



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 sacrifice does the speaker say he had to make?

- A. He stopped his studies without a degree.
- B. He left his job as a civil engineer.
- C. He missed out on social activities.

2. What aspect of being an E-sports athlete does the speaker comment on?

- A. the long hours of work
- B. the qualifications required
- C. the unsatisfactory wages

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

- A. "What is the secret of your success in Esports?"
- B. "Would you recommend Esports as a career?"
- C. "Why did you become involved in Esports?"

Extract Two

4. What are the speakers doing?

- A. discussing plans for a new book
- B. debating the merits of video games
- C. planning new university courses

5. According to the man, what is matching efficiency?

- A. the number of workers in creative professions
- B. reductions in the size of the active workforce
- C. people's awareness of employment opportunities

6. Why does the woman mention Professor Daniels?

- A. He became famous through Esports.
- B. He might be willing to join their staff.
- C. He has designed a famous video game.

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 Angela Rutherford also have a negative view of wasps?

- A. Wasp stings are dangerous for some people.
- B. Anyone stung by a wasp suffers unbearable pain.
- C. People stopped having picnics because of wasps.

8. What claim does Angela make to defend wasps?

- A. Wasps are more interested in savory food and drink.
- B. During the summer, wasps are looking for protein.
- C. Humans are at fault for attracting wasps.

9. What point does Angela make about bees?

- A. Of all insects, bees are the best pollinators.
- B. Bees do not bother human beings.
- C. Bees have a better reputation than wasps.

10. Why are wasps useful?

- A. They kill insects that could damage crops.
- B. They are docile and easy to transport.
- C. They can be introduced to different countries.

11. What does Angela predict?

- A. that wasps will soon be faced with extinction
- B. that wasps will survive for a long time
- C. that people will learn to appreciate wasps

12. What is true about Angela Rutherford?

- A. She has a favorable opinion about wasps.
- B. She generally dislikes flying insects.
- C. She supports bee and wasp conservation.

13. What is the main topic of this interview?

- A. the reasons people hate wasps
- B. little-known facts about wasps
- C. why wasps are a threat to bees

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. How is Becky Sinclair's proposal different from the SAFE program?

- A. The focus is on species that are already extinct.
- B. The clones are not from endangered species.
- C. Organisms are cloned immediately.

15. What does Becky see as one drawback of the SAFE program?

- A. The clones are not put on public display.
- B. There is no chance to obtain back-up DNA.
- C. The cloning procedure is difficult to complete.

16. Why is Nick Hutchinson doubtful about cloning?

- A. Many clones do not survive beyond infancy.
- B. Viable stem cells are still in short supply.
- C. Ordinary people do not understand the procedure.

17. Why does Nick mention genetic diversity?

- A. to show clones are more susceptible to disease
- B. to suggest that plants can be cloned effectively
- C. to stress that cloning involves many DNA samples

18. What does Harmony Symmons say about eagles?

- A. They need many years to modify their behavior.
- B. They can be raised in captivity then safely released.
- C. They have a high level of cognitive complexity.

19. What does Harmony mention orca whales as an example of?

- A. a species that has already gone extinct
- B. a species with high cognitive complexity
- C. a species that was saved from extinction

20. What does Jacob Dunn see as the problem with zoos?

- A. They fail to appeal to people who love animals.
- B. They do not protect all living creatures equally.
- C. They give visitors little information of interest.

21. What does Jacob mention spiders as an example of?

- A. a species that is unpopular
- B. a species that cannot be cloned
- C. a species with interesting traits

22. What does Becky claim about genetic diversity?

- A. There is already plentiful diversity.
- B. Lack of diversity is unavoidable.
- C. Endangered species are not diverse.

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

- A. 'Animals behind bars: Is captivity good for wild animals?'
- B. 'The dangers of cloning animals using DNA technology'
- C. 'Clones in captivity: Will a new zoo stave off extinction?'

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. What is true about the speaker?

- A. He is making an online video.
- B. He is speaking at a meeting.
- C. He is giving a public demonstration.

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

- A. to give his professional opinion
- B. to educate a group of athletes
- C. to compete for a cash prize

26. What does the speaker imply about The Dead Hang Challenge?

- A. It has not become well known.
- B. It costs participants a lot of money.
- C. It is probably impossible to win.

27. According to the speaker, what does the dead hang involve?

- A. exercising during mountain climbing
- B. hanging by holding onto a raised bar
- C. making the shoulders more flexible

28. What characteristic of the shoulder does the speaker comment on?

- A. the resistance to injury
- B. the large amount of passive tissue
- C. the similarity to knee and elbow joints

29. How do trained athletes perform a dead hang?

- A. by using their back and arm muscles as well
- B. by remaining hanging for over two minutes
- C. by allowing their full weight to hang from their shoulders

30. What will the speaker talk about next?

- A. banning The Dead Hang Challenge completely
- B. selecting participants for The Dead Hang Challenge
- C. explaining the rules of The Dead Hang Challenge

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.

'Saying' lies

The English verbs 'to say' and 'to tell' are fundamentally different. (31) Even both are related to verbal communication and the act of using the voice, the verb 'to tell' implies greater complexity. During a class roll call, children say their names to indicate to the teacher the simple fact that they are present. (32) An actress says her lines, but the script is already written, not invented in the spot. However, when people tell stories – or tell the truth, or tell a joke – they are constructing a discourse, not just repeating isolated pieces of information. This is also true when people tell lies.

(33) Perhaps it is the cognitive complexity involved in telling – telling stories, the truth, jokes, or indeed, lies – that has caused us to underestimate animals' ability to lie. (34) Animals are capable of vocal communication with some degree of sophistication. (35) Chimps utter different calls depended on the specific danger to which they are alerting their group, and each call elicits a different behavior. (36) These verbal signals fall under the category of 'saying', however. (37) Chimps can do no more as pass on basic facts, such as the fact that there is a predator lurking.

(38) Nevertheless, it turns out that chimps do turn the truth. (39) By falsely sounding the alarm even when there is no predator nearby, one chimp might fool another into taking flight. (40) The deceived chimp scrambles up a tree, dropping a banana it had just got its hands on, while the deceiver creeps over to claim his prize.

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

We perceive futurity in various ways. We sometimes see ourselves as moving ahead into the future, for example, when we say, "I am going to leave tomorrow". (41) _____, we can see time itself as moving backward towards us and into the past. When we say, "The deadline is approaching", it is implied that time itself moves inexorably backward into the past.

People waiting in line were asked a hypothetical question: If next Wednesday's meeting is *moved forward* two days, when will the meeting take (42) _____? Intriguingly, (43) _____ people nearing the front correctly answered Monday, those at the back said Friday. Being impatient to reach the front of the line, these people were (44) _____ with the idea of their own forward motion. Therefore, they erroneously took the words 'move forward' (45) _____ mean 'move ahead from the past into the future', instead of 'move to an earlier date'.

41. A. Alternative C. Alternate
B. Alternatively D. Alternating
42. A. place C. position
B. part D. precedence
43. A. whichever C. the
B. most D. whereas
44. A. concentrating C. intent
B. focused D. preoccupied
45. A. that C. to
B. can D. as

Text 2

We conceive of the future in front of us, and the past behind, but sometimes it is the opposite. In a famous painting by Paul Klee, an angel is looking towards the past, unable to tear his eyes from the trail of destruction (46) _____ witnesses there. He cannot fly back and make amends, however. Powerful (47) _____ of wind catch his wings and sweep him irresistibly away, into a future behind him that he cannot see. The metaphor conveys the idea that, (48) _____ all our awareness of the past, and of our past mistakes in particular, our backs are also turned to a future out of our (49) _____ of vision.

Difficult (50) _____ it is for modern minds to grasp, this same spatiotemporal direction was once captured in language. Speakers of ancient Aymara would say things like, "I'm looking *backward* to seeing you next week"! For speakers of this language, the past lay ahead, the future behind.

46. A. he C. as
B. that D. to
47. A. stretches C. extracts
B. gusts D. clusters
48. A. albeit C. though
B. for D. spite
49. A. ground C. field
B. version D. type
50. A. that C. and
B. when D. as

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.

How New York rose into the twenty-first century

1. New York underwent a radical transformation in the modern era. The city as it stands today, with its towering skyscrapers, would be barely recognizable to anyone who lived there in the mid-1800s, when the tallest feature of the New York skyline was the diminutive spire of Trinity Church.
2. When the first skyscrapers appeared, it was in response to the ever-worsening pressures of population density on the ground. Not only were there two million permanent residents, but each day an additional two million workers commuted into Manhattan as well, exacerbating the already intolerable overcrowding. Corporate headquarters, banks, law firms, factories, department stores and housing tenements were all crammed in together haphazardly. To compensate for the lack of space on the ground, the solution was to build upwards, with high-rise skyscrapers.
3. Thus began the first phase of New York's unstoppable vertical rise, a change that was not welcomed by all initially. On the one hand, corporations embraced skyscrapers not just as a practical solution, but as a symbol of power that allowed them to dominate the New York skyline as wholly as they did the world economy. Hollywood movies captured this enthusiasm with stories of heroic construction workers and daring tycoons. However, with official planning regulations still non-existent, 'skyscraper mania' took its toll on ordinary people. Many actual construction workers plummeted to their deaths from high-rise scaffolding, and the streets below became dark and airless, the monolithic towers obliterating the sun and blocking the fresh winds from blowing in off the sea.
4. The authorities did eventually intervene, initiating the golden era of skyscraper construction in New York, which shaped this iconic city as we know and love it today. Architects adhered to official regulations by observing a maximum ratio between the area of a skyscraper's base and its height, and also by including 'setbacks', a new feature that meant the new generation of skyscrapers gradually became narrower the higher they climbed, so as to avoid obscuring the sun. In the early 1900s, many of New York's most emblematic skyscrapers appeared, and these architectural triumphs were hailed as a new distinctive style: 'neo-American'.
5. Initially symbols of growth and progress, New York's skyscrapers soon came to represent something entirely different. There is a well-known saying that the building of new skyscrapers is a prelude to economic shocks. Although this saying dates from 1973, when the completion of New York's World Trade Center narrowly preceded the stock market crash of the same year, it was true even earlier, as the Great Depression of the 1930s hit soon after the first wave of skyscraper building in New York. Many Americans blamed the recklessness of large corporations for precipitating the worst crash in the country's history, and New York's skyscrapers became a symbolic focus of public resentment.
6. Discontent had already been simmering for some time, however, as the widening gulf between the newfangled skyscrapers and the neglected streets below reflected endemic social divisions. One writer, born and raised in the underprivileged Lower East Side, described seeing the New York skyline from the other side of the river and being unable to recognize this apparently alien city. In *King Kong*, audiences in New York movie theaters actually cheered as the eponymous giant ape tears down New York's skyscrapers!
7. Fortunately, there was to be a significant turnaround, and 'skyscraper mania' gave way to a holistic view in New York planning, one that included the streets as well. Visitors to the city today will find a vibrant street culture, an exuberant ground-level environment mythologized in novels, songs and movies the world over. The skyscrapers still tower above, but they now seem to co-exist harmoniously with the city underneath.

51. What feature of New York does the writer comment on in Paragraph 1?

- A. the original founding of the city in the 1800s
- B. the cultural importance of Trinity Church
- C. the drastic changes the city has experienced
- D. the worldwide fame of the New York skyline

52. In Paragraph 2, what problem does the writer say emerged in New York?

- A. unemployment
- B. the lack of space
- C. economic stagnation
- D. insufficient housing

53. What main point does Paragraph 3 make about the first phase of skyscraper building?

- A. It resulted in a rise in business profits.
- B. Not everyone was affected positively.
- C. The new buildings were used as movie sets.
- D. Skyscrapers offered protection from the wind.

54. According to Paragraph 4, what development occurred?

- A. a rapid slowdown in the rate of skyscraper building
- B. the relaxing of building regulations in the 1930s
- C. the building of skyscrapers that define New York
- D. a reduction in the size of New York skyscrapers

55. What does the writer say changed about skyscraper construction in Paragraph 5?

- A. It caused the Great Depression.
- B. Corporations stopped building skyscrapers.
- C. It peaked in the mid-1970s.
- D. People began to dislike skyscrapers.

56. According to Paragraph 6, how did many ordinary New Yorkers see the skyscrapers?

- A. as evidence of progress
- B. as a sign of inequality
- C. as ideal movie locations
- D. as a ruined landscape

57. According to Paragraph 7, what did city planning in New York take into closer consideration?

- A. the streets of New York
- B. movies about the city
- C. the removal of skyscrapers
- D. the city's place in the global economy

58. Which paragraphs mention official planning regulations?

- A. Paragraphs 1 and 6
- B. Paragraphs 2 and 4
- C. Paragraphs 3 and 4
- D. Paragraphs 5 and 7

59. What do Paragraphs 3 and 5 both mention?

- A. writers who grew up in New York
- B. the symbolism of skyscrapers
- C. government intervention
- D. businesses based in New York

60. Which paragraphs mention works of fiction?

- A. Paragraphs 1 and 2
- B. Paragraphs 2 and 5
- C. Paragraphs 4 and 5
- D. Paragraphs 6 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.

Accepting the 'known unknowns' of human prehistory

Despite the concerted efforts of archeologists, we are still very much in the dark about the humans who inhabited Earth 70,000 years ago. We know that they were nomadic hunter-gatherers. They roamed the land, foraging for wild plants and hunting wild animals, lived together in complex social groups, and shared the defining characteristic of our species: advanced abstract intelligence. Some have speculated that, compared to later humans who lived through the Agricultural Revolution, these hunter-gatherers enjoyed a peaceful, unspoiled paradise, free from back-breaking farm labor, strict social stratification, and all the problems that afflict large and permanent settlements, such as infectious diseases and food scarcity. This remains a mere conjecture, however, owing to the lack of concrete evidence.

This enigmatic first 60,000-year span of human history is commonly referred to as the Stone Age, though hunter-gatherers probably used many materials besides stone to fashion their tools, weapons, clothing, and other possessions. We know, for example, that they made ivory jewelry, and also that their clothes were stitched together with sewing needles made from bone. However, unlike stone arrowheads, ivory beads and bone sewing needles, objects made from wood, leather and other materials available at that time were perishable, and this explains why so few artifacts survive.

Even if the hunter-gatherers had crafted their possessions from more durable materials, artifacts from this period would still be few and far between, simply because the first *Homo sapiens* did not rely on material objects to the same extent as today's humans. In this century, there are few human activities that do not involve using objects, meaning that 70,000 years from now, the archeologists of the future will have **an embarrassment of riches** on which to base their conclusions. However, the hunter-gatherers of 70,000 years ago were a nomadic people, who would have found anything besides the bare essentials to be a hindrance on their constant travels. The resulting scarcity of artifacts is another reason why today's archeologists have so little **to go on**.

Since there are corners of the globe still untouched by modernity, it might seem feasible to **flesh out** our scant archeological knowledge by studying hunter-gatherer communities that still exist today, or those that did so until relatively recently. When Europeans first arrived in Australia, they encountered thousands of Aboriginal tribes, whose way of life had barely altered since the time of the original hunter-gatherers. However, these tribes exhibited as much diversity as the human populations of today. We cannot, therefore, reach specific conclusions applicable to all hunter-gatherer communities, just as future archeologists would be unable to define today's African cultures with reference to modern Japan.

The diversity of prehistoric hunter-gatherer communities shows that these human ancestors already had much in common with their descendants of today. Animals of the same species do not usually show much variation, so that whales on one side of the planet do not differ markedly from those on the other. Humans, however, are not defined principally by their DNA, but rather by their widely diverse cultures. In all likelihood, the tapestry of hunter-gatherer life was as richly varied as that of modern cultures today.

There are some tantalizing ideas that could be derived from this. Perhaps our hunter-gatherer ancestors made music, told stories, played games, and engaged in many of the complex behaviors that humans still do today. However, in the absence of any tangible evidence, these ideas are purely speculative. From a scientific standpoint, it is better to admit ignorance than to jump to wild conclusions, however compelling. A 'known unknown' is always preferable to an alluring fantasy.

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

- A. to outline methods commonly used by archeologists
- B. to contend that most of our history is based on myth
- C. to explain why a period of our history is so obscure
- D. to argue that hunter-gatherer societies were peaceful

62. According to the writer, what was one feature of hunter-gatherer societies?

- A. violent confrontations
- B. lack of nourishment
- C. physically demanding work
- D. social organization

63. What does the writer say about artifacts dating from 70,000 to 10,000 years ago?

- A. Few of these artifacts have been discovered.
- B. Most of these artifacts were made from wood.
- C. Our ancestors used these artifacts as weapons.
- D. These artifacts give us plentiful information.

64. What does the writer say about hunter-gatherers and possessions?

- A. Possessions were central to hunter-gatherers' lives.
- B. Too many possessions would have hindered travel.
- C. Hunter-gatherers used objects for many purposes.
- D. Tools used by hunter-gatherers were like those of today.

65. What was true about the Aboriginal tribes of Australia?

- A. They provided information about early humans.
- B. They modernized rapidly when Europeans arrived.
- C. They were significantly different from each other.
- D. They had similarities to African and Japanese cultures.

66. According to the writer, how are humans different from other animals?

- A. Our differences do not stem from genetics.
- B. Our species evolved through genetic mutation.
- C. Our bodies are physiologically identical.
- D. Our behavior does not change much over time.

67. What does the writer caution against?

- A. seeing parallels between different human cultures
- B. giving up the search for archeological information
- C. dismissing hunter-gatherers as primitive
- D. making false assumptions about our ancestors

68. In sentence 2 of paragraph 3, which of the following could replace 'an embarrassment of riches'?

- A. a mystery that is hard to clarify
- B. evidence of great material wealth
- C. a highly profitable enterprise
- D. a confusing abundance of choices

69. In sentence 4 of paragraph 3, what does 'to go on' mean?

- A. to continue finding
- B. to add to current collections
- C. to deduce information from
- D. to trust despite the evidence

70. In sentence 1 of paragraph 4, which of the following means the same as 'flesh out'?

- A. agree in principle with
- B. add more information to
- C. do experiments on
- D. check the validity of

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.

Don't write off printed books just yet

The demise of traditional paper-and-ink books has already been predicted, due to the relentless rise of 'e-readers' and other digital devices, such as tablets, for reading electronic text on screen. These devices apparently promise many advantages for readers. Added to the obvious **ones** of portability, practically limitless storage space, and an endless choice of titles, is audio playback, allowing users to have text read aloud to them. Despite the obvious potential of electronic text, however, traditional printed media have by no means had their day.

The history of electronic text highlights how far this medium has fallen short of expectations. In the 1990s, the first attempts to digitize all printed books and make them universally available online soon hit legal roadblocks. As a result, freely accessible digital book archives, vast as they are, hardly fulfill the original dream, as they are limited to old and obscure works not subject to copyright.

At first, early electronic texts seemed to ignore the crucial distinction between content and physical medium. Whether the texts were contained in a book, or on a computer screen or e-reader, apparently seemed immaterial, as these were considered no more than receptacles for text. This failed to acknowledge the importance of books as tangible objects, over and above the texts they contained. Three decades later, however, e-readers now replicate, to some extent, the physical properties of printed books, for example with screen graphics that mimic the turning of pages. Many even have one side bulkier than the other, to simulate the feel of a printed book when it is folded back on itself and held in one hand. Maybe it won't be long before we see e-readers whose smell matches that of printed pages – another beloved feature of printed books that many readers are fondly attached to.

_____ their physicality, printed books also possess a sense of prestige, and this explains why most self-respecting writers still want to see their work in print. The burgeoning e-book market has spawned a flood of self-published works. Aspiring authors can release their own material themselves, without needing to secure a contract with a corporate publisher to cover printing expenses, or to purchase an official ISBN number, a prerequisite for conventional publishing from which e-books are exempt. However, upon finding themselves in the company of a self-professed writer, most people ask: "Are you published?" What they invariably mean is: 'Can your work be found on the shelves in a bookstore?' Any glimmer of interest usually evaporates and gives way to awkward silence as soon as the self-styled writer explains that they have in fact written a self-published e-book.

The unique allure of printed books can be sensed even by children. When e-readers first came out, sales of children's e-books skyrocketed, then promptly dropped again once the initial novelty had worn off and parents recalled how much their children love books that they can hold, touch, point at, and cuddle up in bed with. Research has shown that children raised in households with bulging bookshelves perform better academically. Without wishing to confuse unrelated data – wealthier families tend to have more books, and therefore it may be that socioeconomic status, not books, may account for **this finding** – it is hard to resist the notion that the mere physical presence of printed books in the family home magically kindles an early love of learning.

History shows that the dawn of a new technology does not necessarily mark the eclipse of an old one. When books were invented, papyrus scrolls, which had been in use since Egyptian times, did not vanish overnight. Now that the e-reader is here, printed books are unlikely to **do so**, either.

71. What is the main topic of this text?

- A. the way in which books are treated as physical objects
- B. the survival of printed books despite new technology
- C. the advantages of e-readers over printed books
- D. the effects of e-books on the publishing industry

72. According to the writer, what can e-reader users do?

- A. store their e-readers anywhere
- B. listen rather than read
- C. read text aloud to themselves
- D. stop buying printed books

73. What did some people try to do in the 1990s?

- A. make all books available to everybody
- B. digitize old books that are not well-known
- C. dismiss the idea that books are important
- D. change the laws concerning copyright

74. What does the writer say about e-books?

- A. They are popular with established writers.
- B. They look and feel exactly like printed books.
- C. They do not need to follow certain rules.
- D. They are seen as prestigious publications.

75. According to the writer, what did parents eventually realize?

- A. that homes should have full bookshelves
- B. that e-books for children are popular
- C. that children who read get better grades
- D. that their children prefer printed books

76. What is the writer's main opinion?

- A. People will miss printed books in the future.
- B. E-readers have no obvious advantages.
- C. Reading technologies rarely evolve at all.
- D. Printed books and e-readers will coexist.

77. Which of the following best fills the gap in sentence 1 of paragraph 4?

- A. Aside from
- B. In spite of
- C. In respect of
- D. Even though

78. In sentence 3 of paragraph 1, what does 'ones' refer to?

- A. technologies
- B. advantages
- C. readers
- D. books

79. In sentence 4 of paragraph 5, what does 'this finding' refer to?

- A. children asking their parents to buy them digitized e-books
- B. children appreciating the physical qualities of printed books
- C. children doing better at school if there are books in their homes
- D. children preferring reading books to other educational activities

80. In sentence 3 of paragraph 6, what does 'do so' refer to?

- A. replace something else
- B. disappear immediately
- C. become old fashioned
- D. appear ancient

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

Research data shows most people prefer receiving written messages, such as e-mails, SMS, or instant messaging, instead of phone calls. Some people predict that the use of phone calls will eventually die out as people communicate through written messages only, while others believe phone calls are still a useful form of communication. In your opinion, are written messages better than phone calls?

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:
WRITTEN MESSAGES

- Information communicated clearly
- No unnecessary conversations
- Permanent record
- Convenience of replying later

For:
PHONE CALLS

- Immediate contact
- Opportunity for friendly chat
- Misunderstandings worked out immediately
- Verbal communication quicker

Task B

In many US schools, all students who take part in sports competitions are rewarded with participation trophies, regardless of who wins. Some people claim that participation trophies serve important purposes, while others argue that awards should only be given to the winners and to competitors who performed outstandingly. In your opinion, should schools award trophies to all students for participation?

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:
AWARDING PARTICIPATION TROPHIES

- Greater participation
- Consolation for losers
- Effort also valued
- A lasting reminder

For:
ABOLISHING PARTICIPATION TROPHIES

- Winners' ability acknowledged
- Preparation for real-world competition
- Acceptance of defeat
- Participation trophies unmotivating