: Y.** Real. Not deep, as in shallow water.
30. **observe: Y.** Real. To watch carefully, or to notice.
31. **hollent: N.** Made up. It looks like hollow with the ending -ent (as in silent), but hollent is not an English word.
32. **damage: Y.** Real. Harm that makes something broken or less useful.
33. **plandery: N.** Made up. It begins like planner, but plandery is not an English word.

Set 3

34. **meticulous: Y.** Real. Very careful about small details.
35. **vestulate: N.** Made up. The ending -ate is real (postulate, ventilate), but vestulate is not an English word.
36. **scrutiny: Y.** Real. Careful and detailed examination.
37. **contrevious: N.** Made up. It mixes parts of contrive and previous, but it is not a word.
38. **plausible: Y.** Real. Reasonable and likely to be true.
39. **abstemity: N.** Made up. Abstemious (eating and drinking little) is real, but abstemity is not.
40. **deteriorate: Y.** Real. To become worse over time.
41. **eloquent: Y.** Real. Able to speak or write clearly and persuasively.
42. **perfidate: N.** Made up. It looks like perforate, but perfidate is not an English word.
43. **tenacious: Y.** Real. Determined and unwilling to give up.
44. **delucent: N.** Made up. Lucent (shining) is a real word, but delucent is not.
45. **emblitude: N.** Made up. The ending -itude is real (amplitude, solitude), but emblitude is not a word.
46. **conspicuous: Y.** Real. Easy to see or notice.
47. **narcolent: N.** Made up. It starts like narcotic and ends like violent, but narcolent is not an English word.
48. **mitigate: Y.** Real. To make something bad less serious.
49. **valudious: N.** Made up. The ending -ious is real (various, cautious), but valudious is not a word.
50. **alleviate: Y.** Real. To make pain or a problem less severe.
51. **curtilous: N.** Made up. It looks like curious, but curtilous is not an English word.

2. Fill in the Blanks

Set A

1. **concentrate** (add **ntrate**). "Turn the music down" tells you that noise is the problem, and "trying to ___ on my homework" needs a verb that goes with on. To concentrate on something is to give it all your attention.
2. **silent** (add **ent**). "Sat completely ___ and listened" describes children who make no sound so that they can hear. Silver and silken also start with sil and have six letters, but they describe things, not behavior.
3. **hurriedly** (add **iedly**). "Overslept ... so" gives the reason, and "ran to the bus stop" shows the rush. After the verb dressed you need an adverb that says how, so the -ly form hurriedly fits.
4. **reservation** (add **vation**). "Make a ___" after "always busy" points to booking a table. Make a reservation is a fixed phrase; the article a also tells you a noun is needed.
5. **travel** (add **vel**). "Migrate, or ___ long distances" uses or to explain the harder word. Migrating means traveling far, so travel restates its meaning.
6. **peaceful** (add **eful**). But sets up a contrast with "noisy and crowded". The library must be the opposite: calm and quiet, which is peaceful.
7. **quality** (add **lity**). Trees clean the air, and "improve air ___" needs a noun. Air quality is a common phrase in news reports; quarter and quantum have the same start and length but make no sense here.
8. **pale** (add **le**). The sentence explains what happens without light. "Weak and ___" needs a second adjective about the plant, and a plant without light loses its green color and turns pale.

Set B

9. **widespread** (add **pread**). "Affecting homes in more than forty towns" shows that the damage covered a large area. Widespread means happening over a wide area.
10. **measure** (add **sure**). "So that they can" needs a base verb, and scientists measure an effect to find out how large it is. Meaning and meadows share the letters mea but are not verbs that fit here.
11. **definite** (add **nite**). "Not sure" today contrasts with the answer promised for tomorrow. A definite answer is a clear yes or no. Defining has the same start and length, but a defining answer does not mean a certain one.
12. **gradually** (add **ually**). "Hard at first, but" describes a slow change over time. Before "got used to" you need an adverb, and gradually means little by little. Graduated is a verb and cannot sit in front of got.

13. **inaudible** (add **dible**). "So softly that" introduces a result: the words could hardly be heard. In- means not and audible means able to be heard. Inaugural starts the same way but has nothing to do with sound.
14. **agreement** (add **ement**). "Reached an ___ on the price" after "months of talks" describes the end of a negotiation. Reach an agreement is a common phrase, and an needs a noun, so agreeable does not fit.
15. **unreliable** (add **iable**). Results that cannot be repeated cannot be trusted, so researchers treat the study as unreliable. Unreleased has the same start and length but means not yet made public.
16. **accident** (add **dent**). "We didn't plan to meet" tells you the meeting happened by chance. By accident is the fixed phrase for something that was not planned.

3. Read and Complete

Passage 1: Baking with my grandfather

1. **showed** (add **wed**). The first sentence says the grandfather taught the writer, so he showed them what to do. Showed is past tense like taught.
2. **how** (add **ow**). How much asks about an amount, and it is followed by flour, which you cannot count.
3. **flour** (add **our**). Bread is made from flour; much also tells you the noun is uncountable.
4. **use** (add **se**). "How much flour to ___" needs a base verb after to: to use.
5. **how** (add **ow**). How long asks about time, just as how much asked about amount.
6. **to** (add **o**). The pattern repeats: how much flour to use, how long to knead.
7. **the** (add **he**). The dough is the particular dough they are making, so it takes the.
8. **My** (add **y**). The sentence begins with the writer's own attempt: My first loaf (capital M because it starts the sentence).
9. **loaf** (add **af**). A loaf is one whole baked bread, which fits "my first ___".
10. **flat** (add **at**). Flat describes bread that did not rise.
11. **hard** (add **rd**). Hard joins flat with and: two words for the same failed loaf.
12. **he** (add **e**). He is the grandfather, the person who taught the writer.
13. **his** (add **is**). His first one means the grandfather's own first loaf.
14. **one** (add **ne**). One replaces loaf so the word is not repeated.
15. **been** (add **en**). Had been is the past perfect: the grandfather's loaf came before the writer's.
16. **same** (add **me**). The same means just like the writer's loaf: flat and hard.

Complete passage: Last winter, my grandfather taught me how to bake bread. He showed me how much flour to use and how long to knead the dough. My first loaf was flat and hard, but he said his first one had been the same. Now I bake bread for the whole family every Sunday.

Passage 2: Recycling glass

1. **it** (add **t**). It refers to the glass from the first sentence.
2. **been** (add **en**). Has been collected is passive: someone collects the glass.
3. **it** (add **t**). It again means the glass, now being sorted.
4. **sorted** (add **ted**). Sorted by means put into groups according to something, here color.
5. **color** (add **lor**). Glass is separated by color, such as clear, green and brown.
6. **crushed** (add **shed**). "___ into small pieces" needs a verb for breaking something by pressing: crushed.
7. **small** (add **all**). Crushing makes small pieces; the noun pieces follows directly.
8. **These** (add **ese**). These points back to the small pieces just described (capital T because it starts the sentence). Those also has five letters and fits the grammar, but these is the natural choice for something you have just mentioned.
9. **melted** (add **ted**). A furnace makes glass soft or liquid, so the pieces are melted.
10. **hot** (add **ot**). A furnace is very hot; very needs an adjective after it.
11. **and** (add **nd**). And joins two actions: melted and shaped.
12. **into** (add **to**). Shaped into means given a new form.

13. **jars** (add **rs**). Jars are glass containers; the plural fits new with no a before it.
14. **glass** (add **ass**). The sentence explains why glass can be reused, so glass is the subject.
15. **not** (add **ot**). Does not makes the verb negative: glass does not wear out.
16. **out** (add **ut**). To wear out means to become useless after a lot of use.
17. **same** (add **me**). The same material means the glass itself, not a new supply.
18. **can** (add **an**). Can be recycled: a modal verb before be.
19. **recycled** (add **cled**). Recycled repeats the key word from the first sentence.
20. **times** (add **mes**). Many times answers how often the glass can be recycled.

Complete passage: Glass is one of the easiest materials to recycle. Once it has been collected, it is sorted by color and crushed into small pieces. These are melted in a very hot furnace and shaped into new jars. Because glass does not wear out, the same material can be recycled many times. Using old glass also saves energy, because it melts at a lower temperature than sand.

4. Interactive Reading

Set 1 (narrative)

Q1 (1) **A expected**. "Instead" in the next sentence tells you that her first plan did not happen, so the sentence describes what she expected. Refused to spend contradicts the fact that she volunteered, pretended would mean she only acted as if she would help, and avoided and imagined are not followed by to spend.

Q1 (2) **B helping**. You help someone with something: helping children with math. Teaching children math is possible, but teaching children with math is not natural English, and showing, explaining and training also do not go with "children with math".

Q1 (3) **C first**. She had just begun volunteering, so this was her very first day. Last contradicts began, and next, own and late do not describe the day she started.

Q1 (4) **D refused**. The next sentence says reading was boring to him, and later he pushes every book away, so he refused to open them. Agreed is the opposite of what happens.

Q1 (5) **C boring**. Tomas is explaining why he will not read, so he gives a negative opinion. Exciting and useful are positive, and patient and careful describe people rather than an activity.

Q1 (6) **E looking**. The preposition at goes with look: looking at the cover. You see or notice something without at, and you watch something that moves.

Q2 **B**. The sentence before the gap describes what Leila noticed (his bridge drawings), and the sentence after it describes her plan (a book about bridges). The key sentence connects the two: "these drawings" points back to the bridges, and "an idea about what he might read" leads into the book she chose.

Why the others do not fit. A: In the next sentence Leila keeps working with Tomas on reading, so a move to the math group does not lead anywhere. C: Leila then uses his interest in bridges quietly; a rule against drawing does not explain why she chose a bridge book. D: The paragraph is about Tomas; switching to the other children breaks the link between his drawings and her plan. E: A deadline for the worksheet does not explain why Leila found a book about bridges.

Q3 **“detailed plans of bridges”**. The question repeats "back of his worksheet", which leads you to the sentence about the drawings. Highlight only what he was drawing, not the whole sentence.

Q4 **“left it on the table without saying a word”**. The question asks how, so the answer is the way she did it: she left the book without saying anything, rather than handing it to him.

Q5 **A**. The passage moves from Tomas refusing every book to reading a whole shelf once the topic was bridges. The last two sentences state the lesson directly: he had never been offered a book about something he cared about.

Why the others do not fit. B: Math is mentioned only as what Leila expected to teach; nobody moves Tomas. C: Leila left the bridge book without saying a word; she did not read it to him. D: This reverses the roles: Tomas learned from the book and asked Leila questions. E: The passage mentions only Tomas reading the engineering books, not many children.

Q6 **E**. A good title covers the whole text. The story follows Leila's search for a book Tomas would read and ends when she finds the kind of book that works.

Why the others do not fit. A: Bridges are the topic of one book in the story, not the story itself. B: This covers only the first paragraph. C: The passage makes no general claim about children or comics. D: Math is only what Leila expected; the story is about reading.

Set 2 (expository)

Q1 (1) **C notice**. The writer is describing what a visitor sees: "you will probably notice". You cannot forget something you have not seen yet, and repair, measure and invent are not things a passer-by does to a path.

Q1 (2) **B inconvenient**. "Too long or ___" needs another reason to avoid the official route. Comfortable and direct would be reasons to use it, and a route cannot be careful or expensive to walk.

Q1 (3) **D direct**. People leave the long official route for a shorter one, so they choose a more direct line. Official contradicts instead, and distant is the opposite of a shortcut.

Q1 (4) **B presses**. Walking pushes the grass flat: each person presses it down. The phrase "down a little more" goes with presses, not with grows, plants or waters, and walking is not mowing.

Q1 (5) **E stop**. A bare track can only appear if the plants stop growing. Start, keep, continue and begin all say the plants grow, which contradicts "a clear track appears".

Q1 (6) **D likely**. A clear track makes it easier for others to use, so they are likely to follow it. Unable contradicts "clear", and nothing in the text forbids walking there.

Q2 **A**. "These measures" refers back to the fences and signs, and however signals that they did not work as planned. The next sentence explains why: people simply walked around the fences or ignored the signs. The word simply only makes sense after a failure has been mentioned.

Why the others do not fit. B: The next sentence explains how people got past the fences, not what they cost. C: Opening hours have nothing to do with the fences and signs, so the next sentence about getting around them no longer follows. D: Flowers change the subject; the following sentence is about fences and signs. E: This general fact interrupts the account of how managers responded and what happened next.

Q3 **“the official route is too long or inconvenient”**. The answer is in the sentence that explains how desire paths form. Highlight the reason itself, starting at "the official route", and stop before "and choose".

Q4 **“wait to see which tracks appear”**. The word before in the question points to the step that comes first; "and then pave" follows it in the text.

Q5 **E**. The text explains how desire paths form and then how designers changed from blocking them to using them as information. The idea that shortcut paths can show designers where people want to walk joins both halves.

Why the others do not fit. A: The text says these measures rarely worked for long. B: The first sentence names both college campuses and city parks. C: The passage never discusses grass growing back; it says the plants stop growing. D: Designers pave the popular tracks; nobody suggests removing paved paths.

Q6 **B**. The passage begins with shortcuts across the grass and ends with those shortcuts becoming part of the official design, which is what the key title says.

Why the others do not fit. A: This matches only the older view in the second paragraph. C: Cost is never mentioned. D: Campuses are one example of where the paths appear, not the topic. E: The passage is about routes, not walking speed.

Model answers

These are strong examples, not the only good answers. Compare what each one does with your own answer, then try one change on a new prompt.

5. Write About the Photo

Photo 1

A man and a woman are carrying an empty wooden bookcase through the doorway of an apartment. They hold one end each and smile at each other as they lift it. Cardboard boxes are piled against the wall on the left, next to a rolled-up rug and a large plant.

What makes it strong

- It opens with the main action and names the object exactly (an empty wooden bookcase).
- "One end each" explains how the two people work together.
- The last sentence moves to the background in a clear left-to-right order without guessing why they are moving.

Photo 2

Four young people are playing volleyball on the grass in a sunny park. A woman in the middle jumps high and reaches toward the ball, while the other three bend their knees and watch it. Behind them, a picnic blanket with a basket lies in the shade of tall trees.

What makes it strong

- The first sentence gives the activity and the place, so the reader can picture the scene at once.
- While links two actions in one sentence: one player jumps and the others wait.
- Specific verbs (jumps, reaches, bend) do more work than "is playing".

Photo 3

A young baker in a long apron is arranging small rolls of dough on a metal tray. The wooden table in front of him is covered in flour, and there is a bowl of seeds beside it. Behind him, the shelves are full of loaves, and an older man is carrying a large empty basket through the door.

What makes it strong

- It separates the unbaked dough on the tray from the finished loaves on the shelves.
- Prepositions of place (in front of him, beside it, behind him) organize the description.
- It describes the second person by what he is doing, without guessing his job.

6. Interactive Writing

Prompt 1, Part 1

I don't think children should be paid for ordinary household chores like washing the dishes or making their beds. These jobs are part of living in a family, and everyone benefits from a clean, organized home. If children are paid for each task, they may start asking what they will get before they agree to help, even when a parent is sick or tired. When I was younger, my brother and I had a weekly list of chores, and nobody paid us. We still learned to cook simple meals and keep our room tidy, and I think we learned to notice when something needed doing. However, I can see a case for paying children for bigger jobs that go beyond normal family duties, such as washing the car or helping a neighbor in the garden. That way, they can still learn that extra work earns money.

Prompt 1, Part 2

One effective way is to let children make small spending decisions on their own. For example, parents could give a child a fixed amount for a school trip and let them choose how to spend it. If they spend everything on the first day, they learn from the mistake. Parents can also show children how they plan the family's weekly shopping, comparing prices and sticking to a list. Seeing real decisions is more useful than hearing general advice.

What makes it strong

- The first sentence gives a clear position, so the reader knows the answer straight away.
- The personal example (a weekly list of chores) supports the reason instead of repeating it.
- "However, I can see a case for..." adds a limit to the opinion, which makes the argument more convincing.
- The follow-up answers a new question with two concrete methods and does not repeat the first answer.

Prompt 2, Part 1

I think free public transportation would be a good idea for my city, but only if the service stays reliable. At the moment, many people drive to work because bus passes are expensive for families with several children. If buses were free, some of these drivers would probably leave their cars at home, which would reduce traffic in the city center and improve air quality. It would also help students and older people, who often have the least money but still need to travel to school, hospitals and shops. The main risk is cost. If the city loses the money from tickets, it might cut the number of buses, and then people would stop using them again. For this reason, free transportation would need a clear source of funding, such as a small charge for parking downtown.

Prompt 2, Part 2

The most important change would be more frequent buses in the evening. In my area, the last bus to the suburbs leaves at about ten o'clock, so people who work late or go out with friends have to drive or take a taxi. If buses ran every fifteen minutes until midnight, people could rely on them for the whole day, not just for the trip to work. A reliable timetable would make public transportation a real alternative to the car.

What makes it strong

- "But only if the service stays reliable" sets up a condition that the rest of the answer develops.
- Each benefit is linked to a group of people (drivers, students, older people), which keeps the paragraph organized.
- The answer names a risk and a possible solution, showing balanced thinking.
- The follow-up gives one main idea and supports it with a specific local detail.

7. Writing Sample

Prompt 1

Last summer, I got a part-time job at a café two days before its busiest week of the year, and I had to learn how to use the coffee machine and the ordering system almost immediately. On my first morning, the manager showed me each step once, but I quickly realized that I could not remember everything. So I asked if I could write the steps on a small card, and I kept it in my pocket during each shift. In quiet moments, I practiced making drinks for the other staff, and they told me honestly when something tasted wrong. By the end of the week, I could make most drinks without checking the card. If I had to do it again, I would ask for a short training session before my first shift instead of trying to learn during busy times. I made several mistakes with customers' orders that a little practice beforehand could have prevented.

What makes it strong

- All three parts of the question are answered in order: what, how and what next time.
- Time phrases (On my first morning, By the end of the week) make the story easy to follow.
- The last two sentences reflect on the experience with a specific change, not a general lesson.

Prompt 2

I prefer to have a small number of close friends, although I understand why some people enjoy a large social group. For me, the main advantage of close friendships is trust. My two closest friends have known me since high school, so I can talk to them honestly about problems without explaining my whole background. When I was choosing a university, for example, they reminded me of interests I had forgotten and helped me make a decision that suited me. A large group can be fun, especially for parties or sports, but it is difficult to stay in regular contact with twenty people, and conversations often stay on the surface. On the other hand, a small group has a risk: if friends move away, you may feel lonely. That is why I try to stay open to new people, while still spending most of my time with the friends I know best.

What makes it strong

- The opening sentence answers the question and acknowledges the other side.
- One main reason (trust) is developed with a real example rather than a list of reasons.
- The writer considers a weakness of their own choice and explains how they deal with it.

8. Speaking

Speak About the Photo: answer plan

- Main action: the woman shaping a bowl on the wheel
- Details that show the work: clay on her hands and apron, the bucket of water
- Second person: the man at the back table with a cup and a small tool
- Setting: shelves of unfinished bowls and cups, large windows
- Close with an overall impression of the studio

Speak About the Photo: model answer

This photo shows two people working in a pottery studio. In the front, a young woman is sitting at a pottery wheel and shaping a bowl with both hands. Her hands and her apron are covered in wet clay, so she has clearly been working for a while, and she looks relaxed and focused. Next to the wheel there's a bucket of muddy water, which she probably uses to keep the clay soft. Further back, an older man with glasses is sitting at a wooden table. He's holding a cup and using a small tool on its surface. On the left, there are shelves full of plain bowls and cups that don't look finished yet. The room has large windows, so it's bright and sunny. Overall, it looks like a calm place where people make things slowly and carefully by hand.

What makes it strong

- It moves from the main action to the background, as if guiding a listener who cannot see the photo.
- It explains what the details suggest (clay on her apron, so she has been working for a while).
- Probably marks a guess, so the speaker does not present it as a fact.

Read, Then Speak, Prompt 1: answer plan

- Name the place and where it is in one sentence.
- Give two or three activities, with who does them and when.
- Give two reasons it is popular, each with a detail.
- Finish with your own experience of the place.

Read, Then Speak, Prompt 1: model answer

One place where people in my city go to relax is the park along the river, about ten minutes from the center. It's a long, narrow park with a walking path, a few cafés and lots of benches facing the water. On weekday evenings, you see people jogging or walking their dogs after work, and on weekends families have picnics on the grass while children ride their bikes. Some older people come early in the morning to exercise together. I think it's popular for two main reasons. First, it's free and easy to reach, because several bus routes stop right next to it. Second, being near water makes people feel calm. Even when the streets are crowded and noisy, the river path feels quiet. Personally, I go there when I need a break from studying, and after half an hour of walking I usually feel much more relaxed.

What makes it strong

- It covers the three bullet points in order, so the answer is easy to follow.
- "Two main reasons. First... Second..." signals the structure to the listener.
- The personal ending answers the question naturally instead of repeating it.

Read, Then Speak, Prompt 2: answer plan

- Say your choice in the first sentence, for example the edge of the city.
- Advantages: more space, quieter streets, parks nearby; give one example from a place you know.
- Disadvantage: a longer trip to work or school; say how long and how you would manage it.
- Who it suits: families or people who work from home; explain why in one sentence.

Read, Then Speak, Prompt 2: what a strong answer does

What makes it strong

- A strong answer makes one clear choice and keeps to it.
- It covers all three bullet points, including the disadvantage of its own choice.
- A specific example (a park, a bus journey) makes each point believable.

Speaking Sample, Prompt 1: answer plan

- Name the goal and when you hope to reach it.
- Why it matters: one reason connected to your studies, work or family.
- What you have done so far: two concrete steps, with time phrases.
- The hardest part: one difficulty and how you are dealing with it.
- Close by saying what you will do next.

A possible opening: At the moment, I'm working toward getting my driver's license before I start university next September. It matters to me because the campus is outside the city, and the last bus leaves quite early in the evening.

Speaking Sample, Prompt 2: answer plan

- State your position in the first sentence.
- Reason 1 with an example: health, or saving money compared with eating out.
- Reason 2 with an example: independence when you live away from home.
- Mention one opposing view (people are busy) and answer it.
- Finish with a short conclusion that repeats your position in new words.

A possible opening: I agree that everyone should learn at least a few simple dishes. When I moved into a shared apartment last year, I realized how quickly money disappears if you buy every meal.

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