

PRACTICE TEST 1

Listening Section

The Listening Section (items 1-30) comprises four parts. You will hear each of the parts twice. As you listen, mark your answers in your test booklet. When the Listening Section has finished, you will be given five minutes to transfer your answers to the separate answer sheet.

Part 1

In this part of the Listening Section (items 1-6), you will hear two extracts. Each extract is accompanied by three questions. For each question there are three answer choices, A, B, and C. As you listen, choose the answer choice which best answers each question according to what you hear. The questions will not be read aloud. You will hear the extracts **twice**.

You now have one minute to read the questions and answer choices before the extracts begin.

Now you will hear the extracts.

Extract One

1. What did Sally do when Max saw a pigeon?

- A. She forced him to stop barking.
- B. She trained him to run after pigeons.
- C. She helped him not to be afraid.

2. What happened in the experiment described by the speaker?

- A. Subjects were given money when they saw a spider.
- B. Subjects were able to tolerate pictures of spiders.
- C. Subjects were still frightened by seeing spiders.

3. Which of the following questions is the speaker probably responding to?

- A. "What made you write a book about counterconditioning?"
- B. "How can counterconditioning defeat arachnophobia?"
- C. "Why do dogs and humans react similarly to counterconditioning?"

Extract Two

4. What is true about the woman?

- A. She is giving her opinion as a medical expert.
- B. She is trying to make a helpful suggestion.
- C. She has recently tried a new kind of therapy.

5. What does the man say about cynophobia?

- A. It gave early humans an evolutionary advantage.
- B. It can often be acquired during childhood.
- C. It is an environmentally caused phobia.

6. What do we learn about the man?

- A. His phobia of dogs has been cured.
- B. He was once threatened by a dog.
- C. His mother has a fear of dogs.

End of Part 1.

Part 2

*In this part of the Listening Section (items 7-13), you will hear part of a radio interview, accompanied by seven questions. For each question there are three answer choices, A, B, and C. As you listen, choose the answer choice which best answers each question according to what you hear. The questions will not be read aloud. You will hear the interview **twice**.*

You now have one minute to read the questions and answer choices before the interview begins.

Now you will hear the interview.

7. Why does Beth Solano describe the behavior of students?

- A. to indicate that there are many people who procrastinate
- B. to suggest that procrastination is less common than believed
- C. to highlight that procrastination mainly affects academics

8. According to Beth, what is one way of looking at procrastination?

- A. It makes it less stressful to undertake household chores.
- B. It enables people to give priority to the most pressing tasks.
- C. It puts people at a disadvantage in their professional lives.

9. According to Beth, what is true about active procrastination?

- A. It makes it possible to completely forget about doing a task.
- B. It encourages a more creative approach to the task at hand.
- C. It results in unnecessary and excessive last-minute stress.

10. How does Beth describe passive procrastinators?

- A. as people who experience high levels of anxiety
- B. as people who require greater mental stimulation
- C. as people who are energized by an adrenaline rush

11. What information does Beth give in the last part of the interview?

- A. ideas about the benefits of being an active or passive procrastinator
- B. ways in which passive procrastinators can become active procrastinators
- C. straightforward practical advice to help passive procrastinators

12. What is true about Beth Solano?

- A. She teaches classes on procrastination.
- B. She used to be a procrastinator herself.
- C. She now considers herself an active procrastinator.

13. What is the main topic of this interview?

- A. the neurological roots of different types of procrastinating behavior
- B. misunderstandings about the damaging effects of procrastination
- C. the contrasting ways in which procrastination can affect people

End of Part 2.

Part 3

*In this part of the Listening Section (items 14-23), you will hear part of a radio program in which four people discuss a topic. The discussion is accompanied by ten questions about what was said. For each question there are three answer choices, A, B, and C. As you listen, choose the answer choice which best answers each question according to what you hear. The questions will not be read aloud. You will hear the discussion **twice**.*

You now have one minute to read the questions and answer choices before the discussion begins.

Now you will hear the discussion.

14. What does Robert Nile believe to be the main problem with college basketball?

- A. the lack of highly talented teams
- B. the rate at which players leave
- C. the expansion of college leagues

15. What is Robert's opinion of players who leave college basketball at nineteen?

- A. He understands why they prefer the NBA.
- B. He thinks they are disloyal to their college.
- C. He highly disapproves of their career choices.

16. In what way does Anna Lynch disagree with Robert Nile?

- A. She thinks that college players should not receive financial rewards.
- B. She disputes the claim that the professional leagues are superior.
- C. She believes there is already a good reason to remain in the college league.

17. Why is Anna concerned about young players who move to the NBA?

- A. These players are more liable to suffer injuries.
- B. These players miss out on a proper education.
- C. These players are rarely successful at NBA level.

18. What point does Carl Burns make about Michael Jordan's career?

- A. It shows that college players can achieve success.
- B. It was delayed because he played for a college team.
- C. It had no significant successes until after he left college.

19. In Carl's view, what problem does college basketball help to redress?

- A. poverty in inner city neighborhoods
- B. unequal access to education
- C. declining quality in basketball

20. Why does Stella Parks describe the college basketball league as an "incubator"?

- A. It protects players from bad influences.
- B. It helps young players to become richer.
- C. It allows players to develop their talent.

21. According to Stella, what is true about the individual training programs for sponsored players?

- A. They offer competitive experience.
- B. They are part- or full-time.
- C. They are highly demanding.

22. Why does Robert Nile agree with Stella Parks?

- A. Sponsorship deals are attractive because college players are not paid.
- B. College players prefer to leave their education to pursue their career.
- C. Players who receive sponsorships do not need an academic education.

23. Which of the following might be a suitable title for this episode of On the Table?

- A. 'How and why college basketball should be supported'
- B. 'Why college basketball no longer serves its purpose'
- C. 'The opportunities open to college basketball players'

End of Part 3.

Part 4

*In this part of the Listening Section (items 24-30), you will hear a talk, accompanied by seven questions about what was said. For each question there are three answer choices, A, B, and C. As you listen, choose the answer choice which best answers each question according to what you hear. The questions will not be read aloud. You will hear the talk **twice**.*

You now have one minute to read the questions and answer choices before the talk begins.

Now you will hear the talk.

24. Who is the speaker?

- A. a new college student
- B. a long-term quiz enthusiast
- C. a College Board member

25. What is the speaker's aim in this talk?

- A. to ask for financial support for the team
- B. to gain members for the college quiz club
- C. to defend the reputation of the quiz team

26. According to the speaker, how are typical quiz show participants often perceived?

- A. as immature contestants
- B. as very successful students
- C. as highly knowledgeable

27. What does the speaker say each game of Quiz Bowl is?

- A. a tournament with questions on academic topics
- B. a competition between two college teams
- C. a contest between a series of participants

28. According to the speaker, what is the most valuable benefit of the Club for students?

- A. Members achieve well academically.
- B. Members can identify their weaknesses.
- C. Members are able to attend practice sessions.

29. What advantage does the speaker say Club members have after college?

- A. They are better able to deal with stress.
- B. They have learned to be better leaders.
- C. They can show that they like a challenge.

30. What does the speaker ask his listeners to do next?

- A. listen to a story
- B. watch a video
- C. participate in a quiz

End of Part 4. End of the Listening Section.

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Reading and Use of Language Section

The Reading and Use of Language Section comprises 5 tasks and 50 items, numbered 31-80. All items have only one correct answer and are worth one mark. Mark all your answers on the separate answer sheet. You will have 75 minutes to complete the Reading and Use of Language Section.

Task 1

Your friend has written a text and has asked you to check it carefully. You have found ten sentences which may contain a language error. For items 31-40, decide whether each of the sentences needs to be edited, paying particular attention to the underlined parts. For each sentence, choose 'I' for Incorrect, if the sentence contains an error, or 'C' for Correct, if there is no language error in that sentence, and darken the corresponding circle on the separate answer sheet. There are **five** language errors in total.

When difficulty is desirable

Many education experts support the theory of *desirable difficulty*. (31) According to this theory, because challenging learning tasks require learners to make increased cognitive effort, this in turn encourages deeper mental processing and thus greater memory capacity. (32) With essence, desirable difficulty is the mental equivalent of the *no pain, no gain* approach to physical training. (33) When carefully managed, difficulty can lead to more lasting gains, whether in terms of knowledge acquisition and enhanced body strength.

(34) Numerous educational techniques have been based on the concept of desirable difficulty. (35) For example, before presenting a new topic, such as the Italian Renaissance, history teachers may first ask students to complete quiz questions using their existing knowledge. (36) In this way, the students are forced to actively engage on the new topic while they attempt to find answers to the quiz questions. (37) The procedure may place greater demands on the learners, but they are more effective in the long run.

The desirable difficulty concept has recently inspired a new technique for teaching students deep reading skills. (38) According to the theory of *disfluency*, the more effort is required of the reader, the more information the reader remembers. (39) To make them more difficult to read, the letters in some disfluent fonts slant to the left – opposite to the usual *italic* form. Furthermore, some letters are not completely formed and contain gaps. (40) The reader's mind has to fill in these gaps, although introducing another layer of difficulty.

Task 2

Items 41-50 are cloze questions. For each item, choose the option which best fills the gap in the text, and darken the corresponding circle on the separate answer sheet.

Text 1

Most culinary experts recommend home cooks store their kitchen knives on magnetic knife racks. (41) _____ to a kitchen wall, these racks hold knives in position by magnetically gripping the metal blades.

The magnetic knife rack is a huge improvement on the now almost obsolete wooden knife block, which (42) _____ people will miss. With these blocks, only the knife handles were visible. But with magnetic racks, knives can be lined up vertically, handles and blades (43) _____ proud display. Not (44) _____ is this pleasing to the eye, but it also helps to pick out the right knife quickly.

But can metallic knife racks blunt kitchen knives? Only sharp knives are safe, as they cut into food cleanly, without slipping and cutting your fingers (45) _____. Luckily, research shows the racks do not blunt kitchen knives and so are a welcome addition to the kitchen.

- | | |
|-------------|-----------------|
| 41. A. Fix | C. Fixes |
| B. Fixing | D. Fixed |
| 42. A. the | C. few |
| B. no | D. those |
| 43. A. at | C. with |
| B. in | D. on |
| 44. A. only | C. that |
| B. ever | D. this |
| 45. A. both | C. however |
| B. instead | D. additionally |

Text 2

Every serious cook needs a good frying pan. But what do we (46) _____ by a *good* frying pan? These days, there are so many different types available that selecting the best one can be a daunting task. Should you (47) _____ copper? Or copper-bottomed? Or copper-bottomed with tin plate? Or a copper-tin alloy? The choices are practically endless.

Copper is in many ways the best metal from which to make a frying pan. It is (48) _____ only to silver in terms of heat conductivity, meaning that the heat (49) _____ transferred quickly from the gas flame or hot plate on your cooker to the food frying in your pan. But lots of professional chefs prefer frying pans made from good old iron. Iron may take longer to get hot, but once it does, it stays hot for a long time. This is exactly (50) _____ cooks need when they are cooking in large quantities.

- | | |
|---------------|-----------|
| 46. A. depict | C. mean |
| B. describe | D. claim |
| 47. A. prefer | C. want |
| B. take | D. need |
| 48. A. same | C. worse |
| B. second | D. better |
| 49. A. which | C. can |
| B. that | D. gets |
| 50. A. that | C. what |
| B. most | D. many |

Task 3

Read the text below and answer the questions which follow. For items 51-60, choose the best answer to each question and darken the corresponding circle on the separate answer sheet. The paragraphs have been numbered to help you.

Dam Tough to Build

1. When the Colorado River flows into Boulder Canyon, between Arizona and Nevada, it is blocked by a gigantic wall of concrete. Spanning the huge canyon from one wall to the other, and rising almost to its top, Hoover Dam blocks the Colorado River on its north side, forming the man-made Lake Mead. Completed in 1935, this marvel of modern architecture took decades to build, and its creation was not nearly as smooth as the elegant concrete façade of the dam's south face. Rather, there was as much turbulence as there is in the raging Colorado River itself.
2. Before the building of Hoover Dam, the Colorado River was prone to frequent and violent flooding. In the 1800s, irrigation channels were dug into the main body of the river, and while these channels also had the additional benefit of lessening flooding by providing additional outlets for sudden swells, they did not deter yet another huge flood in 1890 which damaged settlements and farms. Eventually, an Arizona rail company, which had lost substantial property in the 1890 flood, decided to take matters into its own hands by investing in a small dam to contain the river in the event of further floods. Since this work served the public interest, the company rightfully demanded federal reimbursements, yet somehow the US government neglected to return a single dollar, leading to prolonged legal disputes.
3. Eventually, the US government acknowledged its duty to construct a fully functional modern dam. Aside from irrigation and flood protection, there was a growing need to supply water to the increasingly populous towns and cities that were sprouting up in areas along the length of the Colorado River, including Las Vegas. These expanding urban centers also increased demand for electrical power, and thus it was decided that, as well as providing irrigation, flood defenses and water for human consumption, the new dam would also function as a hydro-electric generator, utilizing the pressure of the water collected on one side in order to power turbines.
4. A lengthy design stage followed, extended by the authorities' awareness of how much was at stake. Once built, the dam would cause huge amounts of water to collect and fill Boulder Canyon, enough to cause catastrophic flooding should the dam break. According to one government paper: "To avoid [the possibility of a disaster], the proposed dam should be constructed on conservative if not ultra-conservative lines." Any blueprint that showed even the slightest sign of being potentially unsafe was rejected, much to the exasperation of the architects who were sent back again and again to the drawing board.
5. Further delay was caused by conflict between the states through which the Colorado River flows, as they could not agree on a fair distribution of the water that would be collected. These states awaited federal-level judgment, yet once again the US government failed to intervene.
6. Even after construction had finally commenced, hold-ups persisted due to repeated labor strikes. Economic hardship and mass unemployment caused by the Great Depression meant thousands of laborers were desperate to sign up for work on the dam, yet working conditions were so hazardous that many felt they had no choice but to go on strike until safety was improved.
7. Today, however, Hoover Dam stands as an enduring testament to its creators' ability to overcome all the aforementioned problems. The construction was completed two years ahead of schedule and well below budget. Nearly a century later, Hoover Dam is an important example of America's infrastructure from that period, providing water for farming and domestic use, a defense against flooding, electrical power, and even a highly popular tourist hotspot in the form of Lake Mead.

- 51. In paragraph 1, what point does the writer make about Hoover Dam?**
- A. There was considerable concrete needed to make Hoover Dam.
 - B. Hoover Dam is considered the most impressive work of architecture.
 - C. Its lake is one of the most beautiful natural landmarks in the U.S.
 - D. Hoover Dam is not only massive but pleasing to the eye as well.
- 52. According to paragraph 2, what is true about the channels dug into the Colorado River?**
- A. They were specifically built as a defense against flooding.
 - B. They were added by a railway company after the 1890 flood.
 - C. They were not sufficient to prevent a serious flood.
 - D. They were a hazard for nearby towns and farmlands.
- 53. According to paragraph 3, what factor led to the construction of Hoover Dam?**
- A. the need for water for industrial use
 - B. lack of water in the Colorado River
 - C. increasing agriculture
 - D. urban population growth
- 54. In paragraph 4, why does the writer quote a government paper?**
- A. to imply that the design of Hoover Dam was not effective
 - B. to highlight the feelings of architects who worked on Hoover Dam
 - C. to explain the importance of building Hoover Dam without delay
 - D. to show how cautious the authorities were in selecting a design
- 55. According to paragraph 5, what did some U.S. states disagree about?**
- A. how to share the water from Hoover Dam
 - B. how to select a design for Hoover Dam
 - C. how to choose a location for Hoover Dam
 - D. how to pay for the construction of Hoover Dam
- 56. According to paragraph 6, why was construction of the Dam so slow?**
- A. It was difficult to find laborers due to low pay.
 - B. Laborers were concerned their lives were in danger.
 - C. Some laborers tried to encourage multiple strikes.
 - D. There were few laborers willing to accept the jobs.
- 57. According to paragraph 7, what did the creators of Hoover Dam do?**
- A. plan that the Hoover Dam would still survive a century later
 - B. complete the construction slightly behind the original schedule
 - C. spend less money than had been budgeted for the project
 - D. undertake further infrastructure projects after Hoover Dam
- 58. Which paragraphs refer to the fact that Hoover Dam serves multiple purposes?**
- A. Paragraphs 1 and 6
 - B. Paragraphs 3 and 7
 - C. Paragraphs 4 and 6
 - D. Paragraphs 5 and 7
- 59. Which paragraphs refer to government inaction?**
- A. Paragraphs 2 and 5
 - B. Paragraphs 3 and 6
 - C. Paragraphs 4 and 6
 - D. Paragraphs 5 and 7
- 60. Which paragraphs mention safety issues?**
- A. Paragraphs 1 and 2
 - B. Paragraphs 3 and 7
 - C. Paragraphs 4 and 6
 - D. Paragraphs 5 and 7

Task 4

Read the text below and answer the questions which follow. For items 61-70, choose the best answer to each question and darken the corresponding circle on the separate answer sheet.

A Good Sense of Time

In order to measure time, humans had to invent time-measuring devices. The Romans could tell the time with a sundial, and centuries later the first mechanical clocks arrived. Today, we have the atomic clock, which calculates time, not according to the position of the sun, but according to sub-atomic quantum events – a technique that cannot be interfered with by an overcast sky or a shaky floor. But while successive time-measuring inventions have increased in accuracy, reliability, and sophistication, all of them were designed for the same purpose: to compensate for humans' natural inability to measure time with only their minds and bodies.

But *measuring* time and *sensing* time are two different things. Like most living creatures, humans do not need devices to sense the passing of time. On the contrary, our cells and organs are tightly **attuned** to a 24-hour cycle, like a composite biological hourglass designed to measure one whole day. Known as circadian rhythms, these provide the daily timetable for bodily functions, telling the body when to release different hormones, such as when to make us hungry or sleepy. So finely tuned are the body's circadian rhythms that it is almost as impossible to disrupt as an atomic clock. Even though the circadian rhythms normally depend on sunlight, organisms kept in complete darkness will still wake, eat, and sleep at almost exactly the same times as regularly as clockwork.

But what about time periods shorter than the daily 24-hour cycle? Although humans cannot measure a span of time in seconds, minutes, and hours – not without the aid of a device, such as a clock or a stopwatch – we do have an innate ability to mentally differentiate between longer and shorter time spans. If you listen to someone clapping once every five seconds, and then hear a delay of six seconds before the next clap, your brain immediately registers that there is a difference. You may only be able to hazard a guess as to how many seconds there were between each clap, but you will be able to say, with absolute certainty, where the shorter and longer gaps were.

Neuroscientists are still **perplexed** as to how the brain accomplishes this. One theory has it that the brain is constantly emitting thousands of electrical pulses, like a chorus of biological pacemakers, each one timed to different intervals. When two or more of these electrical pulses coincide, the brain registers a tick – like the tick of a clock.

To better grasp how this complex mechanism works, imagine the brain's electrical pulses as drumbeats. If one drummer plays slowly and another rapidly, the beats will be out of sync for most of the time, but there will be precise moments when both drums sound together. The brain can recognize these moments and the time that elapses between them. There are so many electrical pulses in the brain that an analogy might be an entire orchestra of drummers, each one beating out a different rhythm! But from this seemingly random **cacophony**, the brain can pick out the exact moments when at least two of these thousands of drumbeats happen simultaneously, and it automatically monitors these moments like the ticks of a clock.

This fascinating brain function is the reason why humans can tap out a beat, maintaining the exact same interval between each tap. It is the reason we can tell the difference between waiting in line at the supermarket for 10 minutes or 15 minutes, even without glancing at a watch or a clock. And it is the reason dogs become agitated when their owners have been out of the home for five-and-a-half hours, instead of the usual five, even though most dogs don't know how to use stopwatches!

61. What is the writer's main purpose in this text?

- A. to argue against overreliance on time-measuring devices
- B. to trace the development of inventions that measure time
- C. to explain a remarkable instinctive ability
- D. to prove that humans' sense of time is inaccurate

62. What does the writer imply about sundials and mechanical clocks?

- A. Minor factors can interfere with these devices.
- B. These devices are as reliable as more modern ones.
- C. It is possible to tell the time of day without these devices.
- D. Both these devices copy ancient Roman designs.

63. Why does the writer mention organisms living in darkness?

- A. to show that circadian rhythms depend on sunlight
- B. to demonstrate that people need clocks to tell the time
- C. to explain one of the functions of circadian rhythms
- D. to highlight the accuracy of circadian rhythms

64. According to the text, what are humans able to sense instinctively?

- A. any delay that lasts no more than one second
- B. the difference between longer and shorter stretches of time
- C. the number of hours in the daily cycle
- D. the exact duration of a time interval in seconds

65. What are the "ticks" detected by the brain?

- A. electrical signals that are sent to the brain
- B. electrical pulses emitted in various bodily organs
- C. electrical pulses which occur at the same time
- D. electrical signals sent by various cells in the body

66. What is the purpose of paragraph 5?

- A. to describe a similar biological mechanism to the one just described
- B. to explain an exception to the details described previously
- C. to introduce a new concept and explore it in detail
- D. to further illustrate the complex operation described previously

67. What does the writer describe as an example of the instinctive ability to sense time?

- A. people who can tolerate standing in line for only 10 minutes
- B. the tendency of dogs to become anxious after a specific time
- C. people's ability to clap after intervals of various lengths
- D. the ability to tell the time without looking at a clock or watch

68. In sentence 3 of paragraph 2, which of the following means the same as "attuned"?

- A. customized
- B. harmonized
- C. personalized
- D. standardized

69. In sentence 1 of paragraph 4, which of the following could replace "perplexed"?

- A. puzzled
- B. certain
- C. positive
- D. inexact

70. In sentence 5 of paragraph 5, which of the following could replace "cacophony"?

- A. beat
- B. music
- C. noise
- D. rhythm

Task 5

Read the text below and answer the questions which follow. For items 71-80, choose the best answer to each question and darken the corresponding circle on the separate answer sheet.

What colors to wear?

In our style-conscious times, people are hungry for fashion advice. Fashion bloggers post articles and videos addressing a wide range of topics. Which accessories are subtle, and which are too flashy? Does a relaxed or a tight fit suit a certain body type? And most importantly, what colors can be worn together in the same outfit? More specifically, does a light blue sweater look good with dark brown pants? Do blue and red T-shirt stripes clash? Is a purple shirt worn with a grey tie too bold for a job interview? The questions are seemingly endless.

The bloggers all seem to agree on one color-related issue: people should always check the Red-Yellow-Blue color wheel. The RYB color wheel is a ring-shaped diagram, divided into approximately twenty-four colored segments. The red, yellow and blue segments – the all-important primary colors – are each spaced an equal distance apart, with the segments in between these three poles representing the intermediate colors and shades. For example, orange is in the middle segment between red and yellow. According to the RYB color wheel theory, the golden rules of color combination all revolve around this wheel. Analogous colors sit in adjacent segments, so, for example, an orange tie therefore goes well with a yellow shirt. Complementary colors face each other from opposite sides of the ring, so blue trousers therefore mix well with an orange shirt. Provided you remember to vary the shade of each color, such as light blue with deep orange, and make sure to include neutral or achromatic colors, such as white, black, or grey, to tie your outfit together, the color wheel is your foolproof guide to successful color combinations.

Or is **it**? Probably not. Basing your clothing selections on the RYB color wheel alone may not be so infallible a method of choosing what colors to wear.

The main problem is that the RYB color wheel was designed for a specific purpose - **one** that has nothing to do with clothes. Its inventor, the legendary scientist Isaac Newton, devised this diagram to visually represent the spectrum of natural light, and to show what colors would result should light of two or more different wavelengths blend together, such as red light with blue light. The RYB color wheel was intended for use as a scientific tool, not as a handy instrument for working out which color combinations are esthetically pleasing.

Determining which color combinations are attractive and why is no simple matter. The human eye can perceive untold numbers of different colors, not just the ones on the RYB color wheel, and there are any number of reasons why some of those colors might seem more or less appealing than others. Could it be that the warm colors that we see in nature during the daytime are easier on the eye than the cold colors seen at night? Could it be that different societies attach different cultural meanings to different colors, so that red might be perceived as stylish in one part of the world _____ be despised as tasteless in another? Or could it be that, as with many things, beauty is in the eye of the beholder, and each individual has his or her own deeply rooted notions about which colors are elegant and which are not?

When it comes to the esthetics of color, there are no hard-and-fast, objective rules, not even in the world of fashion. The RYB color wheel may provide a convenient guide for those in doubt, but the soundest advice for choosing which colors to wear may simply be to go with good old gut feeling. **That way**, if purple pants with a pink shirt looks good to you in the mirror, go ahead and rock that look!

71. What is the main aim of the text?

- A. to be an argument against the influence of fashion bloggers
- B. to be a critical evaluation of fashion advice concerning colors
- C. to be an analysis of the role of color perception in humans
- D. to be a critique of the use of colors in clothing design

72. According to the writer, what might fashion bloggers give advice about?

- A. whether loose-fitting clothes are more comfortable
- B. what colors are suitable to wear when going for a new job
- C. which accessories are considered too pretentious
- D. why grey ties are no longer fashionable casual wear

73. According to the RYB color wheel theory, what should people do?

- A. make sure to combine different intensities of color
- B. only combine colors from opposite sides of the wheel
- C. choose colors that are adjacent on the wheel
- D. avoid dull and achromatic colors in all outfits

74. According to the writer, what is a mistaken use of the RYB color wheel?

- A. to be employed as a tool for carrying out scientific analysis
- B. to illustrate the broad range of the light spectrum
- C. to show the results of blending different kinds of light
- D. to indicate which color blends are perceived as attractive

75. What does the writer claim about responses to color?

- A. Only colors seen in nature can be considered beautiful.
- B. Beliefs about color have to change due to cultural factors.
- C. Attitudes to color may depend on personal preference.
- D. The human eye can only perceive a limited range of colors.

76. What is the writer's main opinion?

- A. The RYB color wheel is useful as a rough guide but not definitive.
- B. People must be cautious when it comes to choosing colors to wear.
- C. Fashion bloggers must stop recommending the RYB color wheel.
- D. The RYB color wheel is imperfect but more accurate than other designs.

77. Which of the following connectors best fills the gap in sentence 4 of paragraph 5?

- A. despite
- B. so
- C. yet
- D. then

78. In sentence 1 of paragraph 3, what does "it" refer to?

- A. Is fashion advice really necessary?
- B. Is the RYB color wheel a modern invention?
- C. Is color combination an important issue?
- D. Is the RYB color wheel infallible?

79. In sentence 1 of paragraph 4, what does the word "one" refer to?

- A. a problem
- B. a RYB color wheel
- C. a design
- D. a purpose

80. In sentence 3 of paragraph 6, what does the phrase "That way" refer to?

- A. by following fashion rules
- B. by ignoring fashion
- C. by trusting instinct
- D. by seeking advice

Writing Section

Choose **ONE** of the two writing tasks. You should write at least 250 words. You have 45 minutes to complete the Writing Section. Your writing will be assessed on Task Completion, Organization, and Linguistic Resources.

Task A

In some countries around the world, students have to pay to attend higher education establishments. Some people believe that colleges require funding so as to maintain the quality of their degree programs. Others argue that higher education establishments are a public service and should be free to everyone. In your opinion, should students have to pay for higher education? Give reasons to support your views.

You **must** use at least **two** points from the box below to develop and support your opinion, but you can also add your own ideas.

For:

PAYING FOR HIGHER EDUCATION

- Better facilities
- Funding to attract best faculty
- Incentive for careful choice of studies
- Respect for opinions of students

For:

FREE HIGHER EDUCATION

- Beneficial for lower income families
- Motivation for going to college
- No student debt
- Freedom to choose studies

Task B

Many young people devote much of their free time to playing video games. Some people believe that certain types of video games can create problems for adolescents and should be banned. Others maintain that video games with good content can educate adolescents. In your opinion, should specific kinds of video games be banned for adolescents? Give reasons to support your views.

You **must** use at least **two** points from the box below to develop and support your opinion, but you can also add your own ideas.

For:

BANNING SOME VIDEO GAMES

- Unsuitable content for age group
- Possible encouragement of violent behavior
- Addictive for vulnerable children
- Loss of face-to-face communication

For:

ALLOWING ALL VIDEO GAMES

- Difficulty of deciding what should be banned
- Freedom of choice a human right
- Parental control more important
- No difference from TV and movies