LISTENING – SPEAKING B2 (MOCK TESTS)

Part 1: **Questions 1-10: Complete the notes below. Write *ONE WORD ONLY* for each answer**

Questions 1-10

Complete the notes below.

*Write **ONE WORD ONLY** for each answer.*

Ocean Biodiversity

Biodiversity hotspots

- areas containing many different species
- important for locating targets for **1** _____
- at first only identified on land

Boris Worm, 2005

- identified hotspots for large ocean predators, e.g. sharks
- found that ocean hotspots:
  - were not always rich in **2** _____
  - had higher temperatures at the **3** _____
  - had sufficient **4** _____ in the water

Lisa Ballance, 2007

- looked for hotspots for marine **5** _____
- found these were all located where ocean currents meet

Census of Marine Life

- found new ocean species living:
  - under the **6** _____
  - near volcanoes on the ocean floor

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Global Marine Species Assessment

- want to list endangered ocean species, considering:
  - population size
  - geographical distribution
  - rate of **7** _____
- Aim: to assess 20,000 species and make a distribution **8** _____ for each one

Recommendations to retain ocean biodiversity

- increase the number of ocean reserves
- establish **9** _____ corridors (e.g. for turtles)
- reduce fishing quotas
- catch fish only for the purpose of **10** _____

<u>Part 2</u>: Listen and choose the best answer for the questions below.

1. What are the two active parts of language ability?

   a) Reading and Writing

   b) Speaking and Writing

   c) Listening and Reading

   d) Speaking and Listening

2. Which type of bilingual develops two linguistic codes simultaneously?

   a) Compound bilingual

   b) Coordinate bilingual

   c) Subordinate bilingual

   d) Balanced bilingual

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3. What is the critical period hypothesis?

a) The idea that language learning is easier in adulthood.

b) The theory that children learn languages more easily due to brain plasticity.

c) The concept that all bilinguals are equally proficient.

d) The belief that language learning has no impact on brain development.

4. How does bilingualism affect brain structure?

a) It decreases grey matter density.

b) It increases grey matter density.

c) It has no effect on brain structure.

d) It causes a decrease in neural activity.

5. What cognitive benefits are associated with bilingualism?

a) Improved memory and attention

b) Enhanced problem-solving and task switching

c) Delayed onset of Alzheimer's and dementia

d) All of the above

6. What is the role of the dorsolateral prefrontal cortex in bilingualism?

a) It is less active in bilingual individuals.

b) It is involved in language processing but not executive function.

c) It is strengthened by the effort of switching between languages.

d) It plays no significant role in bilingual brain function.

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7. What was the prevailing view of bilingualism before the 1960s?

a) It was considered a cognitive advantage.

b) It was believed to have no impact on cognitive development.

c) It was seen as a handicap that slowed development.

d) It was widely recognized for its numerous benefits.

8. What is the impact of bilingualism on emotional bias?

a) It increases emotional bias in decision-making.

b) It has no effect on emotional bias.

c) It can lead to less emotional bias when using a second language.

d) The relationship between bilingualism and emotional bias is unknown.

9. Is it possible to become fully proficient in a second language regardless of accent or pronunciation?

a) No, accent and pronunciation are essential for fluency.

b) Yes, fluency is not solely dependent on accent or pronunciation.

c) It depends on the type of bilingualism.

d) Only possible for compound bilinguals.

10. What is the main message of the article regarding language learning?

a) It is too late to learn a second language in adulthood.

b) Bilingualism offers no significant cognitive benefits.

c) Language learning can have positive effects on brain health and function at any age.

d) The benefits of bilingualism are overstated.

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Part 3: **Listen and write (T) True or (F) False for the following sentences.**

1. The passage suggests that having everything you want guarantees happiness.

2. The key to happiness, according to the passage, is gratefulness.
3. Gratefulness arises when something valuable is received as a real gift.
4. Living gratefully means appreciating every given moment.
5. According to the passage, we can be grateful for violence and oppression.
6. The method suggested for living gratefully is summarized as "Stop, Look, Go."

7. Stopping and being quiet are essential steps to living gratefully.
8. The passage claims that people who are grateful are always happy.
9. When we open our hearts to opportunities, it often invites us to take action.
10. A grateful world involves smaller groups of people who interact and respect each other.

Part 4: Questions 1-10: You will hear a postgraduate psychology student talking to other students about a job-satisfaction study he has investigated. Answer the questions below with ***NO MORE THAN FOUR/FIVE WORDS*** for each question.

1. What reshaped political and cultural borders in the 300s BCE?

2. Which century saw the emergence of Islam?
3. What transformed global commerce in the 1700s?
4. What has accelerated the pace of life in the 21st century?
5. What significant risk did the invention of the atomic bomb mark?

6. What is the rough guess for the risk of existential catastrophe due to climate change?
7. When do many AI experts believe AGI could emerge?
8. What could AGI potentially lead to?

End of the test.

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