

# SCT "Linguatest". Academic English

## READING

**The Reading section** lasts approximately 60 minutes. It consists of forty-four questions and includes three parts. Each part of this section incorporates Use of English questions thus testing the candidate's grammar and vocabulary skills along with the ability to use various reading strategies. The Reading section includes multiple-choice, open-cloze, and gap-filling questions. All the tasks are based on authentic materials relevant to academic communication.

**Duration:** 60 minutes

**Number of parts:** 3

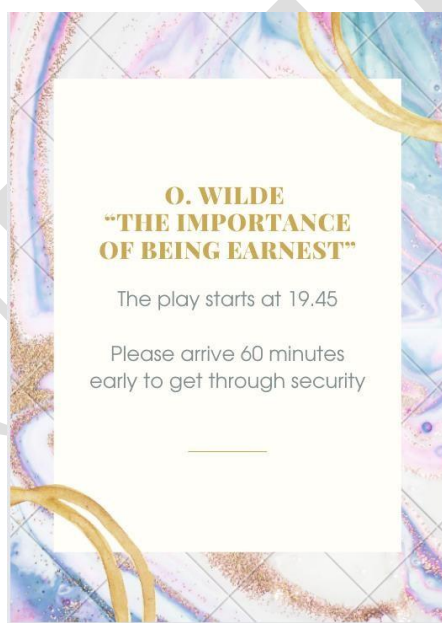
**Number of questions:** 44

**Points:** 100

## PART 1

For **Questions 1–6** read the texts and decide which option (A, B or C) best answers each question.

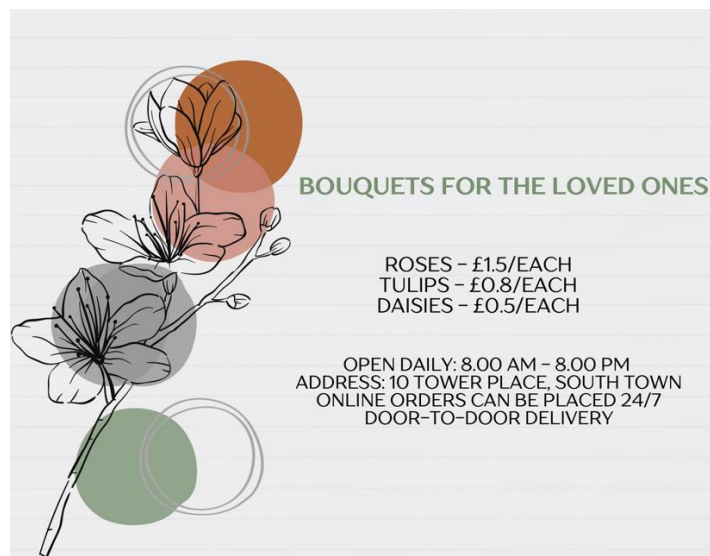
### Text 1



**Question 1.** To be on time at the theatre means to arrive at a:

- A. quarter to seven
- B. quarter past six
- C. quarter to eight

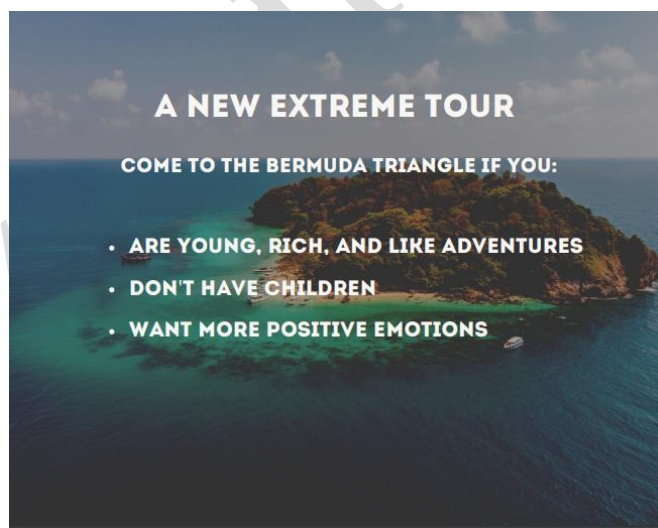
## Text 2



**Question 2.** The announcement is about:

- A. a flower market
- B. an internet shop
- C. a street flower seller

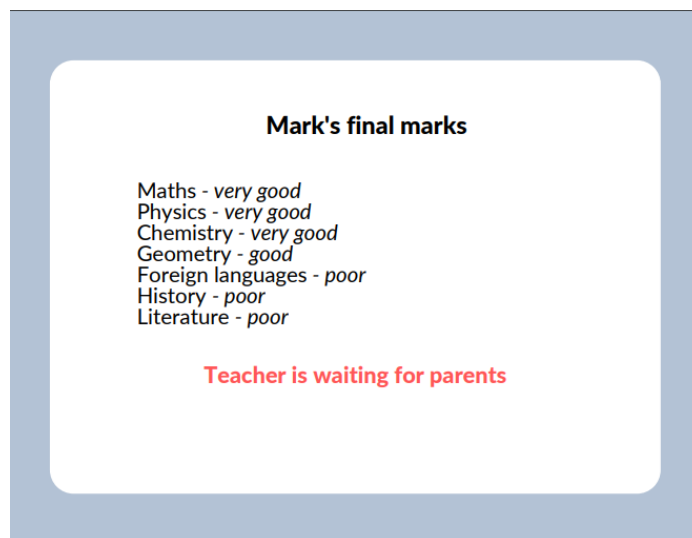
## Text 3



**Question 3.** The Bermuda tour best suits someone who:

- A. can leave kids with a nanny
- B. is a middle-aged active person
- C. wants to try something new and exciting

#### Text 4



**Question 4.** At school, Mark's parents will hear that:

- A. Mark has talent in all subjects
- B. Mark is a good boy
- C. Mark has problems with some subjects

#### Text 5



**Question 5.** In the message, the bank:

- A. tells about a programme that helps to become rich
- B. offers a good new programme
- C. gives advice on how to keep money safe

## Text 6



**PARKING RATES**

**MON-FR: 7.00 AM - 9.00 PM**  
**£2.5/HOUR**

**OTHER HOURS £1**

**SAT-SUN £1/HOUR ALL DAY LONG**

**FREE PARKING FOR PEOPLE WHO LIVE NEAR (ID WITH  
RESIDENTIAL ADDRESS IS NECESSARY)**

**Question 6.** Drivers who park their cars:

- A. pay the same rates at all times
- B. pay nothing if they live in the area
- C. pay less if they always park there

For **Questions 7–13** read the letter and think of **ONE** word which best fits each gap. The first question (0) has been completed for you as an example.

Dear Sir or Madam

I am writing (0) \_\_about\_\_ the Literary Contest for Young Writers. I study biology at university and take writing as an elective subject. Frankly speaking, I love writing (7) \_\_\_\_\_ most.

As a biologist I examine what has already (8) \_\_\_\_\_ created. As a writer, I create (9) \_\_\_\_\_ myself and I can't decide what I love more: being a student or a storyteller. I hope that this contest (10) \_\_\_\_\_ give me the answer.

I have been writing short stories (11) \_\_\_\_\_

I was seven years old. I plan to write longer novels or epic sagas when I get older, but right now I am more comfortable writing short stories.

I am sending you my new stories about a boy who travels (12) \_\_\_\_\_ the world in a boat. They are a part of my new series and I believe that you will find them good enough (13) \_\_\_\_\_ the contest.

Looking forward to hearing from you.

Yours truly,

Alex Colfer

Read an extract from a newspaper article and 6 passages from the correspondence column. For **Questions 14-17** match each part of the article to the passage (**A-F**). There are two extra passages.

## HOME SWEET HOME

### *The perfect place for gardens and gardeners*

No matter what house you have – a cozy country house or a high-tech cottage – “Paradise Gardens” has it all. It is the largest-ever specialized market that can help you turn your suburban area into a blooming plot of land. The market space has four main sections. Today we invite you on a trip around the market to find everything that you need.

Amy Smith, reporting from “Paradise Gardens”:

Question 14	Part 1	Passage
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The **Plants** section is on the first floor of the market. Every plant on sale is grown with great care and knowledge of local nature. Apart from potato and carrot seeds, gooseberry plants and apple trees typical to our area, there are exotic samples such as orange and tangerine trees. They survive freezing temperatures, dry summers, and rainy springs. They say that such plants don’t require special care and can be grown by anybody. There are different prices for any budget.

Question 15	Part 2	Passage
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**Tools** – the most important section of the market – is on the ground floor. The variety of tools on display is surprisingly large – there are so many new electronic devices. Tools that can help with hard garden work are the most expensive, but I immediately bought a cultivator and a weed remover and already said “goodbye” to the pain in my back. There are mechanized tools for every type of work!

Question 16	Part 3	Passage
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If you haven’t built your dream house yet, come and see the projects in the **Buildings** section. It was impossible to fit a large house into a small plot of land. But now with new technologies, you can organize any open space effectively. You can remodel your house to make it more comfortable. A country house can become a city-type living space with water supply, heating, and bathrooms. You can choose from the ready-made projects or order one to be made especially for you.

Question 17	Part 4	Passage
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**Other goods** will help you make your house feel like a home. In this section, you can find napkins, dish soaps, and glass cleaners that are much cheaper than in other shops. It is very convenient that you can find all the necessary dishes and furniture, supplies and appliances in one place. I was looking for a manual coffee grinder and found one easily. There are many manual devices for regions where electricity is not stable.

### Correspondence column:

**Passage A:** I am a pensioner, and I travel a lot. It is my hobby to bring unusual plants from everywhere. Last time, I brought a new kind of strawberries. They need great care; I tell you. In order to remove weeds and water my strawberries, I bend down to the ground, and my knees hurt so much afterwards! I hope my garden will no longer cause me such suffering!

**Passage B:** I bought a plot of land two years ago and it is still empty. We don’t even have the money to build a house. My whole family are historians, and we are interested in the history of plants and not gardening. Did you know that there are 30,000 species in the vanilla family? I wonder if anybody has ever tried to grow vanilla in our area.



**Passage C:** A few years ago, I bought a cottage in a quiet area. I was hoping to spend my free time in peace. But I was surprised when I first heard about this market. I didn't expect it to cause so many problems for us. Now hundreds of cars and trucks pass by our windows, the noise keeps us awake at night, the smell of petrol pollutes our air and plants.

**Passage D:** I like to grow vegetables from seeds. I start every new season in February when I put tomato, pepper, and corn seeds in boxes and cups. You might remember it was cold in June last year, so when I moved my eggplants to the soil, all the plants died. It is lovely to know there is a place where professionals can help and supply more region- specific plants!

**Passage E:** Our house is quite large with two floors, six rooms, a kitchen, and two bathrooms. My husband is planning to add a garage. And I want a terrace with French windows for family gatherings. I would like to make it cozy, so I want to buy all sorts of pillows, coverings, and vases. All this means more cleaning. We also need outdoor lamps for our playground.

**Passage F:** I am a professional constructor, so I put up my 200-square-metres house with no help. It was 20 years ago, and as technology was not very advanced, I couldn't place a kitchen or a toilet inside the house. I no longer find it comfortable, so it is good that there are experts at the market who know how to add facilities and design the projects that their clients need.

## PART 2

For **Questions 18–24** read the text below. Change the given word to fit the text.

<p>To get or not to get a Humanities PhD is a rhetorical question that in the current (18) _____ implies, quite often, a negative answer. Even those who graduate with honours testify bitterly that this asset is only good for the independently wealthy. Those who have enough money for (19) _____ and their dependants. Those with (20) _____ in academia through which they are guaranteed to get a job. Everyone else should understand the personal risks they will face by trying to find employment in academic circles.</p> <p>Given that until recently most doctorate programmes have never (21) _____ tracked the (22) _____ rates of their PhDs, they were not prepared for the amount of negative feedback. Sadly, all the evidence points not towards, but against getting a PhD in Humanities. The Chronicle of Higher Education profiled several PhDs who were living on food stamps; one Mary Vojtko, an 83- year-old PhD was dying impoverished after teaching for more than two decades at Dusquesne University before being fired without (23) _____ pay.</p> <p>New studies suggest that these tragedies do not tell the whole story. Initial reports released in the past few months show that 24.1% of History PhDs and 21% of English and Foreign Languages PhDs have taken jobs in business, museums, and publishing houses over the past few decades. People with Humanities PhDs are not (24) _____ being hired for their content expertise, but for their ability to do research, write, and make convincing arguments. And all these skills are, in fact, in high demand.</p>	<p>REAL</p> <p>THEM</p> <p>CONNECT</p> <p>SYSTEM</p> <p>EMPLOY</p> <p>RETIRE</p> <p>NECESSARY</p>
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Based on an article from *The Atlantic*

For **Questions 25–30** read the text and answer the questions below. There is only one correct answer to each question.

### Why Do Kids Struggle To Learn?

- A. When Eric Kalenze was getting his Master's in Education in the 1990s, he was immersed in the most popular pedagogical theories of the past century. Learning is the most effective, he was told, when it is focused on critical thinking skills and tailored to the interests of individuals. Rather than assuming the role of a "sage on the stage," depositing facts into children's passive brains, a teacher should be a "guide on the side," enabling students to learn primarily through inquiry and hands-on activities. None of this corresponds to what Kalenze recalled of his own school experience or his gut-level sense of what works.
- B. But when he became a high school English teacher, he decided to give it a try. When he covered *The Great Gatsby*, he didn't directly teach his students about the symbolism of the green light at the end of Daisy's dock. Instead, he had them spend time looking up meanings of the word *green*, finding magazine ads using that colour, cutting them out, and making collages. He would ask them "Why do you think they used green for this lotion?" and hope the response would be something like, "Because it makes you feel fresh and youthful."



- C. Kalenze's students loved him, and other teachers observed his classes because they'd heard the buzz. But after a few years, writing assignments and class discussion showed that his apparently engaged students weren't grasping *Gatsby*'s meaning. E. D. Hirsch Jr. and Diane Ravitch in their books reinforced his initial feeling that what was called "progressive" or "constructivist" pedagogy didn't place enough value on building students' knowledge through explicit instruction. Kalenze realized that his students didn't know enough about the 1920s to appreciate why *Gatsby* was considered the Great American Novel and not just another tale of unrequited love.
- D. So he started supplying some of that history. He told them that the era was a time of liberation for many especially women, but also a time of growing economic inequality— and "then this book comes out that basically says all that amid a love story." That background provided "an anchor", he says, for subsequent class discussion, and his students' understanding of the book "changed wildly."
- E. Kalenze's experience lines up with what scientists have discovered in recent decades: that students must acquire the background information before engaging in critical thinking. Asking students who don't know much about a topic to learn through inquiry is inefficient at best. Projects and hands-on activities often waste precious time. Engagement is crucial, but it's quite possible for students to be highly engaged without learning anything important.
- F. In the late 1980s, John Sweller came up with a useful way of looking at the learning process. Called "cognitive load theory," it rests on the concept of 'working memory'. The essential fact about working memory is that it can hold only a few items—maybe five, or seven, or nine—for just 20 or 30 seconds. If your working memory is juggling too many things at once— so the "cognitive load" is too great – you may not be able to fully comprehend, analyse, or retain information. The best way to get around constraints on working memory is to store information in long-term memory, which is theoretically unlimited. When you withdraw items from long-term memory, you don't have to use space in working memory to make sense of them.
- G. One practical implication of cognitive load theory is that a person cannot think critically about a topic without having ample information about it stored in long-term memory. That is why it's important to provide students with "retrieval practice": having them recall information from long-term memory to make it more readily available, perhaps by giving frequent quizzes. Students should have some freedom of choice, but if the curriculum is guided by their individual interests, they are not likely to acquire the information needed to gain new knowledge later on.

*From the American Scholar*

## QUESTIONS

25. In the 1990s, future teachers were being prepared to:
- practise acting skills in class.
  - engage students in research projects.
  - leave students to learn without directions.
26. Why did Kalenze's students fail to understand "The Great Gatsby"?
- Because they spent too much time on their collages.
  - Because they knew little about the story's background.
  - Because they preferred love stories to history.
27. Which principles of Kalenze's teaching resonate with the latest scientific discoveries?
- There are students incapable of learning anything.
  - Projects and hands-on experience are the key values.
  - Subject learning is impossible without background knowledge.

**28.** What is true about working memory?

- A. Its capacity is rather limited.
- B. It should be trained regularly.
- C. It is stronger at a younger age.

**29.** What is an advantage of long-term memory?

- A. It helps understand and analyse information.
- B. It acts independently from working memory.
- C. It extends the capacity of working memory.

**30.** An effective curriculum is the one

- A. involving regular testing activities.
- B. respecting the students' freedom.
- C. based on the students' interests.

## PART 3

For **Questions 31–38** read the text and fill in each gap with **NO MORE THAN ONE WORD**.

Reading is a two-fold process of “decoding” words and interpreting them. Many children, if not most, need systematic instruction in phonics and other foundational reading skills to (31) \_\_\_\_\_ up fluency in decoding. And yet, teacher-prep programs (32) \_\_\_\_\_ it to prospective educators to decide whether they are happy to conceive their own philosophy of how to teach reading or rely on the now-standard “balanced literacy” approach.

In teaching-prep curricula, reading comprehension rarely goes (33) \_\_\_\_\_ the scope of “skills and strategies,” like “finding the main idea” or “making text-to-self connections,” practised by students on a random variety of books they can read easily on their own. In many schools, such practice is favoured at the expense of knowledge-building subjects like social studies and science which are (34) \_\_\_\_\_ marginalized or eliminated. More radical initiatives ignore the importance of memorising facts about the world as now every single fact about the world is (35) \_\_\_\_\_ our fingertips, literally, accessible through a phone.

If it had not been (36) \_\_\_\_\_ the teachers’ numerous delusions and inconsistency of the teaching process, the students, all having what it (37) \_\_\_\_\_ for academic success, including those from financially vulnerable backgrounds, would not have been disadvantaged. They would not have lagged behind in reading, despite years spent practicing comprehension “skills,” which are not true skills since they can’t be taught directly or applied generally. They would not have gotten to high school without knowing the difference between a city and a state or a country and a continent, or what the Renaissance was. This wouldn’t have happened if one had bothered about teaching them first and holding them (38) \_\_\_\_\_ for the results of their studies.

*From the American Scholar*

You are going to read a survey about the appearance of first universities. Six paragraphs have been removed from the text. For **Questions 39–44** choose the paragraph which best fits each gap. There are two extra paragraphs.

### At the Dawn Of a University Education

There are 115 universities in Britain today, but 800 years ago that number was just two: Oxford and Cambridge. They were the first examples of a new type of educational institution which had first appeared in Italy and France in the XI and XII centuries. They offered rigorous training. Their influence was tremendous, and it forever altered the intellectual landscape of the continent. The university model of education proved so durable that it changed little in the following seven centuries and it seems as though students don't change much either. But when and how did all this start?

39

The inventory of early educational forms would not be complete without opportunities of apprenticeship exemplified by lawyers or doctors in Italian cities who would take up young men keen on a career in those areas and train them like a pupillage today.

Although those four grounds of instructions were different in social settings, they all shared a commitment to a curriculum that was already hundreds and hundreds of years old. This is the classical Greek Roman system evolved into the system of Liberal Arts distinguishing the Trivium Arts of expression, that is how to write, speak, and construct a good sentence, and the Quadrivium of arithmetic, geometry, astronomy, and music.

40

Coming out of a long tradition, universities arrived when they did in Bologna, in Paris and then later in Oxford as something new. Their very emergence has been veiled up to date. One hypothesis brings conflicts into focus: groups of scholars fell into dispute with local church authorities or townspeople and when that conflict got resolved, they gained privileges from either ecclesiastical or secular power. Thus, unwilling to obey orders, they set up independent bodies and through debates about what education should be like caused a university to emerge in order to express the ideals of discovering new truths and educating young men.

41

Disputes might well have taken place, but there was also an enormous increase in demand for the relevant knowledge, so institutionalisation came as the response to the need for control. This is what happened in Bologna and Paris. The disciplines they taught were mastered via discussions devotedly relishing the Aristotelian principles of analysis. Within a Christian universe anything was open to discussion, even outrageous propositions such as "Does God exist?" By presenting the evidence pro and contra, the opponents could reach an agreement. Such debates became quite popular.

42

The trial of Joan of Arc also used advice from the University of Paris. They got really involved in the debates and the body of scholars was divided across political lines.

Paris was then seen as a very attractive destination. There were several schools supported by competing ecclesiastical authorities and a student or a teacher opted for what they wanted. Alongside the freedom of a school choice, the academic cohort needed to be able to eat and find a place to stay. The big city of Paris offered the infrastructure so vital for all.

43

What's most striking about the first universities is that they were very much international institutions. People came from all over Europe, a Dutchman would make acquaintance with an English or French colleague. Their effortless communication was

an advantage of the universal curricula: wherever and whatever they studied, they learned the same things and did so in Latin.

44

Go to the United States and you will find thousands of colleges with Bachelor of Arts degrees. They reflect that breadth of the medieval curriculum with sports put on top of it as a revitalizing source for body and mind. In the UK two generations ago, there were people trained in the Classics. The ability of these people to develop careers across Europe as a result of the joint education was very much like in the Middle Ages.

## PARAGRAPHS

<p>A. Around the year 1000 a man had four options of studying in Europe. One of them was in a court of a Roman Emperor where chaplains trained men of court, aristocrats or priests to practice writing, reading, and poetry. Then there were bishops in cathedrals who taught priests for their diocese. Monasteries also offered an education of some sort.</p>	<p>E. An observant historian must take into account the European landscape so fast- changing in the Middle Ages. The territory grew larger, more people were caught by urbanization, professional societies were getting more complex, resulting in a greater sophistication in all the major disciplines of theology, law, medicine, and the arts.</p>
<p>B. Early education programmes originated in monasteries. From the 7th to 13th centuries, one had no choice but the instructions offered by monks. Boys were accepted as “novices” and were taught to read and write. Each monastery had a library, a room for manuscripts, and a “Scriptorium”. The work of the copyist was not mechanical, it was intellectual as well.</p>	<p>F. For teaching Liberal Arts the universities used very old texts. When we are talking about studying geometry, it was going back to Euclid; for music it was through Boethius that the harmonies were taught, and in the study of philosophy everywhere was Aristotle, Aristotle, Aristotle despite the fact it was already the 13th century.</p>
<p>C. Another essential aspect of the initial syllabus was the influence of the Muslim world. It was particularly important for Europeans because in the areas where Christianity met Islam -- in southern Italy, in the Iberian Peninsula -- there was mainly a one-way fertilization process: Christians were watching, learning, and translating.</p>	<p>G. The residential hall foundations came into existence in the 13th and 14th centuries. Students rented rooms and during their studies they did so time and again. If they didn't get on with the city, they were pushed off to another city. The students could have studied in three or four different places before moving to a fifth one to complete a degree.</p>
<p>D. So strong was the influence of universities that it went beyond the subjects they taught and studied. When King Philip the Fair and Pope Boniface fell out, the French Royal government wanted to get rid of the Pope. The issue was debated in the University of Paris and the government shaped its propaganda in line with an opinion made in the university.</p>	<p>H. Bologna, Paris, Oxford created an educational model. In that time, tensions within the towns caused new universities to open. A migration from Oxford created Cambridge; Padua benefited from the crisis. The universality of the curriculum and degrees left no room to be unique. If a school tried, it eventually imitated the models of either Paris or Bologna.</p>

*From the BBC*

## WRITING

**The Writing section** lasts 65 minutes and consists of two parts. Each candidate can decide how much time should be allocated for each part. It is recommended to spend approximately 20 minutes on Part 1 and the remaining 45 minutes on Part 2. The Writing section includes tasks specific to academic communication.

**Duration:** 65 minutes

**Number of parts:** 2

**Points:** 100

### PART 1

Read the text below and write a reply answering the questions in the email.

*Dear Student,*

*We are glad to welcome you to our university. We kindly request that you answer a few questions in preparation for the new academic year. We ask that you get back to us by the 31st of August at the latest.*

*Please indicate the four subjects you would like to choose for your major and indicate whether you are planning to take them at the basic or advanced level. If you choose an advanced option, be ready to provide documentation in September.*

*Most students use their own computers for studies. Please indicate in advance if you require a laptop or some other equipment and it will be provided to you by the IT department for the duration of your studies.*

*Looking forward to hearing from you soon.*

*Sincerely,*

*George Case,*

*Academic Programme Manager Student Support Department*

Write a reply to Mr. Case and include the following details:

- subjects you have chosen to study and their level
- the equipment you may need for your studies

Recommended length **120-150 words**.



## PART 2

There are two options in this part of the Writing section. Choose one and complete the task. Use appropriate register for the task.

1.

The next edition of the university magazine will be about career prospects for students. You wish to contribute an article about internship programmes.

**Write an article** including the following information:

- the benefits that interning for established companies has
- the skills and qualities that companies look for in an intern
- the way that this experience can be used as a competitive advantage.

Recommended length **240-260 words**.

2.

A university has launched an initiative to improve the quality of education. You have decided to contribute and make suggestions accordingly.

**Write an essay** addressing the following issues:

- the main problems you have had while studying
- the key areas that need improvement in your institution's education system
- the benefits the suggested improvements will bring

Recommended length **240-260 words**.

## LISTENING

**The Listening section** lasts approximately 35 minutes. There are three parts in this section with tasks based on dialogues and monologues. This section consists of multiple-choice, sentence completion, and gap-filling questions. All the tasks are based on General English and Academic English materials.

**Duration:** 35 minutes approx.

**Number of parts:** 3

**Number of questions:** 33

**Points:** 100

### PART 1

You will hear six short dialogues. For Questions **1-6** choose the answer A, B or C which fits best according to the dialogue. You will hear each dialogue once.

1. What is Mary doing after work?

A: She is going to see her mother.

B: She is doing sports.

C: She is going to a restaurant.

2. What are Lydia and Susan doing today?

A: They are going to the museum.

B: They are going to the cinema.

C: They are staying at home.

3. What happened to Jane's homework?

A: She did not do it.

B: She forgot it at home.

C: She did it badly.

4. What is the weather like today?

A: It is cold.

B: It is raining.

C: It is hot.

5. Why is Ellen angry at Cynthia?

A: Cynthia forgot about Ellen's birthday.

B: Cynthia did not call Ellen.

C: Cynthia did not keep Ellen's secret.

6. What time does Professor Walter's lecture start?

A: Five o'clock.

B: Quarter past five.

C: Five thirty.

You will hear an interview. For Questions 7–12 fill in the gaps with NO MORE THAN TWO WORDS AND/OR A NUMBER. You will hear the interview once.

### THE HARVEST FESTIVAL

Organized by	The Franklin Parks (7) _____
Celebrated since the year	(8) _____
Meaning of event	Celebrates the first Indiana (9) _____
Traditional fair food	Hot dogs and cotton (10) _____
Most exciting ride	Ferris (11) _____
Likely number of visitors	Over (12) _____ people

## PART 2

You will hear a two-part academic talk. Each part has its own set of questions.

For Questions **13–17** choose one correct answer to each question. You will hear the first part of the talk twice.

- 13.** Many scholars believe that academic writing
  - A. is a creative process that requires little effort
  - B. takes too much effort away from other work
  - C. is relatively effortless compared to other types of work
- 14.** The speaker spent months writing thousands of words
  - A. as that was required for her PhD programme
  - B. because it was recommended by various publications
  - C. since she was advised to do so by a colleague
- 15.** Many academic writers think that “how you write” means
  - A. how you create your personal style
  - B. what meaning you insert in your work
  - C. how you structure your sentences
- 16.** The speaker points out that structural thinkers
  - A. have their own ways of writing academic texts
  - B. start writing with a clear plan in mind
  - C. pay too much attention to the structure of their work
- 17.** The speaker compares scientific writing and literature by
  - A. how clear the meaning is
  - B. how complex the sentence structure is
  - C. how unique the message is

Listen to the second part of the talk. For Questions **18–23** fill in the gaps with **NO MORE THAN THREE WORDS AND/OR A NUMBER**. You will hear the second part of the story twice.

- 18.** The speaker begins her work on a larger scale in order to give context and \_\_\_\_\_.
- 19.** At present, academics proceed with their extensive \_\_\_\_\_ electronically.
- 20.** There are options to complement regular word-processing applications with specialized \_\_\_\_\_ like Freemind or Scrivener.
- 21.** In his book, Tim Ingold talks about the \_\_\_\_\_ which brings ideas and statements closer.
- 22.** It is argued that academics who are naturally better at languages are more likely to turn into \_\_\_\_\_ than the ones who merely do a lot of work.
- 23.** Carol Dweck points out that “fixed-mind” people associate effort with a \_\_\_\_\_ as if one lacks talent.

## PART 3

You will hear a talk on the crucial changes that have happened in the world of education. For **Questions 24-33** fill in the gaps with **NO MORE THAN THREE WORDS AND/OR A NUMBER**. You will hear the talk once.

### Education in the Times of Crisis

#### Covid-19: a worldwide battlefield

Numerous industries are hit, including the education sector. The world has gone through a digital revolution. Constant disputes and hardships have put the education world to the test: along with the admission process suffering disorder, the regular academic schedules were **24** \_\_\_\_\_.

#### Technology to the rescue

It all started with anxiety and **25** \_\_\_\_\_ about the study materials delivered online, about the relevance of the online environment to the age-diverse audience.

Gradually, the process started to pick up speed. Students got at their disposal new supporting study materials formerly inaccessible in the **26** \_\_\_\_\_.

The process provides a lot of choices: one learns whenever it is convenient; tough frames of schedules are shaken off.

#### New image of teaching and learning

Technology proved so powerful that it **27** \_\_\_\_\_ of the regular classrooms and settled down in our phones and tablets. Virtual platforms grow in number. Educational institutions are allowed to decide which one works best for them.

Improvised meetings, online testing: schools became accustomed to novelties, yet the students and teachers keep acting as **28** \_\_\_\_\_ gradually accepting the flexibility of online learning.

#### New tools to manage the virtual learning process

Online calendars and warning messaging distributed via phones; teachers have developed a taste for sending different **29** \_\_\_\_\_ and links to their groups. Flipped learning and hybrid education models are in active use.

#### Problem areas to consider

Students are in need of non-verbal communication, **30** \_\_\_\_\_, the opportunities for mingling.

Health issues: eye strain as the result of constantly looking at the screen, physical disorders.

Study plans should be altered, as well as pedagogical principals to suit the new environment as well as the students' interest in the **31** \_\_\_\_\_ among a variety of subjects.

If a combined curriculum of online platforms and conventional classrooms is the case, checking should cover medical issues, adequacy, and **32** \_\_\_\_\_.

#### A way to go

Conservative academic environment struggles to handle challenges from the digital world → their position – online learning supports offline processes favourable socially, physically, and emotionally; online platforms still have to **33** \_\_\_\_\_.

## SPEAKING

**The Speaking section** lasts approximately 20 minutes. It consists of two parts. Part 1 includes a series of introductory questions on general and academic topics, as well as an academic discussion topic. Part 2 is more academic-specific and requires a candidate to provide extended commentary on a presentation.

**Duration:** 20 minutes approx.

**Number of parts:** 2

**Points:** 100

### PART 1

In the first part of the Speaking section, you will be offered a series of questions about you, your personality, your daily life and education. In **Question 7** you will be given a discussion topic that requires a more detailed answer.

1. Do you have many friends?
2. What is your favourite music genre?
3. How do you spend your free time?
4. What is the best holiday you have ever had?
5. What are your career goals?
6. What are the most popular professions today and why?
7. You have **2 minutes** to prepare your comment on the following topic:

It is considered that a person needs to graduate from high school and university, get a job, and start a family to feel fulfilled. Do you agree with this statement? What else can bring a person the feeling of fulfilment? In your view, how has the concept of life fulfilment changed over the past 100 years?



## PART 2

Look at the slides from a presentation about The Research Excellence Framework (the REF) founded in order to boost scientific activity in the country. Based on the information given in the slides:

- summarize the organisation's goals and achievements
- express your own opinion concerning the REF's initiatives
- comment on the REF's initiatives' meaning for the academic society

You have **4 minutes** to prepare your answer and **4-5 minutes** to speak.

### The Research Excellence Framework 2010-2022

#### The company's profile

The REF's mission is to ensure high quality of scientific research works across the country and their positive effect for the nation and global population

Year of foundation: 2010

#### 4 authorities team up for the REF's goals

- Ministry of Education
- Academy of Science
- Ministry of Finance
- Ministry of Economics

#### The REF's key policy

- highest priority to medicine, engineering, physics, chemistry, computer sciences
- long-term partnerships between science and industry

#### Decision on winning projects

3 months after the date of the application's submission

#### Periods for sending applications

autumn and spring

### REF 2010-2022

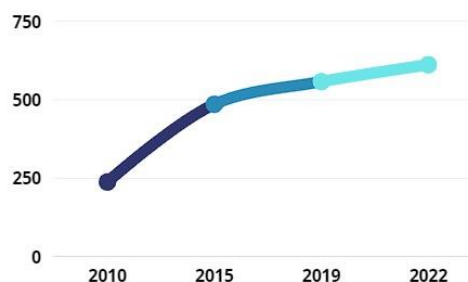
#### Outcomes and achievements

#### Key facts:

approximately **1,900** applications have been submitted from **115** universities of the country

	2010	2015	2022
Medicine	35%	20%	25%
Applied Sciences	20%	18%	15%
IT	40%	50%	55%
Social Sciences	5%	12%	5%

#### Applications



The overall quality of submissions is judged: rigorous selection process – 25% out of total submissions are awarded with funding