

I. LISTENING (50 points)

- The listening section is in **FOUR** parts. The recordings of Part 1 and Part 2 will be played **ONCE** only, and the recordings of Part 3 and Part 4 will be played **TWICE**. At the start of each recording, you will hear a sound.
- There will be a piece of music at the beginning and at the end of the listening section. You will have **TWO** minutes to check your answers at the end of the listening section.
- All the other instructions are included in the recording.

Part 1. Listen to a conversation about language change among teenagers ONCE and do the tasks that follow.

For questions 1 – 5, decide whether each of the following statement is True (T), False (F), or Not Given (NG) according to what you hear. Write T, F, or NG in the corresponding numbered boxes provided.

1. In the UK, the shift away from the Queen's English is widely seen as culturally protective.
2. Oxford Dictionary recorded online language changes mainly in spoken English.
3. Neil's children find it funny when he uses their generation's language.
4. Sophia's book about linguicide will probably be published sometime next year.
5. Feeling ashamed of their language can make speakers switch to another language.

For questions 6 – 10, decide whether the following are mentioned by only one of the guests, or by both of them. In the corresponding numbered boxes provided,

write S for Sophia;
N for Neil;
B for Both of the speakers.

6. the exclusivity of each generation's use of language.
7. more exposure to different languages today than before.
8. teenage slang becoming more similar around the world.
9. new expressions spreading through internet communication.
10. future youth language becoming unfamiliar to older generations.

Your answers:

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Part 2. Listen to a talk about QR Code ONCE and do the tasks that follow.

For questions 11 – 12, choose TWO letters from A-E to indicate TWO true statements about the uses and development of QR codes. Write your answers in the corresponding numbered boxes provided.

- A. QR codes' original use was for tracing vehicle's positions.
- B. QR codes were initially invented for use in vehicles manufacturing.
- C. It was not until 1994 that QR codes' pattern encrypted data both horizontally and vertically.
- D. QR codes are now a global multi-purpose tool.
- E. By 1994, QR codes have completely substituted barcodes.

For questions 13 – 15, choose THREE letters from A-G to indicate THREE true statements about the structure of QR codes. Write your answers in the corresponding numbered boxes provided.

- A. The three distinct corner squares ensure accurate scanning and orientation.
- B. The minute black-and-white pixels hold the encoded information.
- C. The lines between the finder patterns change the orientation of the code automatically.
- D. The smaller grid of alignment pattern squares assists in precise scanning on distorted surfaces.
- E. The black-white strips help the scanner gauge the code's size.
- F. Alignment patterns improve scanning precision, especially for slightly tilted surfaces.
- G. Removing the corner squares would not affect the scanner's ability to read the code.

For questions 16 – 20, write the letter A, B, C or D in the corresponding numbered boxes provided to indicate the correct answer to each of the following questions according to what is stated or implied by the speaker.

16. What happens immediately after the QR code has been correctly aligned by the scanner?
 - A. The scanner converts the captured code into readable text or a web URL
 - B. The scanner reads timing and alignment patterns to determine the code's size and shape
 - C. The scanner locates the finder patterns and size to identify the code's correct orientation
 - D. The scanner captures the visual image by using the phone's built-in camera
17. What does the speaker imply about the way QR codes store data?
 - A. Information is encoded through contrasting squares that correspond directly to binary digits
 - B. Data is stored by combining letters and numbers into visual symbols
 - C. The arrangement of squares determines whether the data is numeric or alphanumeric
 - D. QR codes rely on color variation to distinguish between different types of information
18. What primarily accounts for a QR code's ability to remain readable despite partial damage?
 - A. The incorporation of redundant data through error correction, enabling reconstruction of missing information
 - B. The presence of alignment and timing patterns that compensate for data loss during the scanning process
 - C. The duplication of encoded information across different regions of the code for backup purposes
 - D. The scanner's capacity to approximate missing data using surrounding visual patterns
19. What was a key factor that made QR codes widely used during the COVID-19 pandemic?
 - A. The growing demand for contactless solutions significantly increased the use of QR codes.
 - B. The improvement of contactless devices made it easier to scan without external applications.
 - C. The widespread use of third-party QR scanning apps encouraged people to rely more on QR codes.
 - D. The introduction of more complex QR code designs made them suitable for advanced digital storage.
20. Why are QR codes expected to remain widely used despite rapid technological advancements?
 - A. Their simplicity continue to expand their functionality, while dynamic QR codes fall into obsolescence.
 - B. Their simplicity and diversity make them more reliable than newer, updateable technologies.
 - C. Their reliance on static designs ensures security and prevents any changes to the encoded information.
 - D. Compared to recent devices, QR codes and their advanced versions are simpler and more versatile.

Your answers:

11.	12.	13.	14.	15.
16.	17.	18.	19.	20.

Part 3. For questions 21 – 25, listen to part of a talk about gondolas, TWICE and answer each of the following questions with no more than TWO words taken from the recording. Write your answers in the corresponding spaces provided.

21. To what modern-day service is the historical method of leasing gondolas compared?

22. What specific natural material was used to create the fire for shaping the boat's boards?

23. Besides a homemade sauce, what other dish is mentioned as having a secret recipe?

24. What adjective is used to describe the passenger compartments provided by specialized artisans?

25. What is the intended function of the asymmetrical design where the left side is wider?

Part 4. For questions 26 – 35, listen to a part of a talk about AI Bubble and its Risks TWICE, and complete the following summary with no more than ONE word and/or A number taken from the recording for each space. Write your answers in the corresponding numbered boxes provided.

The AI Bubble and Its Risks

Some analysts propose concern over the degree to which the influx of investment in artificial intelligence has (26) _____ the American stock and its broader economy. Historical examples such as the housing market crash and the dot-com collapse followed a similar (27) _____, where rising prices attracted more investors. As investors continued to borrow money, the bubble expanded beyond realistic (28) _____, and eventually collapsed.

Large investors often sell their assets early, leaving others with worthless (29) _____. If the wider economy is threatened, governments may be forced to provide a rescue for the other (30) _____. AI companies have increased their market value partly through artificial (31) _____ and large business deals. However, many companies using AI are not yet making any (32) _____. Meanwhile, investment in AI infrastructure such as data centres has contributed significantly to financial (33) _____. Whether directly or indirectly, we are helping to fund AI development. Tax (34) _____ worth hundreds of millions of dollars have been granted by states for the construction of AI data centers. As the AI bubble continues to expand, the real economy is struggling, with living costs (35) _____, basic necessities becoming unaffordable, and the job market slowing to a halt.

Your answers

26.	27.
28.	29.
30.	31.
32.	33.
34.	35.

II. READING (10.0 points)

II.1. LANGUAGE IN USE (35 points)

Part 1. For questions 36 – 40, read the passage below and decide which answer (A, B, C, or D) best fits each space. Write the letter A, B, C, or D in the numbered boxes provided.

It is so easy to overestimate the importance of one defining moment and underestimate the value of making small improvements on a daily basis. Too often, (36) _____. Hence, it is understandable that whether it is losing weight, building a business, writing a book, winning a championship, or achieving any other goal, we put pressure on ourselves to make some earth-shattering improvement that everyone will talk about.

(37) _____ —but it can be far more meaningful, especially in the long run. The difference a tiny improvement can make over time is astounding. Here's how the math works out: if you can get 1 percent better each day for one year, you'll end up thirty-seven times better by the time you're done. Conversely, if you get 1 percent worse each day for one year, you'll decline nearly down to zero. (38) _____.

Habits are the compound interest of selfimprovement. (39) _____, the effects of your habits multiply as you repeat them. They seem to make little difference on any given day and yet the impact they deliver over the months and years can be enormous. It is only when looking back two, five, or perhaps ten years later (40) _____.

(Adapted from *Atomic habits*)

36. A. the less massive the requirement, the more effort we will make to succeed
B. we convince ourselves that massive success requires massive action
C. What we do to be successful often makes us face massive requirements.
D. Being successful requires massive action and conviction in ourselves
37. A. In reality, improving by 1 percent often appears impressive at first
B. Initially, a 1 percent improvement is noted as particularly important
C. Meanwhile, improving by 1 percent isn't particularly notable
D. Impressive though a 1 percent improvement may appear
38. A. This brings about significant change that can be clearly seen right at the beginning
B. Over time, small wins and minor setbacks in life tend to remain relatively insignificant
C. What starts as a small win or a minor setback accumulates into something much more
D. The accumulation of small wins and minor setbacks creates immediate and noticeable results
39. A. Whether the compounding of financial returns multiplies or not
B. However significant the effects of compound interest are
C. Contrary to the multiplication of the compounding of financial returns
D. As the same way that money multiplies through compound interest
40. A. the value of good habits and the cost of bad ones become fully apparent to us
B. we come to appreciate the value of good habits and recognise the cost of bad ones
C. the value of good habits and the cost of bad ones can be noticed apparently
D. that the value of good habits and the cost of bad ones becomes strikingly apparent

Your answers:

36.	37.	38.	39.	40.
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Part 2. For questions 41– 45, read the passage below and decide which answer (A, B, C, or D) best fits each space. Write the letter A, B, C, or D in the numbered boxes provided.

Stressful

A survey on the most stressful experiences an individual faces in life is conducted and the top 10 answers practically suggest themselves. Heading the list are likely to be answers that (41) _____ to events that cause (42) _____ upheavals in life – events which take us from one existential state to a paradigmatically different one. The death of a loved one, whether a parent, partner or child, is usually the clear winner in terms of the trauma it induces. Not far behind, however, are harrowing experiences such as divorce, separation and home repossession, which can (43) _____ an individual's emotional well-being, along with ostensibly happy life experiences such as marriage, childbirth and moving house.

Lower on the list, the answers are similarly predictable. Yet, there is one item that stands out, one that would never occur to you without a little (44) _____ but one which, nevertheless, is so blood pressure raising, perspiration inducing nightmare of an experience – the exam. Why then, do we put ourselves through the emotional (45) _____? The answer is that we have little choice. How are we ever to get anyone to peruse our CV or shortlist us for an interview if we can't establish our place in the hierarchy with an exam result.

(Adapted from *Target CPE*)

- | | | | |
|-----------------------------|----------------------|-------------------------|-------------|
| 41. A. relate | B. recall | C. witness | D. recount |
| 42. A. political | B. seismic | C. social | D. cultural |
| 43. A. take a heavy toll on | | B. pave the way for | |
| | B. set the stage for | C. mark a turning point | |
| 44. A denouncing | B suggesting | C prodding | D reminding |
| 45. A. nourishment | B. wringer | C. crutcher | D. turmoil |

Your answers:

41.	42.	43.	44.	45.
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Part 3. For questions 46 – 50, complete the passage by filling in each space with one of the words given in the box in its correct form. There are FOUR extra words, and the first one, (0), has been done as an example. Write your answers in the corresponding numbered boxes provided.

BIAS	PRODIGY	ORNAMENT	SPEED	DISCIPLINE
EMERGE	WIDE	ENCODE	DEJECT	INURE

0. _____ practices are essential for understanding socioeconomic structures and technosymbolic dynamics of prehistoric societies. However, our perception of these practices remains limited and (46) _____, due to preservation issues, e.g., perishable materials, which are known only through indirect evidence or rare conservation contexts. Such is the use of unbaked clay for ornamentation, a practice that became (47) _____ across Eurasia in the Neolithic, sporadically documented earlier in Upper Paleolithic Europe. Focusing on the Levantine "revolution of symbols," we report the earliest known clay ornamental tradition outside of Europe: 142 personal ornaments from five Natufian (Late Epipaleolithic, 15,000 to 11,650 calibrated years before the present) sites in Israel. Using a (48) _____ approach that draws on diverse fields, we show that both children and adults participated in crafting these items, which reflect newly (49) _____ symbolic expressions, some inspired by plant forms. These findings offer original insights into the social organization of craft production and the rise of symbolic practices at the dawn of sedentism, which proved (50) _____ influential in shaping the Neolithic transition in Southwest Asia.

(Adapted from <https://pubmed.ncbi.nlm.nih.gov>)

Your Answers:

0. <i>Ornamental</i>	46.	47.
48.	49.	50.

Part 4. The passage below contains SIX grammatical mistakes. The first one, (0), has been identified. For questions 51-55, UNDERLINE the remaining FIVE mistakes and WRITE YOUR CORRECTIONS in the numbered boxes provided as the example (0).

Yet in recent years, some has suggested that no species is truly lost, so long as genetic material remains. Through de-extinction, they say, we can even revive creatures that no one alive has encountered: dinosaurs, dire wolves or dodos. Whenever de-extinction hits the headlines – as it has done often in recent years – the stories tend to focus on the past, whether reviving lost species or recreating ecosystems. Appealing to loss is a powerful

marketing tool for companies trying to rise capital and convince us that de-extinction is a viable means of conservation. But de-extinction is also a process of deliberately building radically different futures, other than mere revival. The future-orienting nature of de-extinction is rarely discussed, despite its potential to reshape fundamental aspects of how we relate to life and death in the natural world. One de-extinction organisation that has got no secret of seeking to steer nature's future, and our relationship to the world beyond us, is Revive and Restore, co-founded in 2012 by Stewart Brand and Ryan Phelan. The organisation was originally an offshoot of the Long Now Foundation in San Francisco, best-known of another long-term legacy: a clock designed to last 10,000 years.

(Adapted from <https://www.vox.com>)

Your answers:

0. have	51.	52.
53.	54.	55.

II. 2. READING COMPREHENSION (65 points)

Part 1. For questions 56 – 65, read the following passage and fill in each of the numbered spaces with ONE suitable word. Write your answers in the corresponding numbered boxes provided.

The optimism bias leads people to think that (56) _____ things will happen to them, but not without any effort. "It's not a belief that things will just (57) _____ out okay by magic," says Tali Sharot, a professor of cognitive neuroscience at University College London and (58) _____ of The optimism Bias: A Tour of the Irrationally Positive Brain. "It's more belief that we have control and we have the ability to make our life better, to be healthy by doing the right things, to be successful by doing the right things, to have good relationships by going out and finding (59) _____."

The realization that we have some (60) _____ over our fate is what Christian Waugh, a psychology professor at Wake Forest University, calls "optimism's greatest power." Even if the (61) _____ of, say, writing a New York Times bestseller is relatively low, "if I'm optimistic about it and I get that sense of control," Waugh says, "then I do the behaviors that are necessary for making that thing happen. By being optimistic, I have now improved my probability of that thing (62) _____." The best version of optimism (63) _____ action, whether that's working (64) _____ or asking for help and support. Instead of assuming a lofty (65) _____ is beyond the realm of possibility, a touch of overconfidence helps you forge a path toward achieving it.

(Adapted from <https://www.vox.com>)

Your answers:

56.	57.	58.	59.	60.
61.	62.	63.	64.	65.

Part 2. For questions 66 – 72, rearrange the following sentences from A-H in order to make a complete and meaningful passage. Write your answers (A-H) in the corresponding numbered boxes provided. The first one, (0), has been done as an example.

A. One method of positive reinforcement in behaviour modification involves providing compliments, approval, encouragement, and affirmation on a regular basis.

B. In recent years, the concept of punishment has had many critics, particularly when it involves the addition of an aversive stimulus rather than the removal of privileges.

C. The use of positive punishment by certified behaviour analysts is therefore limited to extreme cases where other treatments have failed and the behaviour is dangerous.

D. Behaviour modification programs form the core of many residential treatment facilities and have been shown to reduce recidivism among adolescents with conduct problems and adult offenders.

E. When misused, more severe forms of aversive punishment may lead to emotional disorders and cause individuals to focus on avoiding punishment rather than changing behaviour.

F. In clinical settings, this type of punishment is usually limited to mild aversive events, such as spraying water, rather than more harmful methods.

G. The effectiveness of these interventions has led professional organisations to argue that individuals have a right to effective treatment and education.

H. In addition, cognitive behavioural interventions have been used to address a wide range of emotional, social, and academic difficulties, highlighting their broader significance.

(Adapted from <https://files.eric.ed.gov>)

Your answers:

0. A	66.	67.	68.	69.	70.	71.	72.
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Part 3. Read the following passage and do the tasks that follow.

It's all about the journey

- A. When it comes to walled towns, York's up there with the best and Zamosc certainly kicks a few bows, but for sheer impenetrable magnificence, Carcassonne takes some beating. It's located in some of France's best wine-growing country, in the hills of Languedoc-Roussillon. I first experienced it as a wide-eyed teenager, up on a bus trip from our mobile home on the coast, on a hot, unforgiving Bastille Day afternoon. We only had a few hours to explore the town, but what I saw burrowed its way deep into my memory. Years later, I made the pilgrimage back and found the key to visiting this place – you have to do an overnighter. When the tourists empty out and return to their hotels and campsites, the city's history comes crawling out of the cracks between the flagstones and in the walls. My lasting memory is of lying awake at night, a gentle breeze creating ghostly shapes from the net curtains, listening to footsteps echoing along the streets below.
- B. I once stayed in the Art Deco surroundings of the Negresco in Nice, one of the most potent symbols of luxury living on the Cote d'Azur. That kind of place though, I can take or leave. The next stop was hop, skip and a jump along the coast – Menton – where France begins to think about becoming Italy. We rolled into town in our little Peugeot. The contrast with Nice's hustle and bustle was immediate. From the seafront beds of the promenade, we drove up some winding alleys into the foothills of the Maritime Alps, and found our accommodation for the night – a campsite set beneath the eucalyptus trees. After an evening drinking local Merlot in the canteen, we fell asleep with the moonlight shining through the thin tent. The next morning, I awoke, still a little groggy, peeled back the tent flaps, and was met by the most wonderful view – the Mediterranean below, as smooth as glass, with water skiers carving sweeping curves through the still water.
- C. I came to the country they call Croatia relatively late in life. A lot of friends had sung the praises of the seafood, local wine and friendliness of the people, but I'd always had somewhere nearer my doorstep. So, by the time I finally made it here, I wanted nothing more taxing than to sit in the shade and read my book. That said, I was vastly excited at being a stranger to the Dalmatian coast and its hinterland – I did have a particularly memorable trip to Yugoslavia as a kid. Thinking of the borders these days and the breakup, it's hard to imagine that, in the days when Tito was still alive, you could go where you pleased. And we did. From the ancient amphitheatre in Pula, which rivals those of Rome and Verona, we made our way to the mountain castle of Lake Bled, before a short journey to the cave complex nearby, where you could take an underground train ride reminiscent of a scene from Snow White.
- D. For a long time, it pained me to think of all the years that separated me from my last visit to the Bay of Naples, with the pearls of Sorrento and Capri as its southern tip. The regrets suggested one of those dimming of life whether to go somewhere new and experience new things, or to return to beloved places chasing the youth that has long departed. Finally, 30 years on, I embarked on that return journey. As a kid, I recall the joys of local ice cream and pizza, and I was very interested in the local girls (although, I must confess they were rather less interested in me). On the verge of middle age things were very different – the mood being captured perfectly by a few minutes I spent sitting on a bench staring out across the bay at Vesuvius, listening to Pavarotti singing from a radio about Santa Lucia and the sadness of the passengers on the boats leaving the port of Naples.
- E. There are parts of the Mediterranean Basin where life is overflowing and verdant; there are parts where the pine forests create monotonous, fragrant beauty; there are parts where there is great subtlety and landscape and culture – and then there are certain Greek islands where the forces of nature are simple and, at first glance anyway, hostile. Like many people, I came to Thira, or the locals call Santorini, with images of whitewashed houses on stark volcanic cliffs, with the impossibly turquoise Aegean below. It's one of those places – iconic. But unlike, for example, Stonehenge or Barcelona, it doesn't disappoint. The place is there wherever you look – from a boat in the sea, from a clifftop, or from a volcanic beach – you get the feeling you've seen the exact same sight before.

(Adapted from *Target CPE*)

For question 73-79, decide whether each of the following statement is True (T), False (F) or Not Given (NG). Write T, F, or NG in the corresponding numbered boxes provided.

73. Carcassonne is described as being less architecturally impressive than other walled towns.
74. An overnight stay in Carcassonne was part of the initial visit to the town.
75. Accommodation in Menton was located in a quieter area away from the busy town centre.
76. The campsite in Menton was chosen because it offered a quieter environment than hotels in Nice.
77. The writer felt returning to Naples was emotionally different from childhood visits.

78. Santorini initially appeared visually unwelcoming despite its later appeal.

79. The writer suggests some iconic places fail to meet visitors' expectations.

Your answers:

73.	74.	75.	76.	77.	78.	79.
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For questions 80 – 87, choose from the section (A-E). The section may be selected more than once. Write the letter A, B, C, or D in the corresponding numbered boxes provided.

Which section _____?

80. describing a landscape that appears identical from different viewpoints

81. memory of a passable view recalled from a previous trip

82. needing an unburdensome break with nothing demanding involved

83. making a sentimental trip to reminisce about the past long gone

84. the nocturnal visit to become cognizant of the views

85. a somnolent recollection of a quaint view experienced upon waking

86. being in a state of nostalgia and melancholy

87. visiting a place thanks to word-of-mouth recommendations heard from others

Your answers:

80.	81.	82.	83.	84.	85.	86.	87.
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Part 4. For questions 88 – 100, read the following passage and write A, B, C, or D in the corresponding numbered boxes provided to indicate the correct answer which fits best according to what is stated or implied in the text.

Rhetoric

Rhetoric may be defined as the faculty of observing in any given case the available means of persuasion. This is not a function of any other art. Every other art can instruct or persuade about its own particular subject-matter; for instance, medicine about what is healthy and unhealthy, geometry about the properties of magnitudes, arithmetic about numbers, and the same is true of the other arts and sciences. But rhetoric we look upon as the power of observing the means of persuasion on almost any subject presented to us; and that is why we say that, in its technical character, it is not concerned with any special or definite class of subjects.

Of the modes of persuasion some belong strictly to the art of rhetoric and some do not. By the latter I mean such things as are not supplied by the speaker but are there at the outset—witnesses, evidence given under torture, written contracts, and so on. By the former I mean such as we can ourselves construct by means of the principles of rhetoric. The one kind has merely to be used, the other has to be invented.

Of the modes of persuasion furnished by the spoken word there are three kinds. The first kind depends on the personal character of the speaker; the second on putting the audience into a certain frame of mind; the third on the proof, or apparent proof, provided by the words of the speech itself. Persuasion is achieved by the speaker's personal character when the speech is so spoken as to make us think him credible. [I] This is true generally whatever the question is, and absolutely true where exact certainty is impossible and opinions are divided. [II] This kind of persuasion, like the others, should be achieved by what the speaker says, not by what people think of his character before he begins to speak. It is not true, as some writers assume in their treatises on rhetoric, that the personal goodness revealed by the speaker contributes nothing to his power of persuasion; on the contrary, his character may almost be called the most effective means of persuasion he possesses. Secondly, persuasion may come through the hearers, when the speech stirs their emotions. Our judgments when we are pleased and friendly are not the same as when we are pained and hostile. It is towards producing these effects, as we maintain, that present-day writers on rhetoric direct the whole of their efforts. This subject shall be treated in detail when we come to speak of the emotions. Thirdly, persuasion is effected through the speech itself when we have proved a truth or an apparent truth by means of the persuasive arguments suitable to the case in question.

There are, then, these three means of effecting persuasion. The man who is to be in command of them must, it is clear, be able to reason logically, to understand human character and goodness in their various forms, and to understand the emotions — that is, to name them and describe them, to know their causes and the way in which they are excited. It thus appears that rhetoric is an offshoot of dialectic and also of ethical studies. [III] Ethical studies may fairly be called political; and for this reason rhetoric masquerades as political science, and the professors of it as political experts — sometimes from want of education, sometimes from ostentation, sometimes owing to other human failings. As a matter of fact, it is a branch of dialectic and similar to it, as we said at the outset.

Neither rhetoric nor dialectic is the scientific study of any one separate subject: both are faculties for providing arguments. This is perhaps a sufficient account of their scope and of how they are related to each other.

With regard to the persuasion achieved by proof or apparent proof: just as in dialectic there is induction on the one hand and syllogism or apparent syllogism on the other, so it is in rhetoric. [IV] The example is an induction, the enthymeme is a syllogism, and the apparent enthymeme is an apparent syllogism. I call the enthymeme a rhetorical syllogism, and the example a rhetorical induction. Every one who effects persuasion through proof does in fact use either enthymemes or examples: there is no other way. And since every one who proves anything at all is bound to use either syllogisms or inductions (and this is clear to us from the Analytics), it must follow that **enthymemes** are syllogisms and examples are inductions. The difference between example and enthymeme is made plain by the passages in the Topics where induction and syllogism have already been discussed. When we base the proof of a proposition on a number of similar cases, this is induction in dialectic, example in rhetoric; when it is shown that, certain propositions being true, a further and quite distinct proposition must also be true in consequence, whether invariably or usually, this is called syllogism in dialectic, enthymeme in rhetoric. It is plain also that each of these types of oratory has its advantages. Types of oratory, I say: for what has been said in the Methodics applies equally well here; in some oratorical styles examples prevail, in others enthymemes; and in like manner, some orators are better at the former and some at the latter. Speeches that rely on examples are as persuasive as the other kind, but those which rely on enthymemes excite the louder applause. The sources of examples and enthymemes, and their proper uses, we will discuss later. Our next step is to define the processes themselves more clearly.

(Adapted from *The Art of Rhetoric*)

For questions from 88-93, complete the summary with no more than TWO words taken from the passage for each space. Write your answers in the corresponding number boxes provided.

Rhetoric is defined as the ability to identify the available means of (88) _____ in any given situation. Unlike other disciplines, which focus on specific subject areas, rhetoric is not limited to any particular (89) _____. Some persuasive elements, such as evidence and contracts, exist independently of the speaker, while speakers must (90) _____ persuasion using rhetorical principles rather than rely on external evidence.

There are three main types of persuasion achieved through speech. The first relates to the speaker's (91) _____, which influences how credible they appear. The second involves affecting the audience's (92) _____, as emotional states can shape judgment. The third is based on the arguments presented, which aim to establish truth or apparent (93) _____.

Your answers:

88.	89.
90.	91.
92.	93.

For questions 94 – 100, write A, B, C or D in the corresponding numbered boxes provided to indicate the answer which fits best according to what is stated or implied in the passage.

94. What distinguishes rhetoric from other arts and sciences?

- A. It focuses on moral philosophy rather than technical subjects.
- B. It applies to a wide range of subjects rather than a specific field.
- C. It relies primarily on emotional influence rather than logical reasoning.
- D. It requires prior knowledge of political systems and institutional structures.

95. Which of the following is considered a non-rhetorical means of persuasion?

- A. Logical argument
- B. Emotional appeal
- C. Witness testimony
- D. Speaker credibility

96. Where in the passage does the following sentence best fit?

“We believe good men more fully and more readily than others”

- A. [I]
- B. [II]
- C. [III]
- D. [IV]

97. Why do emotions play a role in persuasion?

- A. They determine the logical structure of arguments
- B. They influence how the audience forms judgments
- C. They replace the need for evidence
- D. They are easier to manipulate than logic

98. What is required of someone skilled in rhetoric?

- A. Specialization in a scientific discipline
- B. The ability to memorize persuasive speeches
- C. Knowledge of logic, character, and emotions
- D. Training in political leadership only

99. How is rhetoric related to dialectic?
- A. It is a completely separate discipline
 - B. It is a more scientific form of dialectic
 - C. It is a branch or counterpart of dialectic
 - D. It replaces dialectic in political contexts
100. What is an “**enthymeme**” in rhetoric?
- A. A form of emotional appeal
 - B. A rhetorical version of a syllogism
 - C. A type of ethical argument
 - D. A method of audience analysis

Your answers:

94.	95.	96.	97.	98.	99.	100.
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Part 5. In the passage below, six paragraphs have been removed. For questions 101 – 105, read the passage and choose from paragraphs A – F the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write the letters A – F in the corresponding numbered boxes provided.

Looksmaxxing

101

As a man, it is often hard to say out loud that you have been made to feel insecure in yourself, or that there are things that you do not like about your physical appearance, especially in a society that expects men to appear confident and self-assured. Keoghan’s vulnerability as a grown man is striking, but I have also been thinking about how much harder it is to articulate this as a teenager or boy, at a time when identity and self-image are still developing.

102

As an adult, I still spend a lot of time thinking about my appearance, but I have benefited from something quite simple: the space and time to sit with the emotional difficulty that can occur around not liking parts of yourself, and to become accepting of it. There is an essay by the novelist Megan Nolan in the New York Times that I often return to in which she reflects on her adolescent obsession with becoming beautiful: “I think now that I idolised beauty so much because I was often embarrassed and ashamed as a teenager and beauty seemed the opposite of embarrassment to me.”

103

But there is a problematic development which I think will further stunt that emotional journey for young boys who barely have the space to articulate bodily dysmorphia: the rise of “looksmaxxing”. Marketed to young boys through influencers such as Clavicular – it is the reframing of physical “self-improvement” as a mathematical problem to be solved with tools: measurements, ratios, syringes, hammers to damage bones.

104

Looksmaxxing has pulled appearance into the quasi-Olympic arena of masculine competition. Critics have said that this speaks to a homoeroticism inherent in looksmaxxing, that all of this cultivation of beauty has little to do with actually attracting women, or (despite “incel” logic informing the community’s foundations) developing a physically attractive body that many women would find appealing.

105

It is that sensitivity which I think is obscured by the absurdity of looksmaxxing. It is certainly true that beauty and body standards are more punishing for women, and that girls feel the sharper end of that scrutiny. But there is little acknowledgment of what this journey looks like for boys; some recognition of this issue is, I think, part of the appeal of Clavicular. What is ultimately a very private struggle – the dislike of one’s appearance – is reshaped into a site of competition and ridicule, which makes these vulnerabilities less visible, but by no means less real. None of this is helped by the fact that young boys can access the casual cruelty of adult opinion on male appearance via social media; it’s not just the harassment of Keoghan, but all of the short men jokes and mocking of hairlines and weak chins.

(Adapted from <https://www.theguardian.com>)

- A.** I felt something akin to devastation reading that the actor Barry Keoghan sometimes “doesn’t want to go outside” because of the scale of online abuse about his appearance. It’s not just the viciousness of the abuse, but how difficult I imagine it must have been for him to articulate, as well as what was not said – what parts of his face he’s likely now had to obsess over and scrutinise.
- B.** That clarity about the real worth of your appearance, and that your adolescent years can feel like a never-ending ritual of shame and embarrassment (mine certainly were), is the kind of insight that can only come from maturity and the journey towards acceptance. That there may be limits and constraints on who you can be and who you will be, what you will look like, and what people will like about you. That there are things you can do to feel good about yourself, or to develop an identity or sense of style that flatters the very best parts of you.

- C. There has been no dearth of editorials on 20-year-old Clavicular, real name Braden Peters, attempting to parse him to those who are bemused or even shocked by his methods, and wonder why on earth any young boy would look to him. A manosphere-adjacent influencer, like his peers it's the severity which is the sell: Peters claims to have injected himself with so much testosterone that he is infertile. All this is to put him on the true path of what he calls "ascension". What is the destination? It's vaguely defined as the ultimate glow up, but needless to say that once beauty is treated in such a way, the endpoint is unreachable. There will always be someone out there ready to "frame-mog" you, where men battle against other men in the areas of muscularity and facial symmetry.
- D. I was well versed in the language of bodily dissatisfaction from a young age, though these were thoughts I would keep to myself: that I did not like my thinning hair, how narrow my shoulders were, my large forehead, or the eczema on my right hand that often drew questions like, "Were you in a fire?" I did not like that I was not as tall as my brothers, or even that my voice did not break with a deep manly husk but retained some squeakiness.
- E. But I think it is deeper than simply wanting to impress other men: it is also about how bruising adolescence and puberty can feel for young boys when everyone gets a different, unfixed outcome. Some boys will get height, deeper voices, beards, athleticism; others will be burdened by acne, struggle with their weight, or wonky teeth. I know well from attending a boys' school for seven years that the stress of navigating this emotionally difficult time also leads boys to criticise and police each other, perhaps to deflect from their own perceived deficiencies or a way to seek leverage for social domination.
- F. How many boys are actually picking up the hammer? Who knows. But in some ways it's besides the point. The extremity of looksmaxxing is something of a mirror – it tells us of an anxiety of young boys that has long gone unheard and without language.

Your answers:

101.	102.	103.	104.	105.
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IV. WRITING (50 points)

Part 1. The table below shows the percentage change in several education and technology indicators in a developing country in 2023 and 2024.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant. You should write about 150 words.

	Indicators	2023	2024
1	Students using online learning platforms	+18.5	+12.2
2	Schools equipped with smart classrooms	+9.3	+14.8
3	Teachers receiving digital training	+6.7	+11.5
4	Students studying abroad	+15.2	+8.4
5	Investment in educational technology	+10.5	+16.9
6	Graduation rate	+2.4	+3.1
7	Dropout rate	-3.8	-5.6
8	Students choosing STEM majors	+7.1	+9.8
9	Average time spent on self-study	+4.6	+6.3
10	Use of AI tools in learning	+22.4	+35.7
11	Participation in extracurricular activities	+5.2	+4.1
12	Student satisfaction rate	+3.3	+5.9

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[illegible]

Part 2. Write an essay of at least 300 words on the following topic.

Learning autonomy is commonly used to describe students' ability to take responsibility for their own learning, including setting goals, choosing methods, and evaluating progress, especially in an age where information is widely available online.

Some argue that learning autonomy encourages independence, critical thinking, and lifelong learning. Others maintain that too much autonomy may lead to confusion, ineffective learning strategies, and a lack of discipline without proper teacher guidance. Another line of thought suggests that autonomous learning should work alongside traditional teaching rather than replace it.

Which view(s) do you agree with? Provide specific reasons and examples to support your answer.

[illegible]

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.