

**School of Foreign Languages  
Centre for Independent English Language Assessment**

**INDEPENDENT ENGLISH EXAM  
SAMPLE**

## Mock Test 1

### Reading Section

**Time** 60 minutes

#### **Information for candidates**

The Reading section has three parts.

The parts of the Reading section can be completed **in any order**.

Read the instructions for each part carefully and answer all the questions.

#### **Rationale for the tasks**

The Reading section is aimed at assessing students' reading skills in English for general academic and communication purposes.

Within each part of the section, students are expected to read and understand a text on an academic or professional non field-specific topic and complete tasks based on it. The tasks are of different types including, but not limited to, matching, answering multiple choice questions, and identifying information (True/False/Not Given). The number of tasks and their sequence in each part may vary.

#### **Passage 1**

*You should spend about 20 minutes on Questions 1-10, which are based on the reading passage below.*

#### **Questions 1-6**

*Choose the correct heading for each paragraph (A-F) from the list of headings. There are 2 extra headings.*

#### **List of headings**

- i** Dangers from the past
- ii** Getting around the problem
- iii** Unforeseen outcomes of the study
- iv** Setting up the scene for the study
- v** Preparing for an important occasion
- vi** Adding urgency to uncovering the truth
- vii** Surprisingly unsafe living environment
- viii** Highlighting new perspectives on the issue

<b>1. Paragraph A</b>	
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Americans spend roughly 90 percent of their time indoors, the U.S. Environmental Protection Agency notes. During that time, people cook. They clean. They chat, read, play, watch TV and do other things. People also bathe and sleep. And throughout it all, they breathe. New studies find that our activities can pollute the air we breathe indoors. And some of those compounds may harm our health. Both indoors and out, “activities can be a main driver of air quality,” observes Marina Vance, the researcher. Scientists have studied outdoor air pollution for decades. Many countries have created laws to limit pollution in outdoor air. But researchers know much less about the pollutants that can be created in reactions between chemicals floating around indoors.

<b>2. Paragraph B</b>	
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To learn more, Marina Vance and her team measured how some everyday activities can affect what chemicals end up in indoor air. To do that, they went to a test house at the University of Texas at Austin. This model home is equipped to measure energy use, how much outdoor air comes in to flush out stale air, and other things related to how buildings function. Chief scientists and engineers did all the cooking for a typical U.S. Thanksgiving celebration. They started with a hearty breakfast. Then they prepared a large holiday dinner. Team members roasted a turkey. They baked pies. They stirred up side dishes. Friends came over at dinner time to feast and visit. Then came clean-up time. All along, other team members measured chemicals present in the air.

<b>3. Paragraph C</b>	
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The researchers focused on particulates. Particulates are teeny bits of pollution. They can harm the heart, cause breathing problems and mess with some brain functions. The level of particulates would be worse in parts of the world where people still cook indoors on wood stoves. Even the heat from electric and gas stoves could create air currents that can spread chemicals from the food throughout a home’s air. In real homes, people also shower or take baths and use personal-care products. Such products include deodorants, nail polish, rubbing alcohol and shampoos. Joost de Gouw is an atmospheric chemist at the University of Colorado in Boulder. Many home products use chemicals called terpenes to mimic the smell of trees or other plants. And many terpenes are volatile organic compounds. That means they become gases at room temperature.

<b>4. Paragraph D</b>	
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Home furniture, flooring and other products also can release gases into a home’s air. And some of those can get into kids’ bodies, reports Heather Stapleton. In one recent study, she was part of a team that focused on chemicals released into the air by sofas. Their foam cushions had been treated with flame retardants known as PBDEs. Lab tests in animals have linked PBDEs to delays in the animals’ development, to altered hormone levels and to other health problems. New sofas no longer contain PBDEs. But many homes still have furniture that does still have them.

Stapleton's group found higher levels of these chemicals in the blood of children in homes with those types of sofas, compared to kids in homes with PBDE-free furniture.

5. Paragraph E	
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Heather Stapleton and her team also looked for evidence of a chemical in vinyl floors: benzyl butyl phthalate. Studies have linked this chemical to breathing problems, skin irritations and other health problems. Children from homes with all vinyl floors had roughly 15 times as much of this chemical in their blood as did kids in homes with no vinyl floors. Home products and furnishings contain many additional chemicals, Stapleton points out. Often, however, products aren't labelled to identify them, she adds. That makes it hard for scientists to know what to look for when they do research. And it's even harder for consumers to know what chemicals may be shed by the products they are looking to buy. Ask companies to tell you that information, she says. "Pressure from the public can raise awareness with manufacturers."

6. Paragraph F	
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There still is much to learn about how chemicals in our homes interact with each other and how they might affect our health. The researchers mentioned that young people and their families can take some steps to limit their exposures. Simple things like washing your hands before you eat can reduce exposure to some of these chemicals. Washing would remove chemical-laden dust so you wouldn't eat it with your food. Vance now uses her kitchen's exhaust fan every time she cooks. She also made sure that it works properly. Opening the windows for ventilation helps from time to time as well. However, there's a trade-off in energy usage, she notes, if the outdoor air is very warm or very cold. Open windows also won't help much in areas with high air pollution. Another option: Use a portable air cleaner, which filters particles from the air.

Taken from: Science News for Student

### Questions 7-10

Decide whether the statements below agree with the information in the text.

In boxes, choose

**TRUE** if the statement is true.

**FALSE** if the statement contradicts the information in the text.

**NOT GIVEN** if there is no information about this.

7. The effects of both indoor and outdoor activities on the air quality have been researched for a long time.

Your answer:	
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8. The scientists chose to conduct their experiment at a place allowing for the required calculations.

<b>Your answer:</b>	
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9. On average, more children than adults get affected by the furnishing chemicals.

<b>Your answer:</b>	
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10. Washing hands is one of the common things to do to stay away from the vast majority of chemicals.

<b>Your answer:</b>	
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## **Passage 2**

*You should spend about 20 minutes on Questions 11-20, which are based on the reading passage below.*

Archaeologists at Northern Arizona University are hoping a new technology they helped pioneer will change the way scientists study the broken pieces left behind by ancient societies. The team from NAU's Department of Anthropology have succeeded in teaching computers to perform a complex task many scientists who study ancient societies have long dreamt of: rapidly and consistently sorting thousands of pottery designs into multiple stylistic categories. By using a form of machine learning known as Convolutional Neural Networks (CNNs), the archaeologists created a computerized method that roughly emulates the thought processes of the human mind in analyzing visual information.

"Now, using digital photographs of pottery, computers can accomplish what used to involve hundreds of hours of tedious, painstaking and eye-straining work by archaeologists who physically sorted pieces of broken pottery into groups, in a fraction of the time and with greater consistency," said Leszek Pawlowicz, adjunct faculty in the Department of Anthropology. He and anthropology professor Chris Downum began researching the feasibility of using a computer to accurately classify broken pieces of pottery, known as sherds, into known pottery types in 2016. "On many of the thousands of archaeological sites scattered across the American Southwest, archaeologists will often find broken fragments of pottery. Many of these sherds will have designs that can be sorted into previously-defined stylistic categories, called 'types,' that have been correlated with both the general time period they were manufactured and the locations where they were made" Downum said. "These provide archaeologists with critical information about the time a site was occupied, the cultural group with which it was associated and other groups with whom they interacted."

The research relied on recent breakthroughs in the use of machine learning to classify images by type, specifically CNNs. CNNs are now a mainstay in computer image recognition, being used for everything from X-ray images for medical conditions and matching images in search engines to self-driving cars. Pawlowicz and Downum reasoned that if CNNs can be used to identify things like breeds of dogs and products a consumer might like, why not apply this approach to the analysis of ancient pottery?

Until now, the process of recognizing diagnostic design features on pottery has been difficult and time-consuming. It could involve months or years of training to master and correctly apply the design categories to tiny pieces of a broken pot. Worse, the process was prone to human error because expert archaeologists often disagree over which type is represented by a sherd, and might find it difficult to express their decision-making process in words. An anonymous peer reviewer of the article called this "the dirty secret in archaeology that no one talks about enough."

Determined to create a more efficient process, Pawlowicz and Downum gathered thousands of pictures of pottery fragments with a specific set of identifying physical characteristics, known as Tusayan White Ware, common across much of northeast Arizona and nearby states. They then recruited four of the Southwest's top pottery experts to identify the pottery design type for every sherd and create a 'training set' of sherds from which the machine can learn. Finally, they trained the machine to learn pottery types by focusing on the pottery specimens the archaeologists agreed on. "The results were remarkable," Pawlowicz said. "In a relatively short period of time, the

computer trained itself to identify pottery with an accuracy comparable to, and sometimes better than, the human experts."

For the four archaeologists with decades of experience sorting tens of thousands of actual potsherds, the machine outperformed two of them and was comparable with the other two. Even more impressive, the machine was able to do what many archaeologists can have difficulty with: describing why it made the classification decisions that it did. Using colour-coded heat maps of sherds, the machine pointed out the design features that it used to make its classification decisions, thereby providing a visual record of its "thoughts."

Pawlowicz and Downum believe this ability could allow a computer to find scattered pieces of a single broken pot in a multitude of similar sherds from an ancient trash dump or conduct a region-wide analysis of stylistic similarities and differences across multiple ancient communities. The approach might also be better able to associate particular pottery designs from excavated structures which have been dated using the tree-ring method. "I fervently hope that Southwestern archaeologists will adopt this approach and do so quickly. It just makes so much sense," said Stephen Plog, emeritus professor of archaeology at the University of Virginia and author of the book "Stylistic Variation in Prehistoric Ceramics." "We learned a ton from the old system, but it has lasted beyond its usefulness, and it's time to transform how we analyse ceramic designs."

The researchers are exploring practical applications of the CNN model's classification expertise and are working on additional journal articles to share the technology with other archaeologists. They hope this new approach to archaeological analysis of pottery can be applied to other types of ancient artefacts, and that archaeology can enter a new phase of machine classification that results in greater efficiency of archaeological efforts and more effective methods of teaching pottery designs to new generations of students.

\***sherd** - a broken pottery fragment, especially one of historic or archaeological value

Taken from: Science Daily

## **Questions 11 - 15**

*Choose the correct letter A, B, or C from the drop-down list under each question.*

11. A new technology created by the scientists at Northern Arizona University allows computers to:

- A. restore broken parts of ancient ceramics
- B. mimic the way information is perceived
- C. work out the classes of antique pottery

12. While examining the artefacts, earlier archaeologists did not have to:

- A. spend long hours sorting out sherds
- B. manually categorise the fragments
- C. analyse an array of photographs

13. What information can the designs of pottery pieces give about the site they have been found at?
- A. information on design category the site belonged to
  - B. information on historical eras the site was inhabited
  - C. information on identities of people who made them
14. What was done to develop a new technique of arranging pottery parts?
- A. various pottery pieces were collected together
  - B. a digital set of pieces was created by the computer
  - C. experts working in a particular field were invited
15. While working with the sherds the machine managed to:
- A. justify its reasoning
  - B. describe the classifications
  - C. single out design features

**Questions 16-20**

*Do the following statements reflect the claims of the writer in Reading Passage 2?  
In boxes, choose*

- YES**                      *if the belief or claim are expressed in the passage*  
**NO**                        *if the belief or claim are not expressed in the passage*  
**NOT GIVEN**            *if the belief or claim are not mentioned by the writer*

16. CNNs have been viewed as a promising way to assist archaeologists in their task.

<b>Your answer:</b>	
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17. By developing a new approach, the scientists are trying to address an embarrassing issue in archaeology.

<b>Your answer:</b>	
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18. The suggested method is expected to focus solely on identical features of sherds from different regions.

<b>Your answer:</b>	
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19. The previous way of working with pottery is still considered applicable.

<b>Your answer:</b>	
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20. The proposed approach can also be implemented to work with contemporary pieces of art.

<b>Your answer:</b>	
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### **Passage 3**

*You should spend about 20 minutes on Questions 21-30, which are based on the reading passage below.*

When a solution to a problem seems to have come to you out of thin air, it turns out you've more than likely been struck with the right idea, according to a new study. A series of experiments conducted by a team of researchers determined that a person's sudden insights are often more accurate at solving problems than thinking them through analytically.

"Conscious, analytic thinking can sometimes be rushed or sloppy, leading to mistakes while solving a problem," said team member John Kounios, PhD, professor in Drexel University's College of Arts and Sciences and the co-author of the book "The Eureka Factor: Aha Moments, Creative Insight and the Brain." "However, insight is unconscious and automatic; it can't be rushed. When the process runs to completion in its own time and all the dots are connected unconsciously, the solution pops into awareness as an Aha! moment. This means that when a really creative, breakthrough idea is needed, it's often best to wait for the insight rather than settling for an idea that resulted from analytical thinking."

Experiments with four different types of timed puzzles showed that those answers that occurred as sudden insights (also described as Aha! moments) were more likely to be correct. Moreover, people who tended to have more of these insights were also more likely to miss the deadline rather than provide an incorrect, but in-time, answer. Those who responded based on analytic thought (described as being an idea that is worked out consciously and deliberately) were more likely to provide an answer by the deadline, though these last-minute answers were often wrong.

Carola Salvi, PhD, of Northwestern University, was lead author on the paper "Insightful solutions are correct more often than analytic solutions" in the journal *Thinking & Reasoning*. "The history of great discoveries is full of successful insight episodes, fostering a common belief that when people have an insightful thought, they are likely to be correct," Salvi explained. "However, this belief has never been tested and may be a fallacy based on the tendency to report only positive cases and neglect insights that did not work. Our study tests the hypothesis that the confidence people often have about their insights is justified."

Other co-authors on the paper with Salvi and Kounios were Mark Beeman (co-author of "The Eureka Factor" with Kounios), also of Northwestern, Edward Bowden, of the University of Wisconsin-Parkside, and Emanuela Bricolo, of Milano-Bicocca University in Italy.

Each experiment making up the study used one group of distinct puzzles: one experiment used only linguistic puzzles, another used strictly visual ones, and two used puzzles with both linguistic and visual elements. For example, one type of linguistic puzzle showed three different words: "Crab," "pine" and "sauce." The experiment participant was then asked to provide the word that could fit all of them to make a compound word, which was "apple," in this case. The visual puzzle provided a scrambled image and required the participant to say what object they thought the puzzle depicted.

Each experiment consisted of between 50 and 180 puzzles. Participants were given 15 or 16 seconds to respond after seeing a puzzle. As soon as the participant thought they solved the puzzle, they pressed a button and said their answer. Then they reported whether the solution came through insight or analytical thinking. Overwhelmingly, responses derived from insight proved correct. In the linguistic puzzles, 94 percent of the responses classified as insight were correct, compared to 78 percent for the analytic thinking responses. For the visual puzzles, 78 percent of the responses were correct, versus 42 percent for the analytic responses.

When taking the timing into account, answers given during the last five seconds before the deadline had a lower probability of being correct. For the linguistic puzzles, 34 percent of the responses were wrong, compared to 10 percent of the responses being wrong for quicker answers; for the visual puzzles, 72 percent of the answers given during the last five seconds were wrong. The majority of those late wrong answers were based on analytic thinking. In one of the experiments, the number of incorrect responses related to analytic thinking recorded in the last five seconds was more than double the number of incorrect responses recorded as insights. Those numbers for the last five seconds pointed to some participants guessing at the puzzles' solutions. These participants were analytical thinkers.

"Deadlines create a subtle or not so subtle background feeling of anxiety," Kounios said. "Anxiety shifts one's thinking from insightful to analytic. Deadlines are helpful to keep people on task, but if creative ideas are needed, it's better to have a soft target date. A drop-dead deadline will get results, but they are less likely to be creative results." Salvi concluded. Insightful thinkers tend not to guess. They don't give an answer until they have had an Aha! Moment. "Because insight solutions are produced below the threshold of consciousness, it is not possible to monitor and adjust processing before the solution enters awareness," Beeman explained.

"Analytical thinking is best used for problems in which known strategies have been laid out for solutions, such as arithmetic", Kounios said. But for new problems without a set path for finding a solution, insight is often best. The new study shows that more weight should be placed on these sudden thoughts. "This means that in all kinds of personal and professional situations, when a person has a genuine, sudden insight, then the idea has to be taken seriously," Bricolo said. "It may not always be correct, but it can have a higher probability of being right than an idea that is methodically worked out."

Taken from: Science Daily

## **Questions 21-26**

*Look at the list of statements below (21-26). Match each statement with the name of a researcher given in the boxes.*

***NB: You may use any name more than once.***

21. Instant ideas should not be neglected as they can be extremely valuable.

- Your answer:** A John Kounios  
B Carola Salvi  
C Mark Beeman  
D Emanuela Bricolo

22. In some situations, it is worth skipping the deadline and waiting for an idea to come.

- Your answer:** A John Kounios  
B Carola Salvi  
C Mark Beeman  
D Emanuela Bricolo

23. Conscious thinking processes work better for the tasks with established solution patterns.

- Your answer:** A John Kounios  
B Carola Salvi  
C Mark Beeman  
D Emanuela Bricolo

24. Insightful contemplations are still beyond our understanding of how to guide them.

- Your answer:** A John Kounios  
B Carola Salvi  
C Mark Beeman  
D Emanuela Bricolo

25. Being under pressure may cause people to shut down their creative thinking mechanisms.

- Your answer:** A John Kounios  
B Carola Salvi  
C Mark Beeman  
D Emanuela Bricolo

26. People used to focus primarily on the cases of immediate solutions that had favourable results.

- Your answer:** A John Kounios  
B Carola Salvi  
C Mark Beeman  
D Emanuela Bricolo

**Questions 27-30**

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes **27-30**.

The team of scientists held several research observations which were called to study the hypotheses about different types of thinking. The study conducted by Kounios and Salvi involved experiments, in which they used language prompts, **27** , or both. Interestingly, nearly one hundred percent of error-free replies for the task originated from **28** , whereas a greater **29**  of making a  mistake came from conscious reasoning. Those who tended to ponder on the answers turned out to be **30** .

## **Writing Section**

**Time** 60 minutes

### **Information for candidates**

The Writing section has two tasks.

The tasks of the Writing section can be completed **in any order**.

### **Rationale for the tasks**

The Writing section of the exam consists of two tasks which are aimed at assessing students' writing skills in English for general academic and communication purposes.

In Task 1, students have to understand and describe visual information that is presented in different formats including, but not limited to, line graphs, bar charts, pie charts, and tables. Though authentic, graphs may contain altered or fictional names of organisations. This is done to facilitate task and language focus.

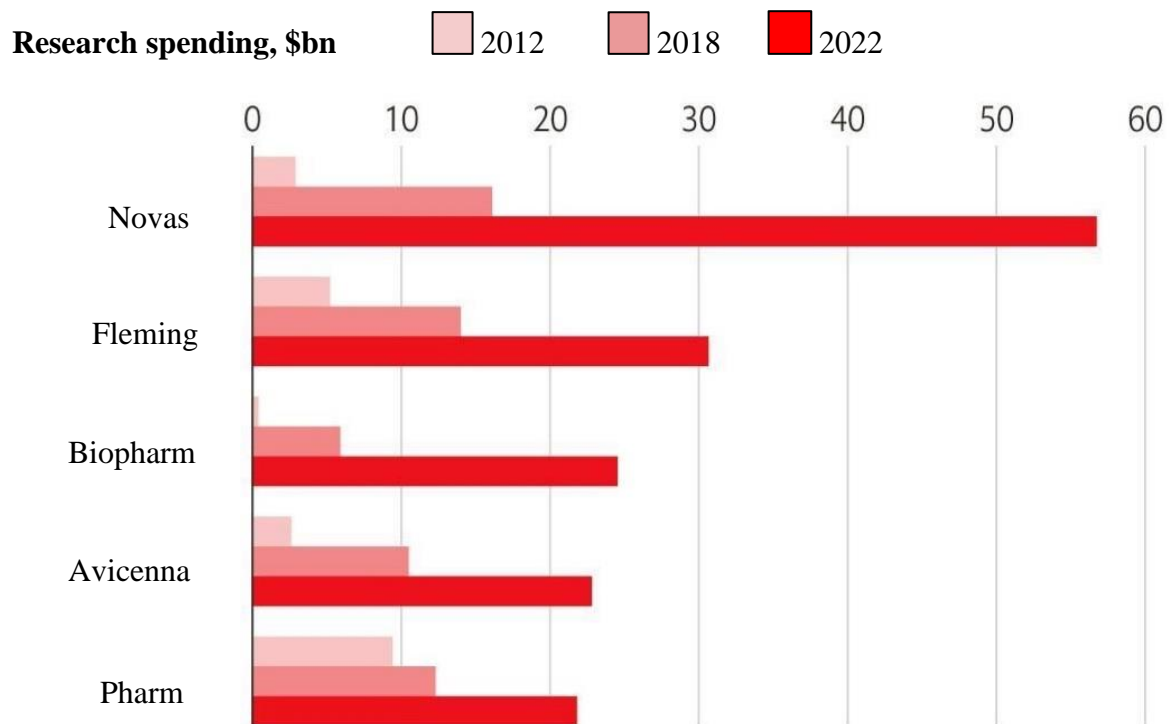
In Task 2, students are to write an essay on a given topic providing valid well-structured and well-developed arguments supported by evidence. Essay topics cover a range of themes related to current societal issues.

### **Task 1**

**The chart below shows how much money five big pharmaceutical companies spent on research in 2012 and 2018 and gives an estimate of the amounts spent in 2022.**

Describe the data providing an overview of the general trends, reporting the main features, and making comparisons.

Write at least 150 words. Recommended time to complete the task is 20 minutes.



## Task 2

Write an essay on the following topic:

**A highly competitive environment is believed to be good for both studying and working. Drawing on this, what is your opinion on the benefits and drawbacks of such an environment?**

In your essay, provide extended arguments supported by relevant evidence. Write at least 250 words. Recommended time to complete the task is 40 minutes.

## Listening Section

**Time** Approximately 20-25 minutes

### Information for candidates

The Listening section has three parts.

You will hear each part once only. Before each part of the Listening section, you will have some time to read the questions.

The tasks must be completed sequentially.

The recording will start playing **automatically** as soon as you press the "Start Attempt" button.

### Rationale for the tasks

The Listening section is aimed at assessing students' listening skills in English for general academic and communication purposes.

Students are expected to complete a series of listening comprehension tasks within each part of the section. The tasks are of different types including, but not limited to, filling out a form, answering multiple choice questions, and completing notes. The number of tasks and their sequence in each part may vary.

### Part 1

*You will hear a man having a conversation with an HR specialist. First you have some time to look at questions 1-6. You should answer the questions as you listen because you will hear the recording once only. Listen carefully and answer questions 1-6.*

### Questions 1-6

Complete the form below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

### *Job Interview Form*

#### Education

dual diploma in 1 \_\_\_\_\_ and Psychology

#### Work Experience

#### Location: Japan

- Private school and 2 \_\_\_\_\_



**Previous responsibilities**

- taught English lessons
- conducted **3** \_\_\_\_\_ classes
- taught future chefs how to connect with both suppliers and **4** \_\_\_\_\_

**Current Places of Work**

Sushi restaurant  
**working hours: 5** two \_\_\_\_\_

Treatment centre  
**position: 6** a/an \_\_\_\_\_

*Listen to the rest of the conversation and answer questions 7-10.*

**Questions 7-10**

Complete the notes below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

**Reasons the candidate is suitable for the position:**

- is aware of various **7** \_\_\_\_\_
- knows the problems of international students such as emotional turmoil and **8** \_\_\_\_\_
- speaks three languages at a/an **9** \_\_\_\_\_.

Confirmation deadline: **10** \_\_\_\_\_

## Part 2

You will hear a panel discussion on the topic of bullying. You should answer the questions as you listen because you will hear the recording once only. Listen carefully and answer questions **11-16**.

### Questions 11-16

Complete the notes below. Write **NO MORE THAN THREE WORDS** for each answer.

11. It is essential to have \_\_\_\_\_ with kids to ensure their safety on the internet.
12. Bullying may result in anxiety, depression, addictions, and low academic performance including \_\_\_\_\_.
13. The educators suggest incorporating a behavioural element in projects connected with \_\_\_\_\_.
14. Online communication is influenced by the absence of facial expressions and \_\_\_\_\_.
15. The way children act in different situations can be easily influenced by \_\_\_\_\_.
16. One of the ways that allows kids to take part in various life scenarios is \_\_\_\_\_ games.

Listen to the second part of the conversation and answer questions **17-20**.

### Questions 17-18

Which **TWO THINGS** are suggested by the parent to prevent children from getting bullied?

- A. checking out things children post on social media sites
- B. making sure kids do not share information with strangers
- C. letting your children have talks with some reliable people
- D. establishing rules for your children to follow at home
- E. staying in contact with your kids' school counsellor

### Questions 19-20

Choose the correct answer **A, B, or C** from the drop-down lists under each question.

**19.** What do we need to keep in mind when it comes to bullying?

- A. all parties involved in bullying are to blame
- B. oppressors were treated badly in the past
- C. the main focus should be placed on bullies

**20.** According to the researcher, what can be done to decrease bullying statistics?

- A. identify reasons why some kids become bullies
- B. create a community for the victims of bullying
- C. form new behavioural guidelines for our society

### Part 3

You will hear a lecture on the topic of language-learning. First you have some time to look at questions 21-30. Listen carefully and complete the notes in questions 21-30.

#### Questions 21-30

Complete the notes below.

Write no more **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

### Why should we learn new languages?

#### The Language Situation in the World

- English dominates important life spheres.
- The majority of all languages may go extinct except for **21**\_\_\_\_\_.
- Such technology as **22**\_\_\_\_\_ of oral language is steadily improving.

#### Myths to Debunk

- It is the language you speak that **23**\_\_\_\_\_ your ideas.  
*Example:* The French and Spanish associate certain pieces of furniture with a/an **24**\_\_\_\_\_.
- A new language gives you an opportunity to acquire a different **25**\_\_\_\_\_.

#### Reasons to Learn a Foreign Language

##### #1

To understand the local culture, it is vital, at least partially, to **26**\_\_\_\_\_ the local language

*Example:* The movie characters switch to English when they accompany their friend to a/an **27**\_\_\_\_\_.

##### #2

To lower risks of certain conditions and to become a/an **28**\_\_\_\_\_

##### #3

To enjoy yourself

*Examples of fun activities:*

- In some languages you can 'play' with **29**\_\_\_\_\_ to change the form of the word.
- In some languages learning **30**\_\_\_\_\_ can be an exciting activity.

## Speaking Section

**Time** Approximately 15 minutes

### Information for candidates

The Speaking section has three tasks.

The tasks must be completed sequentially.

The attached video file with instructions and exam questions will start playing **automatically** as soon as you press the "Start Attempt" button.

You will be instructed to press the "Record" button to start recording your answer.

Do not stop recording unless you are asked to do so.

You can move around the panel with the "Record" button.

### Rationale for the tasks

The Speaking section of the exam is aimed at assessing students' speaking skills in English for general academic and communication purposes.

The section starts with a series of warm-up questions that are not assessed. They enable students to shift into an engaged and intentional frame of mind to better perform in the speaking tasks that follow.

In Task 1 of the Speaking section, students are to share their personal experiences and talk about the personal significance of events. Students have one minute to prepare before giving a three-minute talk on a provided topic.

Task 2 focuses on the topics that deal with current social/academic/vocational issues. Students are to answer four questions providing well-structured and well-developed arguments with relevant examples. No preparation time is given. An answer to each question should be no longer than two minutes.

### Warm-up task

**Now it's time to start the warm-up task of the speaking section. You will be given a set of questions to answer. Answer the questions as they appear on the screen. You should speak for no longer than one minute on each question. Please note this task will not be graded. Now press the "record" button.**

**Let's talk about things you like.**

1. What's your favourite season? Why?
2. What do you enjoy doing in your free time?
3. Could you describe your ideal breakfast?

**Stop the recording now. Press the “next page” button to proceed to Task 1.**

### **Task 1**

**Now let’s begin Task 1 of the speaking section. In this task, you will be asked to speak about your personal experience on a given topic. Take a minute to think and start speaking when the countdown is on. You should speak for no longer than three minutes. Please note this task will be *graded*. Now press the “record” button.**

Talk about a memorable video you watched on TV or streaming services that made an impact on you.

**You have one minute to prepare.**

**Now your time is up. You have three minutes to talk. Please start.**

**Stop the recording now. Press the “next page” button to proceed to Task 2.**

### **Task 2**

**Now let’s move on to Task 2. In this task, you will be asked four questions. Answer them providing well-structured and well-developed arguments to support your ideas. You have to speak for no longer than two minutes on each question. Please note this task will be *graded*.**

*Now press the “record” button.*

**Let’s start with the first question.**

Which factors determine the choice of a university programme among high school graduates?

**Now the second question.**

What are the main challenges first-year university students encounter when starting their university study?

**Let’s turn to question three.**

Name the three skills that every university graduate should have on completing their university degree. Why do you consider them important?

**Here is the final question.**

In your opinion, why are university graduates unwilling to relocate to rural areas for work?

**Stop the recording now.**

**This is the end of the Speaking Section.**

## Mock Test 2

### Reading Section

#### Passage 1

You should spend about 20 minutes on Questions 1-10, which are based on the reading passage below.

#### Questions 1-6

Choose the correct headings for paragraphs (B-G) from the list of headings below. Write the correct number, i-viii in the boxes (1-6). There are two extra headings.

#### List of headings

- I Describing the procedure;
- II Complementing former results;
- III Surprising results of the study;
- IV Distracting influence of the variety;
- V Meeting various business needs;
- VI Personal story behind the example;
- VII Helping retailers attract more customers;
- VIII Results received due to the technology.

One of the biggest marketing trends in the online shopping industry is personalization through curated product recommendations; however, it can change whether people buy a product they had been considering, according to new University of California San Diego research.

<i>Example:</i> Paragraph A	Identifying the trends of shoppers' behaviour
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**A.**The study by Uma R. Karmarkar, an assistant professor at the UC San Diego Rady School of Management and School of Global Policy and Strategy, finds that display items that come from the same category as the target product, such as a board game matched with other board games, enhance the chances of a target product's purchase. In contrast, consumers are less likely to buy the target product if it is mismatched with products from different categories, for example, a board game displayed with kitchen knives.

1. Paragraph B	
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**B.**The study utilized eye-tracking - a sensor technology that makes it possible to know where a person is looking - to examine how different types of displays influenced visual attention. Participants in the study looked at their target product for the same amount of time when it was

paired with similar items or with items from different categories. However, shoppers spent more time looking at the mismatched products, even though they were only supposed to be there "for display."

<b>2. Paragraph C</b>	
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**C.**When I asked people in the study how much they liked the target products, their preferences didn't change between display settings," Karmarkar said. "Unexpectedly, the findings show that it is not about how much you like or dislike the item you're looking at, it's about your process of buying the item. The surrounding display items don't seem to change how much attention you give the target product, but they can influence your decision whether to buy it or not."

<b>3. Paragraph D</b>	
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**D.**Karmarkar, who holds PhDs in consumer behavior and neuroscience, says the findings suggest that seeing similar options on the page reinforces the idea to consumers that they're making the right kind of decision to purchase an item that fits the category on display . "When the information is mismatched, it changes the scope of the decision," she said. "A mismatched display is comparable to shopping in a store with hundreds of products. You may consider a featured board game but if you can see other products to buy, this board game may not be the first kind of purchase you want to make. The mismatched items draw additional attention and compete with the category you were considering."

<b>4. Paragraph E</b>	
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**E.**The study, to be published in *Frontiers in Neuroscience*, involved 58 participants aged 18 to 40, who had to make 36 online shopping decisions for real products with real money. The findings showing differences in purchase rates replicate a set of studies Karmarkar published in 2017. In the new research, she was able to measure what parts of the display were engaging more or less attention. In addition, the upcoming paper shows that matched displays increase purchase rates even when they include more attention-grabbing information, like details about price.

<b>5. Paragraph F</b>	
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**F.**Karmarkar talked with industry experts about product recommendations systems, which shaped her approach to these questions. Recommender algorithms can have different designs to meet a variety of retailers' respective goals. Products can be shown with "mismatched" displays when retailers are using cross-promoting tactics based on prior customer behavior or inventory they may want to sell more rapidly.

6. Paragraph G	
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**G.**The board game example which Karmarkar often uses is based on a real experience she had while she was shopping online during the month of October. "I had been browsing games like 'Bananagrams' and when I reloaded the product page, a Halloween costumes display popped up," she said. "Given my search history, the store probably estimated I had a family. So while I'm sure they wanted me to buy the game, they also knew they had an active shopper who might be interested in the Halloween costumes that needed to be sold by the end of the month. It looks like a win-win, but our work suggests that creating this mismatched situation could have lowered the chance that I would add the game to my cart."

**H.**While the study is useful for online retailers to know the benefits of showing same-category options on a specific product page, the research is valuable to consumers as well. "This shows how outside forces shape our decisions in ways we might not recognize," she said. "If a shopper is looking for something specific, they are likely to concentrate their attention, regardless of recommender displays. But when people are just 'browsing stuff online', different page designs can create different patterns of attention. Store displays can change what we choose, even when they don't change what we like. "

Taken from: UC San Diego News

### Questions 7-10

Choose the correct letter **A**, **B** or **C** from the drop-down list under each question.

7. Which finding emerged from the study conducted by Uma R. Karmarkar?
  - A. consumers are more inclined to buy a target product when it is displayed alongside unrelated items;
  - B. the display of similar items to the target product increased the likelihood of purchase;
  - C. mismatched products have no impact on consumers' purchasing decisions.
  
8. What point does Karmarkar make when she compares online mismatched displays with in-store displays?
  - A. the variety pushes us towards buying our target product;
  - B. the variety makes us doubt buying our target product;
  - C. the variety leads us to finding a new target product.
  
9. Karmarkar provides an example of the Halloween costumes to:
  - A. show that companies know what we really want;
  - B. imply that our initial preference doesn't depend on a type of the display;
  - C. reinforce the idea that we can get distracted from buying our target product.
  
10. How are the results of the research helpful to us?
  - A. we can become better at realizing what we like;
  - B. we can understand the way shopping affects us;
  - C. we can learn the way our choices can be altered.



## **Passage 2**

You should spend about 20 minutes on Questions **11-20**, which are based on the reading passage below.

That fascinating discovery happened in the Norway's third largest city – Trondheim. The finds surprised archaeologists from the Norwegian University of Science and Technology's University Museum, who now believe they have solved a centuries-old puzzle posed in the Norse Sagas. Archaeologists Geir Grønnesby and Ellen Grav Ellingsen found a silver button, scales, and other artifacts during a dig in mid-Norway. After discovering those antique fragments, they realized they had intriguing evidence of a Viking-age trading area mentioned in the Norse Sagas.

The finds came from two separate boat graves in an area in Nord-Trøndelag County called Lø, a farm in part of Steinkjer. The archaeologists, who both work at the Norwegian University of Science and Technology's University Museum, were there to conduct a routine investigation required by an upgrade to Norway's main national highway. But instead of a simple highway dig, the researchers found a potential answer to an unsolved puzzle about a mysterious Viking trading place that is named in ancient sagas, but that has never before been located.

"These finds got us thinking about the descriptions in the Sagas that portray Steinkjer as a trading place," the researchers wrote of their discoveries. "The Sagas say that Steinkjer, under the rule of Eirik Jarl, was briefly even more important than Nidaros, before Olav Haraldsson re-established it as the king's residence and trading city." Nidaros, now the modern city of Trondheim, was the Norway's capital during Viking times, and the country's religious centre. The world's northernmost Gothic Cathedral, Nidarosdomen, was built in Trondheim, with its first stones laid in 1070 over the grave of Olav Haraldsson. The oldest existing parts of the cathedral date from 1183. It was these sagas that mention a major trading place in Steinkjer. But until archaeologists started the dig in Lø, they had few clues as to where this Viking-age commercial powerhouse might be found.

Archaeologists seeking to find a 1000-year-old trading place have precious few leads to pursue. Almost certainly there were no permanent buildings, which would be the easiest to find, and many items that would have been traded would be made of organic materials that might not survive the ravages of the centuries. Apart from finding obvious clues, such as coins or metal or glass items that were clearly from foreign lands, archeologists have to rely on much more subtle evidence that can stand the test of time. One such hint that a location might be a trading place is the geography of the place itself, the researchers wrote.

"Even though there is no archaeological proof that there was a trading place in Steinkjer during Viking times, there are several aspects that support this idea," the researchers wrote. Most importantly, they note, Steinkjer is located in a natural trading areas, at the mouth of a river at the innermost part of Trondheim fjord. It is also in a place where farmers have been working flat fields for centuries.

In addition, in order to locate the possible trading place the archaeologists used the detailed maps of the locations of all kinds of different archaeological finds that might suggest trade. The logic here is that greater numbers of traded goods are more likely to be found in close proximity to a place of trade, with fewer traded goods found farther and farther from trading areas . So the researchers plotted all relevant finds from Nord-Trøndelag County, and again and again, the finds suggested a major trading area in Steinkjer.

Beads, swords and imported jewelry help suggest that Steinkjer was home to a major trading place, the two specific finds, in boat graves in Lø, were among the most persuasive finds. The first were silver buttons made of braided silver threads that appear to have originated in the British Isles, suggesting that the person in the grave had a high status. The second is a set of balance scales found in another boat grave. The balance scales were redesigned in a way that led the archaeologists to believe it belonged to a merchant. Scales themselves naturally suggest trade, and when the researchers looked at all the scales found in Nord-Trøndelag, they again found a clear concentration in the Steinkjer area.

If all of these concentrations of finds support the location of a major trading place in Steinkjer as mentioned in the Norse sagas, then where is it? Here, the archaeologists can only make an educated guess. Based on the fact that sea levels were four or five metres higher in this area 1000 years ago, the location of the existing church in Steinkjer is the most logical place for the trading place to have been, the researchers say.

But confirmation of the fact that Steinkjer was a major trading area in the Viking age raises yet another puzzle: If Steinkjer was such an important area for international trade, why did trade eventually shift to Trondheim, as it did? Grønnesby says that the change in trading areas was surely due to the tremendous power struggles between different rulers in the area. Nidaros along with Levanger, another trading area, simply had more support than Steinkjer. "We see that Steinkjer disappears in the sources in the Middle Ages while the same sources show that nearby Levanger was a trading post," he notes. Nevertheless, determining the exact answer will require finding more than silver buttons, scales and beads.

Taken from: Science Daily

### Questions 11-16

Do the following statements reflect the claims of the writer in Reading Passage 2

In boxes 11-16, write

- YES** *if the statement is true*  
**NO** *if the statement is false*  
**NOT GIVEN** *if the information is not given in the passage*

11. The researchers believed that the Trondheim relics would unveil the truth about the origin of the Norse Sagas.

<b>Your answer:</b>	
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12. In sagas Steinkjer was pictured as a place of considerable significance.

<b>Your answer:</b>	
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13. The area of Lø seemed to shed some light on the possible location of the trade zone.

<b>Your answer:</b>	
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14. The landscape was seen as an unimportant factor when it came to identifying the purpose of the area.

<b>Your answer:</b>	
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15. After considering all the findings the researchers may name the exact location of the trading place in Steinkjer.

<b>Your answer:</b>	
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16. The newly-found information about Steinkjer surely to unlock other mysteries.

<b>Your answer:</b>	
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### Questions 17-20

Look at the list of items somehow related to the archaeological study mentioned in the text. Match the items (A-D) with the statements (17-20).

17. the items that arrived from overseas.

- Your answer:**
- A Coins
  - B Detailed maps
  - C Silver buttons
  - D Balance scales

18. the items that supported the archeologists' guess.

- Your answer:**
- A Coins
  - B Detailed maps
  - C Silver buttons
  - D Balance scale

19. the items that gave away the occupation of the owner.

- Your answer:**
- A Coins
  - B Detailed maps
  - C Silver buttons
  - D Balance scales

20. the items that indicated the social standing of a person.

- Your answer:**
- A Coins
  - B Detailed maps
  - C Silver buttons
  - D Balance scales

### Passage 3

You should spend about 20 minutes on Questions 21-30, which are based on the reading passage below.

Why do humans have such large brains? This evolutionary mystery has challenged scientists for ages, but some researchers are using genetics, specifically those genes that can only be found in *Homo sapiens*, for an answer.

ARHGAP11B, a gene found only in humans, is known for its role in expanding *neocortex*\* that is responsible for higher cognitive functions such as language and planning. In experiments detailed in a new study published in the journal *Science*, researchers inserted the gene into the fetuses of *marmosets*\*, who, like humans, are primates, but don't carry the gene. The team found that after 101 days, the neocortexes of the monkeys' developing brains were larger and had more folds in the tissue than normal monkey fetuses without the gene. Having more folds in this part of the brain is important because those folds increase the surface area available for brain cells, or neurons, without making the brain too big for the skull. Demonstrating that the human gene fulfills a similar purpose in the brain of another primate provides new insight into how humans may have evolved and may point the way to future treatments for brain disease.

The ARHGAP11B gene appeared about 5 million years ago, not long after the evolutionary split between chimpanzee and human ancestors. It emerged via mutation when another gene, ARHGAP11A, was copied, or duplicated. However, the 5-million-year-old version of ARHGAP11B, known as the "ancestral B" version, isn't the one that humans have today. Scientists think another mutation of ARHGAP11B occurred in human ancestors between 1.5 million and 500,000 years ago, creating the human-specific gene the researchers used in their latest study.

"That human-specific sequence is absolutely essential for the ability of the gene to amplify the relevant brain stem cells in development," says Wieland Huttner of the Max Planck Institute of Molecular Cell Biology, one of the study's authors.

Previous studies showed similar effects in mice and ferrets modified to have the "new B" version of the gene. However, using those animal models meant the gene was not necessarily expressed in the same way it is in humans. Study author Michael Heide, also of the Max Planck Institute, says the team wanted to study a model organism closely related to humans, and the two most practical options were the marmoset and the macaque. "We thought that the marmoset would be the better model because the macaque neocortex has many features that it shares with our big and folded neocortex. However, the marmoset's is smooth and very small in size." Thus, any changes to the size and shape of the marmoset neocortex would be easy to see.

To introduce the gene into monkey embryos, the researchers used a "lentivirus," a virus carrier that cannot replicate. The lentivirus contained ARHGAP11B as well as a protein marker that would allow the researchers to see where that gene was expressed. They included a promoter gene, or a DNA sequence that regulates expression of specific genes.

Debra Silver, an investigator at the Duke University Institute for Brain Sciences, says the researchers' methods in this study, improved from those used with mice and ferrets, lend a lot of weight to the significance of the results. "One of the challenges [for this kind of study] is that you

can have abnormally high levels [of expression]. It's like taking a Mack truck to drive something versus something subtler like a Toyota. The idea is, with this they're trying to get closer to what would be normally expressed in the human brain.”

In addition, Silver says, the study demonstrated that a predominant effect of the gene, in addition to increasing the size and number of folds in the neocortex, is controlling the production of certain neurons that develop later and are more important for higher-order processing.

Megan Dennis, who studies the genetics of the human brain at the University of California, Davis, MIND Institute, said this research achieved a major step by proving the effect of the gene in a primate. “We have a whole list of genes that we think might be important in what makes us uniquely human, but very rarely have we definitively shown that they actually are contributors,” Dennis says. “And I have to say that a study like this really brings ARHGAP11B up to the top of the list as a gene that could very well be important in human brain development.”

Because ARHGAP11B falls into a region of the human genome that is known to be associated with intellectual disability, schizophrenia and epilepsy, learning more about how it functions could also be important for understanding disease. For example, human brains that become too large (macrocephalized) can suffer a suite of neurological and behavioral disorders, including autism.

Understanding uniquely human genes such as ARHGAP11B also could aid in the development of new kinds of therapies. This study’s authors suggest this gene has the potential to be useful in growing stem cells that could help treat diseases like Parkinson’s, where clear mutations have been identified. But the idea of using the gene or others like it to alter the essential structure and function of the human brain raises a host of ethical concerns around both animal testing models and genetic engineering.

“You have to be very careful,” Huttner says. “If you do genetic manipulation in humans, you can only do it if it is to cure a disease where you have an abnormal mutation and you bring it back to the identified normal sequence.”

\***marmoset** - a small monkey with a long, thick tail that lives in Central and South America.

\***neocortex** - a part of the brain.

Taken from: Smithsonian Magazine

## **Questions 21-26**

*Decide whether the statements below agree with the information in the text.*

*In boxes, choose*

**TRUE** *if the statement is true.*  
**FALSE** *if the statement contradicts the information in the text.*  
**NOT GIVEN** *if there is no information about this.*

21. Marmosets share many identical features with humans.

<b>Your answer:</b>	
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22. Currently the ARHGAP11B gene exists in its original form.

<b>Your answer:</b>	
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23. To get more precise results, the scientists decided to narrow down the choice of the laboratory animal species.

<b>Your answer:</b>	
---------------------	--

24. One of the research goals is to see how the gene functions in human embryos.

<b>Your answer:</b>	
---------------------	--

25. The conducted experiment confirmed the hypothesis about the influence of the gene.

<b>Your answer:</b>	
---------------------	--

26. This gene prevents people from developing certain health conditions.

<b>Your answer:</b>	
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### **Questions 27-30**

*Complete the notes below.*

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

*Write your answers in boxes 27-30.*

27. The more brain folds the monkey had, the bigger was the  of the brain.

28. To boost the growth of the stem cells, a particular  is crucial.

29. One of the peculiarities of the “lentivirus” is that it is not able to .

30. Gene-altering operations can exclusively be performed in case there is a/an .

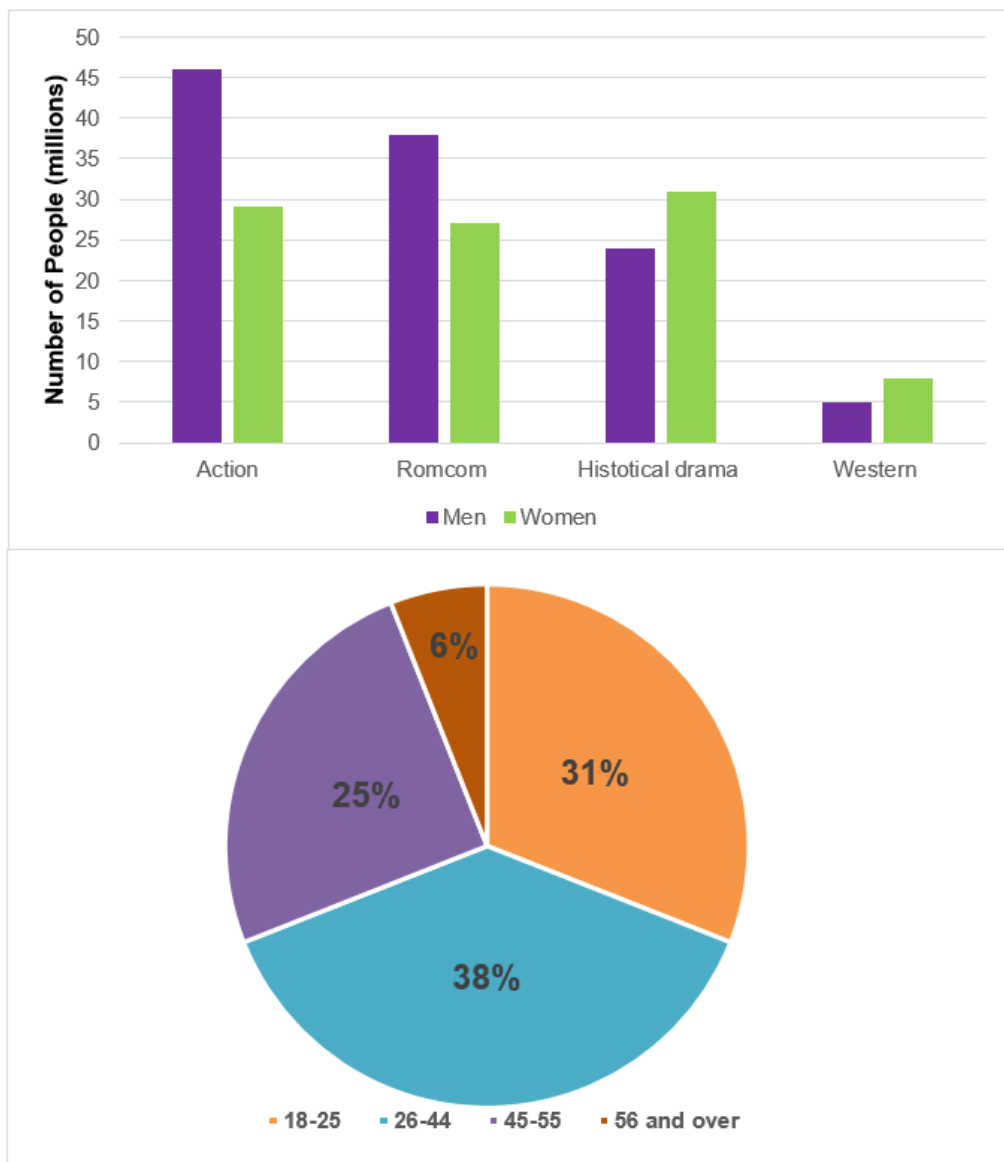
## Writing Section

### Task 1

The chart shows how many men and women went to the cinema to watch different types of films in the year 2018. The pie chart gives information about the age of cinemagoers.

Describe the data providing an overview of the general trends, reporting the main features, and making comparisons.

Write at least 150 words.





## **Task 2**

Write an essay on the following topic:

**It is believed that the STEM disciplines (science, technology, engineering, and mathematics) are becoming more and more popular among high school and university students. What might be the reasons for this?**

In your essay, provide extended arguments supported by relevant evidence. Write at least 250 words.

## Listening Section

### Part 1

You are going to hear a man and a woman talking about joining a sports club. First you have some time to look at questions **1-4**. You should answer the questions as you listen because you will hear the recording once only. Listen carefully and answer questions **1-4**.

#### Questions 1-4

Complete the notes below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

<b>Possible ways to fill in the application form:</b>	via email <b>1</b> _____
<b>Personal Details</b>  <b>Name:</b> <b>Surname:</b>	John Paul <b>2</b> _____
<b>Place of Accommodation:</b>	Room: 42 <b>3</b> _____ Hall of Residence Prebend Street Postcode: CD37GB
<b>Contact Information:</b>	Email: johnpaul24@spl.ed.uk Phone number: <b>4</b> _____

Listen to the rest of the conversation and answer questions **5-10**.

#### Questions 5-10

Complete the notes below. Write **NO MORE THAN TWO WORDS** for each answer.

#### Additional Information:

- Studies in the Faculty of **5** \_\_\_\_\_;
- Not a UK resident, has a/an **6** \_\_\_\_\_;

- Plays tennis approximately at a/an **7**\_\_\_\_\_;
- Does not have any **8**\_\_\_\_\_;
- Has previously been a member of a/an **9**\_\_\_\_\_;
- After getting information about the first session, John may collect his **10**\_\_\_\_\_.

## Part 2

You are going to hear two students discussing their preparation for the conference. First you have some time to look at questions **11-15**. You should answer the questions as you listen because you will hear the recording once only. Listen carefully and answer questions **11-15**.

### Questions 11-15

What are the students going to do in each place in order to prepare for the presentation? Match each place (**11-15**) with the activity related to the preparation process (**A-G**) given in the boxes.

#### 11. The Library

- A. study the way the film industry influenced the life of the city residents;
- B. examine the way the character's personality is shown through clothes;
- C. read about the way films were perceived by the audience in the past;
- D. observe the way modern techniques vary from those in the past;
- E. talk about the way the field of cinematography grew in the city;
- F. analyze the way some previously-used equipment worked;
- G. learn about the way first sound films were created.

#### 12. The NFU Office

- A. study the way the film industry influenced the life of the city residents;
- B. examine the way the character's personality is shown through clothes;
- C. read about the way films were perceived by the audience in the past;
- D. observe the way modern techniques vary from those in the past;
- E. talk about the way the field of cinematography grew in the city;
- F. analyze the way some previously-used equipment worked;
- G. learn about the way first sound films were created.

#### 13. The History Museum

- A. study the way the film industry influenced the life of the city residents;
- B. examine the way the character's personality is shown through clothes;
- C. read about the way films were perceived by the audience in the past;
- D. observe the way modern techniques vary from those in the past;
- E. talk about the way the field of cinematography grew in the city;
- F. analyze the way some previously-used equipment worked;
- G. learn about the way first sound films were created.

#### 14. The City Museum

- A. study the way the film industry influenced the life of the city residents;
- B. examine the way the character's personality is shown through clothes;
- C. read about the way films were perceived by the audience in the past;
- D. observe the way modern techniques vary from those in the past;

- E. talk about the way the field of cinematography grew in the city;
- F. analyze the way some previously-used equipment worked;
- G. learn about the way first sound films were created.

**15. The Acting Academy**

- A. study the way the film industry influenced the life of the city residents;
- B. examine the way the character's personality is shown through clothes;
- C. read about the way films were perceived by the audience in the past;
- D. observe the way modern techniques vary from those in the past;
- E. talk about the way the field of cinematography grew in the city;
- F. analyze the way some previously-used equipment worked;
- G. learn about the way first sound films were created.

**Questions 16-20**

*Choose the correct answer A, B, or C from the drop-down lists under each questions.*

**16. What did Ben and Lucy agree on?**

- a. including both text and pictures in their presentation
- b. creating a QR-code for the folder with the pictures;
- c. handing out printed pictures across the audience.

**17. Why did Ben and Lucy decide to create digital cue cards?**

- a. to help Ben cope with his emotions;
- b. to test the app Lucy has downloaded;
- c. to prepare more effectively for the exams.

**18. Ben and Lucy are planning to call Lucy's cousin to:**

- a. better understand what types of infographics to add;
- b. help them come up with some ideas for infographics;
- c. give a hand with preparing data visualization;

**19. Ben is reluctant to work on the weekend because:**

- a. he won't be able to finish his part;
- b. he won't be able to join the training;
- c. he won't be able to email the committee.

**20. Why doesn't Lucy want to sign up for the afternoon time slot?**

- a. she had an unpleasant experience before;
- b. she is a fan of early wake-ups;
- c. she is busy later that day.

### Part 3

You will hear a lecture about the history of social media. First you have some time to look at questions 21-30. You should answer the questions as you listen because you will hear the recording once only. Listen carefully and complete the notes in questions 21-30.

#### Questions 21-30

Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

### The History of Social Media

#### Early social media tools:

- Forums; chat rooms; tripod pages.

#### “Six Degrees” 1997- 2001

- adding friends;
- using the function of 21\_\_\_\_\_.

#### “Friendster” 2002- 2015

- it was possible to see the way the users were related to each other;
- the interface of the platform resembled 22 \_\_\_\_\_.
- 

#### “MySpace” 2003 – present time

- allowed users to customize their pages: quirky 23 \_\_\_\_\_ and funny GIFS.
- 

#### “Facebook” 24 \_\_\_\_\_ - present time

- Zuckerberg created the platform when he was in his sophomore year.
- to get access, students from other schools had to use a/an 25\_\_\_\_\_.
- was viewed as a substitution for university directories.

#### “Facebook” vs. “MySpace”:

- Facebook’s developers designed the interface that was easier to navigate;
- Facebook added groups and 26\_\_\_\_\_ feature;
- “MySpace” tried to bring on new features that did not work well;
- in 2009 “MySpace” fired 27\_\_\_\_\_ and is still staying afloat.

#### Twitter 2006 – present time

- short posts that can’t be edited;
- tweets can get to the audience instantly;
- in 2007, 28\_\_\_\_\_ were introduced to Twitter users;
- people started using social networks to find out about the 29 \_\_\_\_\_.

**Conclusion:**

- online communication has become an essential part of our everyday life.
- some social networks became similar: e.g. a **30**\_\_\_\_\_platform LinkedIn is now identical to Facebook.

## Speaking Section

### Warm-up task

Now it's time to start the warm-up task of the speaking section. You will be given a set of questions to answer. Answer the questions as they appear on the screen. You should speak for no longer than one minute on each question. Please note this task will not be *graded*.  
Now press the "record" button.

Let's talk about things you like.

1. What is your favourite app on your phone? Why?
2. What is the best meal you've ever eaten?
3. What small things brighten up your day?

Stop the recording now. Press the "next page" button to proceed to Task 1.

### Task 1

Now let's begin Task 1 of the speaking section. In this task, you will be asked to speak about your personal experience on a given topic. Take a minute to think and start speaking when the countdown is on. You should speak for no longer than three minutes. Please note this task will be *graded*. Now press the "record" button.

Talk about a song that profoundly moved you the first time you heard it.

You have one minute to prepare.

Now your time is up. You have three minutes to talk. Please start.

Stop the recording now. Press the "next page" button to proceed to Task 2.

### Task 2

Now let's move on to Task 2. In this task, you will be asked four questions. Answer them providing well-structured and well-developed arguments to support your ideas. You have to speak for no longer than two minutes on each question. Please note this task will be *graded*.

Now press the "record" button.

Let's start with the first question.

What are the challenges students may come across while studying online?



**Now the second question.**

Is it beneficial for students to participate in different student clubs and university events?  
Why/Why not?

**Let's turn to question three.**

Name the three things students should avoid doing while preparing for an important exam or test. Why?

**Here is the final question.**

In your opinion, what can be done to attract more young specialists to your professional field in the future?

**Stop the recording now.**

**This is the end of the Speaking Section.**

**Answer Key**

**Mock Test 1**

**Reading**

**Passage 1**

1. viii
2. iv
3. vii
4. i
5. vi
6. ii
7. F
8. T
9. NG
10. F

**Passage 2**

11. C
12. C
13. B
14. C
15. A
16. Yes
17. Yes
18. No
19. No
20. NG

**Passage 3**

21. D
22. A
23. A
24. C
25. B
26. B
27. visual elements
28. insight/insights
29. probability
30. analytical thinkers

**Listening**

**Part 1**

1. English
2. community college
3. cooking/culinary arts/culinary
4. customers
5. weeknights / week nights / week-nights
6. therapist
7. learning styles
8. homesickness
9. advanced level

**Part 2**

11. conversation/conversations/ a conversation
12. skipping school
13. technology
14. voice/ tone of voice
15. group dynamics/ a group/ a group dynamics
16. role play/ role-play
17. C in either order
18. D in either order
19. B

**Part 3**

21. some hundreds
22. instant translation
23. channels
24. a girl / feminine voice
25. worldview/ world view
26. control
27. anglophone hospital
28. multitasker / multitasker / better multitasker / better multi-tasker

10. Friday

20. C

29. vowels

30. word order / word orders

## **Mock Test 2**

### **Reading**

#### **Passage 1**

1. viii

2. iii

3. iv

4. ii

5. v

6. vi

7. b

8. b

9. c

10. c

#### **Passage 2**

11. NG

12. Yes

13. Yes

14. No

15. No

16. No

17. A

18. B

19. D

20. C

#### **Passage 3**

21. T

22. F

23. T

24. NG

25. T

26. F

27. surface area/surface

28. human-specific sequence / human-specific gene

29. replicate

30. abnormal mutation / mutation / disease

### **Listening**

#### **Part 1**

1. over the phone

2. Thwaite

3. Hasleworth

4. 0911487877

5. medicine/ Medicine

6. Canadian passport

7. intermediate level

#### **Part 2**

11. F

12. E

13. B

14. A

15. D

16. C

17. A

#### **Part 3**

21. instant messaging

22. online dating sites/ dating sites

23. backgrounds

24. 2004

25. email address/ email/ university email address/ college email address/

- |                     |       |                                       |
|---------------------|-------|---------------------------------------|
| 8. disabilities     | 18. C | university email/ college email       |
| 9. squash club      | 19. B |                                       |
| 10. membership card | 20. A | 26. content sharing                   |
|                     |       | 27. 600 workers / six hundred workers |
|                     |       | 28. hashtags                          |
|                     |       | 29. breaking news/ news               |
|                     |       | 30. business networking / business    |