



FREE PRINTABLE PRACTICE TEST

AEAS Practice Test 1

Year 10-12

Vocabulary, Reading and Writing in the AEAS format, with answers and a model writing answer at the back.

SECTION	WHAT'S IN IT	TIME
Vocabulary	30 questions	20 minutes
Reading	2 passages, 30 questions	30 minutes
Writing	1 task, at least 200 words	30 minutes

How to use it

1. Set a timer for each section and work without a dictionary, as in the real test.
2. Write your answers on the lines, then check them with the answers at the back.
3. For the writing task, compare yours with the model answer and the notes on why it works.

Want it marked for you? Do this same test online, free, with every answer marked instantly and explained:

- Vocabulary: aeaspractice.com/vocab/10-12/1
- Reading: aeaspractice.com/reading/10-12/1
- Writing: aeaspractice.com/writing/10-12/1

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Part A. Word meanings

Choose the word from the box that matches each meaning. Write its letter on the line.

A Emperor **B** Exact **C** Pardon **D** Regent **E** Burgeon

1 Someone who rules during the absence of the monarch

2 Grow and flourish

3 Marked by strict and complete accordance with fact

A Argue **B** Barely **C** Methane **D** Hierarchy **E** Guidance

4 Present reasons and give evidence of

5 Only just; almost not

6 Something that provides direction or advice

A Philosophy **B** Chronic **C** Consortium **D** Buckle **E** Subliminal

7 Bend out of shape

8 Of long duration

9 A belief accepted as authoritative by some group or school

A Chamber **B** Prosperous **C** Immigration **D** Physician **E** Resort

10 Rich and successful

11 A natural or artificial enclosed space

12 A licensed medical practitioner

A Leadership **B** Equity **C** Excavate **D** Nuclear **E** Mutual

13 Recover through digging

14 Common to or shared by two or more parties

15 Deriving destructive energy from atomic energy release

Part B. Words in context

Complete each word. The first letter is given.

16 The new farm covers almost two h_____ of open land.

17 A m_____ crowd gathered outside the stadium before kickoff.

- 18 The old sailor loved to i_____ his knowledge to the younger crew.
- 19 Soldiers were ordered not to i_____ the neutral territory.
- 20 The monument was built as an e_____ tribute to the fallen soldiers.
- 21 Poor v_____ in the mine made the air thick and stale.
- 22 The rescue o_____ lasted through the entire night.
- 23 Work on the new bridge continued a_____ despite the winter weather.
- 24 Engineers began to d_____ the old factory piece by piece.
- 25 The r_____ finals will be held in the state capital this year.
- 26 There was very little v_____ in temperature across the whole week.
- 27 Volunteers work hard to p_____ the ancient forest from logging.
- 28 The museum's f_____ artefacts are kept behind reinforced glass.
- 29 Her g_____ surprise at the party was obvious to everyone.
- 30 Doctors had to i_____ the patient to stop the infection spreading.

Read each passage, then answer the questions about it.

Passage 1: Discipline Procedures (Extract from Code of Conduct)

Procedures Within the Classroom

Teachers are strongly advised to give students a clear statement of their expectations concerning classroom behaviour, and to demand high standards of behaviour from students at all times.

Action which may be taken by classroom teachers includes reprimands, warnings and isolation of students within the classroom, detentions organised by the teacher or extra work. Classroom teachers may wish to contact parents directly.

Students may be sent out of the room for brief periods of time if the teacher can exercise appropriate supervision. For more serious misconduct the student should be sent to the Principal, Assistant Principal or year level co-ordinator. Where possible, a note should be sent with another (reliable) student with a brief account of the misconduct.

Teachers may refer students to year level co-ordinators where the misconduct is serious or repeated. Co-ordinators and other relevant staff may be asked to give advice concerning appropriate classroom strategies.

Referral to senior staff and Incident Report

Students who are guilty of serious or repeated misconduct are normally reported to year level co-ordinators. Where a year level co-ordinator is unavailable, or in cases of very serious misconduct, the Principal or Assistant Principal may be involved in the first instance.

Where a student is referred to senior staff, an Incident Report must be completed. Blank forms are located in the staffroom. The report is completed and photocopied. One copy goes to the level co-ordinator, the other to the Principal. This is important in enabling the school to build up records of students who may require action such as suspension or expulsion.

Detention

School detentions are organised on Tuesday and Thursday after school. Students are placed on detention for breaches of school rules other than classroom misconduct. Teachers who wish to use detention to deal with classroom misconduct are expected to make their own arrangements.

Where a student is given a detention, this is entered in the detention book, and a detention slip is given to the student at least one day before the detention so that parents can be informed.

Questions on passage 1

- 1 This text was probably written by _____.

A parents	B a group of students
C a group of teachers	
- 2 The main purpose of this text is _____.

A to threaten	B to suggest
C to inform	D to discuss

- 3 During the class, is it possible that students can be asked to go out of the classroom for a while?
A yes B no
C not mentioned
- 4 The students with serious misconduct will be referred to whom if a year level co-ordinator is not in school?
A class teacher B parent
C principal or assistant principal D writer of Code of Conduct
- 5 When it comes to the copies of the Incident Report, who should the copies to given to?
A the level co-ordinator B the student's parents
C the Principal D the level co-ordinator and the principal
- 6 When does the school normally organise detention?
A Tuesday morning B Thursday afternoon
C Thursday and Friday after school D Tuesday and Thursday after school
- 7 What is the purpose of the Incident Report?
A inform the student's parents of what the student did in school B for school to build up records for the student for the possible action
C Information not given
- 8 In what situation will the student be asked to have school detention?
A the student plays music on speaker in class B the student smokes on campus
C the student sleeps in class D the student keeps talking in class
- 9 In what situation can teachers arrange detentions on their own?
A the student plays music on speaker in class B the student keeps talking in class
C the student sleeps in class D all of above
- 10 A detention slip has to be given to the student 12 hours in advance, so that the student's parents can be informed.
A true B false
C Information not given
- 11 When students do serious or repetitive misconducts, teachers refer students to year level co-ordinators.
A Compulsory B Advised
- 12 In case a student is referred to senior staff, an Incident Report should be completed.
A Compulsory B Advised
- 13 In case of serious misconduct, principal will get involved.
A Compulsory B Advised
- 14 Co-ordinators and other staff are asked to give advice on suitable classroom management strategies.
A Compulsory B Advised

- 15 Teachers make arrangement for detention.
A Compulsory B Advised
- 16 If a student is given detention, it will be entered into the detention book.
A Compulsory B Advised

Passage 2: Young People And Allowances

Paragraph 1

It is essential for children to learn about money and its power. They are quick to sense their parents' attitudes to money and to see the symbolic value it can have within a family . [A] Taking responsibility for money is a key part of adult life which young people deserve the opportunity to learn .

Paragraph 2

In many families , as children become teenagers , their parents give them a regular fixed sum of money , to spend as they choose , which the teenager might be expected to use for items such as clothes and school books as well as entertainment, presents for friends and hobbies or sports. [B] One of the main merits of giving teenagers this allowance is that it helps them appreciate the value of money.

Paragraph 3

Teenagers appreciate and need the opportunity to make their own choices and even to make their own mistakes. An enormous amount of advertising is targeted at teenagers. [C] Decision making , whether it is choosing a new pair of jeans, a computer game or a new book , is a critical skill for adult life . Controlling their own money teaches teenagers to become more discerning. Given the power to make their own spending decision, young people are also more likely to be more aware of their rights as consumers and to follow up on bad service or faulty products. [D]

Paragraph 4

On the downside, some teenagers will constantly push their parents to supplement the allowance, or replace money lost or wasted. Parental disappointment when their teenagers spends money on something they disapprove of may lead to conflict, resentment and new controls by parents. A vicious cycle can then sometimes develop, where, in response to increased parental rules and restrictions, the teenager spends more and more wildly. This ends in a battle over independence rather than financial management.

Paragraph 5

Parents who refuse to give their teenagers an allowance risk depriving them of one of life's big lessons. If teenagers can learn how to save, value and have fun with a limited amount of money then they will be better equipped for the financial challenges that lie ahead.

Questions on passage 2

- 17 The main purpose of this text is _____.
A to entertain B to present a balanced argument
C to recount personal experiences D to persuade

- 18 According to the text, which of these does NOT normally happen when young people control their own money?
- A teenagers learn how to make choices B teenagers ask their parents for extra money
- C teenagers increase their spending D teenagers sometimes buy things their parents wish to have
- 19 The word 'merits' (paragraph 2) is closest in meaning to_____.
- A advantages B fun
- C freedom
- 20 In paragraph 2, the word 'appreciate' is closest in meaning to_____.
- A respect B understand
- C estimate
- 21 In paragraph 3, the word 'appreciate' is closest in meaning to_____.
- A value B understand
- C respect
- 22 According to paragraph 3, the author _____.
- A is critical of kid's spending decisions B admires the choices teenagers make
- C understands the difficulties of being a consumer
- 23 In paragraph 3, the author suggests that controlling their own money teaches teenagers to_____.
- A recognise faulty products B accept poor products
- C consume more products D complain about poor products
- 24 The expression 'to become more discerning' (paragraph 3), means:
- A to save their money B to exercise their power
- C to make careful choices
- 25 The word 'supplement' (paragraph 4) is closest in meaning to_____.
- A add to B supply
- C give back D give regularly
- 26 The word 'they' (underlined in paragraph 4) refers to_____.
- A parents B teenagers' friends
- C parents and teenagers
- 27 The expression 'a vicious cycle' (paragraph 4) is closest in meaning to:
- A a conflict over buying something parents dislike B a pattern of undesirable behavior which keeps repeating itself
- C a situation where one person often behaves badly D an argument

- 28** The expression 'one of life's big lessons' (paragraph 5) refers to learning how to_____.
A manage money **B** have fun with money
C spend money
- 29** The following sentence can be added to the text: "Standing up for your rights is something everyone needs to learn." Where would it best be added? (Look for the bracketed A/B/C/D markers in the passage.)
A At the end of Paragraph 1 (—"deserve the opportunity to learn.") **B** In Paragraph 2, before "One of the main merits..."
C In Paragraph 3, before "Decision making..." **D** At the end of Paragraph 3 (—"follow up on bad service or faulty products.")
- 30** Which of the following is most suitable to add as a final sentence for this text?
A If parents and teenagers communicate well about money, they will get on better **B** It is better to make mistakes with a student allowance than an adult's income
C If parents are generous with money, teenagers can learn how to become wealthy **D** Having an allowance teaches teenagers a lot about respect for their parents

Writing

30 minutes

Some people suggest that high school students should take a gap year before they start university studies. Would you prefer this? Write an article for your school magazine giving your point of view. Give examples and reasons to support your argument.

Write at least 200 words.

Answers

Vocabulary

1	D Regent	9	A Philosophy	17	Massive	25	Regional
2	E Burgeon	10	B Prosperous	18	Impart	26	Variation
3	B Exact	11	A Chamber	19	Invade	27	Preserve
4	A Argue	12	D Physician	20	Eternal	28	Fragile
5	B Barely	13	C Excavate	21	Ventilation	29	Genuine
6	E Guidance	14	E Mutual	22	Operation	30	Isolate
7	D Buckle	15	D Nuclear	23	Apace		
8	B Chronic	16	Hectares	24	Dismantle		

Reading

1	C	11	A	21	A
2	C	12	A	22	B
3	A	13	B	23	D
4	C	14	B	24	C
5	D	15	B	25	A
6	D	16	A	26	A
7	B	17	B	27	B
8	B	18	D	28	A
9	D	19	A	29	D
10	B	20	B	30	B

Every answer is explained online at aaspractice.com/vocab/10-12/1 and [/reading/10-12/1](https://aaspractice.com/reading/10-12/1), with the evidence highlighted in the passage.

Writing: a model answer

Every year a few students in my school announce that they will not be going straight to university. They intend to work, travel or volunteer first. The rest of us are then told, usually by an anxious relative, that they are throwing a year away. I disagree, and I would take a gap year myself.

The strongest argument for it is that eighteen is a poor age at which to choose a career. Most of us have never worked, never paid rent and never spent time with anyone outside school and family. A student who spends a year as a hospital orderly learns more about whether medicine suits them than three university open days ever could. My cousin did exactly that, changed from medicine to nursing, and finished her degree both happier and a year earlier than the friends who switched courses twice.

The risks are real and should be admitted. A year of nothing is a year lost, and the longer somebody is away from study, the harder it becomes to sit down and concentrate again. A gap year works only when it has a shape: a job with a start date, a course, a plan somebody else is expecting you to keep.

That is a condition, not an objection. Used properly, twelve months of ordinary work produces a better student than another twelve months of classrooms. Universities are not going anywhere. The

chance to grow up before you choose will not come again.

Why it works

- Takes a clear position in the first paragraph, which an argument essay needs.
- The example is specific and personal, and it includes a result, which makes it evidence rather than decoration.
- Concedes the other side honestly and then answers it, instead of pretending there is no other side.

More practice: every year level has dozens more tests at aeaspractice.com, marked instantly, with a study plan and AI feedback on your writing.