



FINAL MARK (EXERCISES A, B, C and D): _____ / 40

MOCK EXAM 2025

EXERCISE A: READING COMPREHENSION

Read the following passage carefully and choose the correct option.

You have **30 minutes** to complete this part of the exam.

AI is now accessible to everyone: 3 things parents should teach their kids

It is almost a year since ChatGPT burst onto the scene, fuelling great excitement as well as concern about what it might mean to education. The changes keep coming. Earlier in the year, MyAI was embedded into social media platform Snapchat. This is a chatbot powered by ChatGPT, which encourages teens to ask anything - from gift suggestions for friends to questions about homework. Meanwhile, Microsoft is rolling out "Copilot" on its systems, billed as an "everyday AI companion". This follows the introduction of "Bing Chat", an AI-enhanced assistant to accompany the Bing search tool. All of a sudden, generative artificial intelligence – which can create new content such as text and images – has become accessible to everyone, including young people.

We are researchers with a background in digital technology and are highly enthusiastic about the potential for AI. However, there are risks as well as benefits. Here are three things parents can keep in mind as they navigate AI technology with their kids.

AI is here to stay

Artificial intelligence itself is not new – chatbots and generative AI have been around since the 1960s. But over the past year there has been a rapid expansion in the size of AI databases, huge financial investments into these technologies, more innovative code, and enhanced accessibility and usability.

Parents may be naturally hesitant about AI. Many schools have considered banning some AI uses, amid claims it would lead to cheating and undermine academic integrity. But AI is not going to go away, and will only become more widely used in our lives. The sooner young people learn to use this technology, the more informed they can be about how to use it wisely and productively.

If you are a parent, it is important to learn about and try these technologies for yourself so you can help your child navigate a world with AI. Start by logging in to a free generative AI tool, and experiment together by asking the bot some questions and reflecting on the answers.

1. Be critical

Generative AI can do amazing things – like generate images or write stories – but it does not reflect on what it’s writing. It will string text together in a way that makes sense but not “read between the lines”. Generative AI cannot evaluate the credibility of sources, nor can it always find authoritative information to back up claims. The generative AI software is also trained on data from a specific time so recent events may not be included.

So children need to learn that although it looks similar to other writing, such as in a book or article, the text has been pieced together by computer code. This means every word, sentence and claim should be treated with caution. You can use this as an opportunity to help your children develop critical thinking skills. Go to a free AI art generator with your school-age child and put in some searches. Then ask your child questions such as, “What kinds of people are shown? What kinds are missing? Do you see any stereotypes? Can you see any biases?”.

2. Watch out for chatbots

Chatbots are computer programs designed to simulate conversations as if they were another human. For example, there were more than ten million Replika users as of 2022. Replika is a chatbot billed as a companion who cares. It acts like a friend but relationships with the chatbot can become romantic or sexual. In many chatbot applications such as this, there may be no moderation or human checks on inappropriate content. So be aware if your child is spending a long time with AI “friends”.

If left unaccompanied, these types of applications could feed into a child’s curiosity and potentially manipulate them into unethical and harmful situations, like highly personal conversations with a bot. Make it clear to your children that generative AI is a machine, not a human. It does not share your ideals, beliefs, culture or religion. It presents text and language based on models and algorithms. It is not something to argue with, take lessons from, or be used to reinforce your values. The code may also be manually edited to inhibit certain viewpoints or stances on topics.

3. Images, videos and audio also matter

With all the focus on text, be sure to remind your children images and video are also part of the generative AI landscape. Children may be careful about what text they enter online but careless with uploading images. Their photos and facial image become available to AI when uploaded, which makes it harder to protect their identity. For example, ChatGPT now has image capabilities you can include in your conversations with the chatbot. Discuss privacy with your child, and be sure to mention that any data uploaded to the internet can be stored, scanned and processed by AI.

AI can be a powerful learning and engagement tool, and the developments in this field are highly exciting. With open conversations and some oversight, the possibilities of children greatly benefiting from this technology are endless.

1. How has AI technology changed over the past year?

- a) It has become more expensive and less accessible.
- b) It has had more investment but fewer updates.
- c) It has rapidly expanded in size, investment, and accessibility.
- d) It has become more useful for everyday people.

2. What does the article suggest about the relationship between AI and education?

- a) AI should be banned in schools to preserve academic integrity.
- b) AI may foster creativity and curiosity.
- c) AI can be a helpful tool for learning if used responsibly.
- d) AI might replace traditional education methods in the future.

3. How can parents help children develop critical thinking skills using AI?

- a) By encouraging children to use AI to write essays.
- b) By asking children to analyze AI-generated content, such as images or text.
- c) By allowing children to spend time alone with AI chatbots.
- d) By blocking children's access to AI entirely.

4. What is one of the main concerns about AI mentioned in the article?

- a) AI is too advanced for young people to understand.
- b) AI can have access to personal information.
- c) AI could be used to cheat in education and undermine academic integrity.
- d) AI has practical uses some people may not be aware of.

5. What is one of the key limitations of generative AI, as discussed in the article?

- a) It may provide inaccurate and truthless information.
- b) It cannot evaluate the reliability of sources.
- c) It cannot be creative.
- d) It can think critically about the content it creates.

FOR EXAMINER'S USE: _____ / 10

EXAMINER'S NAME: _____

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EXERCISE B: WRITING

Choose **ONE** of the following and write between **240 and 260** words on it.

You have **60 minutes** to complete this part of the exam. Examiners will base their assessment on the following points:

- text structure;
- grammar and vocabulary;
- coherence and cohesion;
- relevance and complexity of ideas.

A) Imagine you are a secondary school student. You have recently used AI to hand in a project. Write a **FORMAL LETTER** to the head of your school telling them your experience and discussing the advantages and disadvantages of using AI technology. You may wish to consider some of the following points:

- Current use of AI in schools
- Benefits and difficulties of implementing AI technology
- The feedback you got from the teacher
- Whether you would use AI technology again in the future

B) Write an **ESSAY** expressing your opinion on the following question: *Should AI be used by students?* You may wish to consider some of the following points:

- Potential benefits of AI in education
- Concerns about privacy and data security in using AI systems.
- Ethical and social implications.
- The role of parents

C) Interactions with virtual assistants, AI-powered applications, smart devices and other AI-driven tools have become increasingly common these days. Write an **ARTICLE** entitled: *Exploring AI in Everyday Life: My Experience with Artificial Intelligence*. You may wish to consider some of the following points:

- How AI has improved access to information and provided solutions to everyday problems
- Challenges or concerns you have met while using AI technology.
- What you have learned from your experiences with AI.
- How your opinion on AI has changed based on these experiences.

I have chosen option: _____

EXERCISE C:

Read the text below and decide which answer A, B, C or D best fits each space. The first one (0) has been done for you as an example. You have 15 min. to complete this exercise.

In (0) ___ years, the term ‘English as a lingua franca’ (ELF) has emerged as a way of referring to communication in English between speakers with different first languages. Since only one (1) ___ four users of English in the world is a native speaker of the language, most ELF interactions take place (2) ___ ‘non-native’ speakers of English. Thus, in most cases ELF is ‘a ‘contact language’ between persons who share neither a common native tongue (3) ___ a common, national culture, and for (4) ___ English is the chosen foreign language of communication. (5) ___ being welcomed by some and hated by others, it cannot be denied that English functions as a global lingua franca. However, what (6) ___ so far is that English is being shaped (7) ___ as much by its non-native speakers as by its native speakers. This (8) ___ to a somewhat paradoxical situation: on the one hand, most verbal exchanges in English do not (9) ___ any native speakers of the language. On the other hand, there is still a tendency for native speakers to be regarded (10) ___ guardians of what is acceptable usage. Therefore, (11) ___ the concept of ELF to gain acceptance, there have been calls for the systematic study of the nature of ELF—what it looks and sounds like and how people use it and make it (12) ___. Some more research will be needed in the future.

0	A- LAST	B- RECENT	C- PAST	D- PREVIOUS
1-	A- OUT OF	B- FROM	C- OF	D- EVER
2	A- AMONG	B- WITH	C- IN	D- ACROSS
3-	A- BUT	B- OR	C- NOR	D- EITHER
4-	A- ALL	B- WHOSE	C- THEM	D- WHOM
5-	A- IN SPITE	B- INSTEAD OF	D- HOWEVER	D- DESPITE
6-	A- HAS OFTEN BEEN DENIED	B- HAS OFTEN DENIED	C- WAS OFTEN DENIED	D- IS OFTEN DENIED
7-	A- AT MOST	B- AT LEAST	C- AT BEST	D- AT LAST
8-	A- HAS MADE	B- HAS TAKEN	C- HAS CARRIED	D- HAS LED
9-	A- ENTAIL	B- COMPRISE	C- INVOLVE	D- COVER
10-	A- LIKE	B- FOR	C- TO	D- AS
11-	A- IN ORDER FOR	B- IN ORDER TO	C- IN ORDER OF	D- IN ORDER THAT
12-	A- TO WORK	B- WORK	C- WORKING	D- WORKS

FOR EXAMINER’S USE: _____ / 6

EXAMINER’S NAME: _____

EXERCISE D:

Complete the second sentence so that it has a similar meaning to the first sentence. Do NOT change the word given. You must use between two and five words, including the word given.

You have 15 minutes to complete this part of the exam.

- 1) Nobody has taken any notice of his bad behaviour. **ATTENTION**
Nobody _____ his bad behaviour.
- 2) "Why didn't you call me, Susan?" asked Joe. **ASKED**
Joe _____ not called him.
- 3) I'd like Kevin to stop telling me what to do. **WISH**
I _____ telling me what to do!
- 4) Driving that fast was a stupid thing to do. **ONLY**
If _____ driving so fast.
- 5) I am starting to find watching television boring. **FED**
I am beginning to get _____ television.
- 6) To tell the truth, we need a swimming pool for this school. **WHAT**
To tell the truth, _____ a swimming pool for this school.

FOR EXAMINER'S USE: _____ / 6

EXAMINER'S NAME: _____