

SECTION A: LISTENING (50 points)

Part 1: For questions 1-5, listen to the recording and complete the form below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer. Write your answers in the corresponding numbered boxes on your answer sheet. (10 points)

Holiday on Jackson Island

Place	Anna's accommodation	Things Anna did	Anna's recommendation
Camford	with cousin	went shopping in the market	need to take 1. _____
Newtown			visit the 2. _____
Golden Beach	in a 3. _____	sailing	stay for at least 4 days
4. _____	in a motel	went 5. _____	book some lessons in advance

Part 2: For questions 6-10, listen to a talk about the U.S-Iran war and decide whether the following statements are TRUE (T) or FALSE (F). Write your answers in the corresponding numbered boxes on your answer sheet. (10 points).

6. The report confirms that the drone strike on the US consulate in Dubai resulted in casualties.
7. Saudi officials report that the attempted drone strike on the Ras Tanura refinery was thwarted, leaving the site undamaged.
8. The correspondent states that Ras Tanura has been targeted twice in the last five days since the war began.

9. Because one of the two ballistic missiles was intercepted, the report implies the other failed to reach its target.
10. Qatar's leadership argues that, despite ongoing violence, the conflict should ultimately be resolved through negotiations rather than continued escalation.

Part 3: For questions 11–15, you will hear an interview in which a historian called Mark Connor and a writer called Judith Monroe are talking about the history of the underground railway in London. Choose the answer (A, B, C or D) which fits best according to what you hear. Write your answers in the corresponding numbered boxes on your answer sheet. (10 points).

11. *Mark says that the problems which led to the creation of the railway*

- A. resulted from poor urban planning.
- B. were similar to those we have today.
- C. typified the thinking of their age.
- D. only had one possible solution.

12. *Judith believes that the engineering methods used to make the first tunnel*

- A. worked surprisingly quickly.
- B. were too basic to be efficient.
- C. caused a minimum amount of disruption.
- D. resulted in the loss of too many homes.

13. *How does Mark feel about the public reaction when the first underground line opened?*

- A. disappointed by their reluctance to go underground
- B. struck by their willingness to tolerate lengthy journeys
- C. amused by their unfounded fears
- D. impressed by their general enthusiasm

14. *Judith and Mark both say that, during the early years of its construction, the railway*

- A. created many jobs for people.
- B. had a big influence on urban development.
- C. inspired imitators all over the world.
- D. made national heroes of its developers.

15. *What does Mark think about the railway map?*

- A. It has come to represent the city.
- B. It can confuse people unfamiliar with its format.
- C. It encourages people to use the underground.
- D. It is well designed for something so inexpensive.

Part 4: Listen to a news report about Rage-baiting. For questions 16-25, complete the summary by writing NO MORE THAN THREE WORDS taken from the recording for each answer in the space provided. Write your answers in the corresponding numbered boxes on your answer sheet. (20 points).

RAGE-BAITING

Rage-baiting is explained as a phenomenon that takes advantage of our (16) _____, especially anger, using provocative posts to trigger outrage.

One reason why we are susceptible to rage-baiting lies in our defense mechanisms. When we are stressed or (17) _____, we may react unconsciously through strategies like projection, reaction formation, or (18) _____ - channeling frustration toward less threatening targets. Social media strengthens the pattern by rewarding reactions and boosting content that gets clicks, and anger spreads quickly because it is a (19) _____.

Online platforms can create an illusion of control, so people keep engaging. Likes and replies reward the habit, and over time users may even seek out (20) _____ content as it offers a sense of familiarity, affirmation, and social connection.

(21) _____ then influence interpretation: negative content stands out, and ambiguous posts are read in ways that match existing beliefs, creating echo chambers where disagreement feels like a personal attack.

Group identity adds another force—when values or (22) _____ seem under threat, people band together to strengthen in-group loyalty while vilifying outsiders

Some anger can motivate change and take the form of (23) _____, but the boundary is blurry, and similar content can be dismissed as (24) _____. In the end, it's *us*—not the (25) _____ - who get revealed by rage-baiting. If we understand the mechanics behind it, we can pause and decide whether reacting is worth it—sometimes the best response is silence.

SECTION B: LEXICO-GRAMMAR. (40 POINTS)

Part 1: For questions 26-45, choose the correct answer A, B, C, or D to each of the following questions and write your answers in the corresponding numbered boxes on your answer sheet. (20 points)

26. Being quick on the _____, the student made rapid progress.

- A. takeover B. uptake C. take-off D. intake

27. She is in no mood of eating for the whole day after the _____ breakfast.

- A. supplement B. sufficient C. super D. substantial

28. I truly wanted to come to see you, but my friend's birthday party _____ on my parade.

- A. blew B. sank C. fell D. rained

29. I am not _____ liberty to tell you anything about his private life.

A. in B. at C. by D. on

30. Jack: Did you know Jim's car broke down on the highway late at night? Jane: Unfortunately, that's a situation anyone _____.

- A. might have to confront with B. might be confronted with**
C. might be confronted D. might have been confronted

31. Mathematics helps meteorologists to predict the weather more accurately, to calculate the speed of storms, and _____.

- A. for the wind to blow determines**
B. causes the wind blowing to determine
C. to determine what causes the wind to blow
D. determine the wind's blowing

32. Mrs Carter _____ as head teacher while Mr Andrews is in hospital.

- A. is on the verge of taking over B. is to take over**
C. will have taken over D. takes over

33. Past experience in differing social situations _____ the strength of your interpersonal skills.

- A. estimates B. deciphers C. determines D. regulates**

34. We had heard about the storm so we _____ it.

- A. were prepared with B. were prepared by**
C. prepared D. were prepared for

35. He was regarded as the most _____ of contemporary writers of fiction.

- A. dense B. daring C. extensive D. imaginary**

36. He still had _____ fat in his cheeks as he entered adolescence, which made him appear much younger than he really was.

- A. piglet B. kitten C. puppy D. bunny**

37. Samantha was dressed in a very _____ trouser suit.

- A. contemptible B. decorous C. stinging D. becoming**

38. David is going into partnership with a man he hardly knows. If he's not careful, he's likely to _____.

- A. be near the knuckle B. kick his heels**
C. get his fingers burnt D. have no backbone

39. The game will not be disrupted or _____ destroyed by the decision of a player to leave the game prematurely.

- A. fortuitously B. maliciously C. haphazardly D. offhandedly**

40. He lifted up a log and a massive great python _____ out.

- A. strutted B. slithered C. crept D. glided**

41. Nam, remember, although money is important, never do anything that is not _____.

A. above board B. under the sky C. within the square D. in the cards

42. The renewed interest in Elizabethan times is evident in the _____ of new Hollywood films set during that period.

A. spate B. hypocrisy C. transience D. demise

43. The committee tried to _____ the significance of the leaked report, but the public remained deeply concerned.

A. play down B. brush up C. phase in D. reel off

44. The president claims the new media is _____ hostile to his initiatives.

A. impalpably B. implacably C. impeccably D. implausibly

45. The proposal drew many negative comments as it _____ common sense.

A. struck a hard bargain against B. reinvented the wheel of
C. threw the book at D. flew in the face of

Part 2: For questions 46 – 55, fill each gap with the correct form of the word in brackets. Write your answers in the corresponding numbered boxes on your answer sheet. (10 points)

46. Scientists believe one day _____ travel to distant stars might be possible. (PLANET)

47. He had an almost _____ ability to detect when people were lying to him. (ERR)

48. There is no point in being _____ about the change – you have to commit. (HEART)

49. The border dispute remains _____, with neither side willing to make meaningful concessions. (TRACT)

50. By presenting the policy as a mere technical adjustment, the minister attempted to _____ what was, in effect, a major constitutional departure. (CHARACTER)

51. In trying to defend the corporation, the spokesperson only succeeded in _____ public anger and lending credibility to the allegations. (FLAME)

52. The airport is struggling to deal with a growing _____ of delayed baggage claims after the holiday rush. (LOG)

53. With neither party willing to make even a symbolic concession, the talks soon reached a complete _____. (PASS)

54. The folk _____ captivated the audience with his songs about urban isolation. (BALLAD)

55. The poet fell in love with her and _____ her in his verse. (MORTAL)

Part 3: The passage below contains 5 mistakes. Identify the mistakes and write the corrections in the corresponding numbered boxes on your answer sheet. (10 points)

Line	
1	For decades, Dubai has built itself up as a sanctuary of unadulterated

2	consumerism visited by tourists from all over the world. But now, the city
3	in the United Arab Emirates faces an existential threat, as the war between
4	the US and Israel and Iran has shaken the foundations of the “Dubai
5	dream” which so many foreigners had bought in. The UAE has borne the
6	brunt of more than two-thirds of Iran’s strikes. The state was targeted in
7	part, say analysts, for its deep military and intelligence partnerships with
8	western powers, and Dubai’s reputation as a favourite centre for global
9	finance and western holidays. “The shine has definitely been taken off,”
10	said John Trudinger, a British resident of Dubai for 16 years, who is a
11	headteacher at an Emirati school in Dubai. He employs more than 100
12	teachers from the UK and says that most have been so deeply traumatic
13	and are really struggling to cope with the sudden arrival of war in Dubai.
14	As a results, they have left and won’t come back. They are among the tens
15	of thousands of residents and tourists that has fled Dubai since the US and
16	Israel launched joint strikes on Iran almost two weeks ago. However, a
17	large proportion of the city’s migrant workers do not have that privilege.

Source: Adapted from <https://www.theguardian.com/world/2026/mar/11>

Question	Line	Mistake	Correction
56.			
57.			
58.			
59.			
60.			

SECTION C: READING (60 points)

Part 1: For questions 61-70, read the following passage and decide which option (A, B, C or D) best fits each gap. Write your answers in the corresponding numbered boxes on your answer sheet. (10 points)

The mystique surrounding Henry Ford makes it difficult to (61) _____ his true motivations, but the wage increases benefited the company in many ways. In addition to motivating his workers, Ford was, by giving his employees more (62) _____ income (or any at all), also creating a consumer base for his product. He later claimed that with the \$5 day “we really started our business, for on that day we first created a lot of customers.” But he was also (63) _____ by the Progressive and populist

movements and may truly have been animated by (64) _____. “Our company is making enough money to do some good in the world,” he said, “and I’m glad to do it.”

Still, his generosity, it soon emerged, came with strings. What few noticed on January 5 was that workers did not automatically (65) _____ for the raise just by doing their jobs. Women, who had been earning on average \$2.04 per day, did not qualify at all. “I consider women only a (66) _____ factor in industry,” Ford explained. “I pay our women well so they can dress attractively and get married.” Men would have to live in Detroit and work at the plant for six months before they could (67) _____ the full amount.

Even then they had to meet Ford’s social standards to (68) _____. He shared the worry of many of the wealthy that laborers would (69) _____ their enlarged paychecks on vice and cheap thrills. Lee explained that the money might “work a tremendous handicap along the paths of rectitude and right living and would make them a (70) _____ to society, and so it was established at [the] start that no man was to receive money who could not use it advisedly and conservatively.”

- | | | | |
|--------------------|---------------|------------------|----------------|
| 61. A. engage | B. pinpoint | C. underestimate | D. favor |
| 62. A. predisposal | B. imposing | C. possible | D. disposable |
| 63. A. influenced | B. touched | C. lead | D. mislead |
| 64. A. ferocity | B. generosity | C. greed | D. malice |
| 65. A. get | B. meet | C. quantify | D. qualify |
| 66. A. strong | B. temporary | C. false | D. unnecessary |
| 67. A. earn | B. deserve | C. score | D. demand |
| 68. A. benefit | B. help | C. advance | D. promote |
| 69. A. invest | B. save | C. squander | D. double |
| 70. A. convenience | B. presence | C. foray | D. menace |

Source: The Vocabulary Files C1

Part 2: For questions 71-80, fill each of the blanks with ONE suitable word. Write your answers in the corresponding numbered boxes on your answer sheet. (10 points).

The richest person in history

Although Jeff Bezos and Bill Gates are super rich by modern standards, (71) _____ is by any means the richest person of all time. In fact their huge fortunes are dwarfed by the wealth of Mansa Musa, the 14th-century West African ruler. Born in Mali in 1280, Musa was born (72) _____ a dynasty of rulers. When his ruling brother abdicated in 1312, taking some 2,000 ships with him to find out what lay on the other side of the Atlantic Ocean, Mansa Musa (73) _____ the throne.

Musa Keita I amassed a vast fortune from the plentiful resources found throughout his territory, such as gold and salt. His incredible wealth was, however,

(74) _____ one part of his incredible legacy. He was a devout Muslim and (75) _____ such undertook his pilgrimage to Mecca in 1324. The sheer scale of the endeavour is breathtaking (76) _____ reported figures of 60,000 soldiers, entertainers and other civilians, and as many as 12,000 slaves making up the enormous caravan. Musa lavished so much gold (77) _____ some places when he visited that he allegedly destabilised their economies. By the time he returned to Mali, he had been elevated to near legendary status and his fame had (78) _____ to all corners of the world.

The Catalan map of 1375 depicted the ruler holding a sceptre and a gleaming gold nugget. (79) _____ today, mosques, mausoleums and libraries can be found, monuments that were built by the richest person who (80) _____ lived.

Source: Adapted from Use of English by Michael Macdonald

Part 3: For questions 81-90, read the following passage and circle the best answer to each of the following questions. Write your answers in the corresponding numbered boxes on your answer sheet. (15 points).

Bioluminescence

Bioluminescence, or “living light,” is produced by a number of organisms. It is most common among marine creatures, especially deep-sea fish. In fact, 90% of deep-sea marine life is estimated to produce bioluminescence in one form or another. Among land animals, the most familiar light-emitting organisms are certain adult insects known as fireflies and their larval forms, known as glowworms. Bacteria, protozoa, crustaceans, fungi, and mollusks all have species that emit light. The only groups that do not display bioluminescence are freshwater fish, mammals, birds, reptiles, amphibians, and leafy plants.

Bioluminescence is produced when a pigment called luciferin is combined with oxygen in the presence of an enzyme called luciferase. When other chemicals take part in the reaction, the color of the light changes, ranging from yellow-green to blue, blue-green, green, violet, and red. Bioluminescence is often called “cold light” because almost no energy is lost as heat. It compares favorably in efficiency with fluorescent lighting.

Some organisms, such as fungi, emit a steady glow. Others, such as fireflies, blink on and off. Certain types of bacteria that grow on decomposing plants produce a shimmering luminescence. The popular name for this eerie light is “foxfire.” Some organisms, such as dinoflagellates, emit light only when disturbed. When a ship plows through tropical waters at night (particularly in the Indian Ocean), millions of these single-cell algae light up, producing the “milky sea” phenomenon, a softly glowing streak in the wake of the ship.

In some species, the role of bioluminescence is obvious. Fireflies and marine fire worms use their light to attract mates. The anglerfish uses a dangling luminous organ to attract prey to come within striking distance. The cookie cutter shark utilizes a bioluminescent patch on its underbelly to appear as a small fish to lure large predatory fish such as tuna and mackerel, and when these fish try to consume the “small fish,” they are attacked by the shark. The bobtail squid uses its bioluminescence as nighttime camouflage. When viewed from below, its spots of light blend in with the light of the stars and the moon. Some squids use luminous fluids to confuse and escape from predators in the same way that other squids use their dark ink. [A] It is widely believed that many of the creatures that live in the dark depths of the ocean developed the ability to produce light simply as a way to see around them. [B] Most deep-sea creatures produce blue and green light, and unsurprisingly, the light of those colors has the most powerful penetrating power in water. [C] The only cave-dwelling creature capable of generating light is a New Zealand glowworm. [D]

The reasons why fungi, bacteria, and protozoa are able to glow are more obscure. Perhaps, at one time, it was a way to use up oxygen. Millions of years ago, before green plants created oxygen, there was little of that gas in the atmosphere, and living creatures could not use it. Indeed, it may have been poisonous to some creatures. As more oxygen was created by green plants, new types of life developed that could breathe it. Some species died off, while other species developed techniques such as bioluminescence to reduce the amount of oxygen in their immediate environment and thus survive in the richer atmosphere. **These organisms** have since adapted and are no longer poisoned by oxygen, so their bioluminescence is no longer functional.

Through genetic engineering, scientists have been able to produce bioluminescence in species that do not naturally have it, such as tobacco plants. This ability was originally developed as a way to trace the movement of substances through a living plant, but other uses have been suggested. Some people have proposed lining highways with glowing trees to save electricity. Others have proposed producing luminous ornamental plants for the lawn or garden, or even pets such as goldfish, mice, and rabbits that glow in the dark. Scientists are also studying bioluminescent organisms in order to learn how to produce light chemically without producing heat. Someday homes may be lit with lamps based on a method of creating light suggested by bioluminescent creatures.

Source: The Complete Guide to the TOEFL iBT by Bruce Rogers, 2007

81. Which of the following groups do NOT have representatives that produce bioluminescence?

- A. Adult insects and their larvae
- B. Deep-sea fish and other ocean organisms
- C. Bacteria and protozoa
- D. Reptiles and birds

82. *In paragraph 2, the author compares bioluminescence to fluorescent lighting because the two forms of lighting*

- A. produce about the same amount of light
- B. are almost equally energy efficient
- C. both require oxygen to produce light
- D. are produced with similar chemicals

83. *The word **eerie** in the passage is closest in meaning to _____.*

- A. strange
- B. dim
- C. steady
- D. greenish

84. *What can be inferred about dinoflagellates from the information in paragraph 3?*

- A. They are found only in the Indian Ocean.
- B. Their light blinks on and off like fireflies.
- C. They are most common in warm water.
- D. Millions of them are destroyed by passing ships.

85. *The phrase **the wake of the ship** in the passage is closest in meaning to the _____.*

- A. interior of the ship
- B. track left by the ship in the water
- C. course that the ship will follow
- D. water in the bottom of the ship

86. *Which of the following sentences best expresses the essential information in the sentence below?*

The cookie cutter shark utilizes a bioluminescence patch on its underbelly to appear as a small fish to lure large predatory fish such as tuna and mackerel, and when these fish try to consume the “small fish”, they are attacked by the shark.

- A. The bioluminescence of a cookie cutter shark attracts small fish, which in turn attract predators such as the tuna and mackerel, which the shark can then attack.
- B. The glowing patch on a cookie cutter shark attracts large predatory fish that the shark can then prey on.
- C. The cookie cutter shark uses its bioluminescence to frighten off large, dangerous predators such as the mackerel and the tuna.
- D. Large, predatory fish such as sharks are attracted by the sight of small fish.

87. *In paragraph 4, how does the author explain the way some squids use their bioluminescent secretions?*

- A. By comparing it to an everyday activity that most readers have experienced

- B. By providing the example of the bobtail squid
- C. By comparing it with the way some squids use another type of secretion
- D. By explaining the chemical composition of this secretion

88. The phrase “**These organisms**” in paragraph 5 refers to species that

- A. no longer use bioluminescence
- B. became extinct millions of years ago
- C. create their own oxygen
- D. once used bioluminescence to use up oxygen

89. Which of the following is NOT one of the possible uses for artificial bioluminescent organisms mentioned by the author in paragraph 6?

- A. to create glow-in-the-dark pets
- B. to light houses in an efficient way
- C. to provide light along highways
- D. to produce glowing ornamental plants

90. Which of the following square brackets [A], [B], [C], or [D] best indicate where in the passage the sentence “**For some reason, however, bioluminescence is not common in the unending darkness of caves**” can be inserted?

- A. [A]
- B. [B]
- C. [C]
- D. [D]

Part 4: For questions 91-100, read the passage and do the following tasks. Write your answers in the corresponding numbered boxes on your answer sheet. (15 points).

Public art programs: research update

Section A

Researcher Howard Spector suggests that active art experiences benefit all age groups by providing individuals with the means to freely and creatively express themselves. Self-expression, in turn, promotes individuality, bolsters self-confidence and improves motivation and attitudes towards academic performance. Both active and passive art experiences can provide the benefits of discovery, stimulation and relaxation (Oliphant 2000). Furthermore, people's participation in art enhances their development and expands their thoughts about culture. In short, art can make individuals more socially conscious.

Section B

Communities committed to providing opportunities for experiencing art are considered more livable because they are attractive to businesses and industry and they offer a higher quality of life for residents (Riley 2002). Tourism is strongly linked to art; art is believed to stimulate tourism in a community, and vice versa. Art-related tourism generates tourists and revenue, attracts high-income consumers, extends the tourist season and is a "green" form of the industry (Hughes 2000). Revitalization efforts have increased in many cities because of the strong presence of art opportunities. Art programs can be highly effective

in reducing community problems related to delinquent behavior and truancy in youth (Spector 2000). The Philadelphia Department of Recreation Mural Arts Program (MAP) is one such program. It began in the early 1980s when the city undertook to remove graffiti in the city while creating a positive, productive and creative outlet for adjudicated graffiti artists, as they used their talents to beautify public spaces through the creation of murals, instilling a sense of pride, excellence, diligence and civic responsibility.

Section C

In recognition of these and other benefits, communities are finding many ways to ensure that the public is provided with opportunities to experience art. Public art programs are one way. These programs are typically administered by government, which commissions or mandates works of art for display in public spaces. Public art works can include street furniture, decorations, paving and landmarks, and may take on many forms, including sculpture, decorative ironwork, mosaic flooring and murals. The primary purpose of public art is to bring art into everyday life, to energize public spaces and to arouse society's thinking and imagination.

Section D

Despite the significant benefits that art participation can offer to individuals and communities, only 35 percent of the American adult population visit museums or galleries at least once during the year, and only about 25 percent attend a live performance (Bradshaw 1998). Even fewer (14 percent) participate directly in photography, painting, drawing, sculpting, dance (other than ballet), creative writing or classical music. If art experiences are so beneficial, why aren't more people participating?

To help researchers shed light on this question, the RAND Corporation, a nonprofit institution that helps improve policy and decision-making through objective research and analysis, developed "A Behavior Model of the Participant Decision", which can be used to investigate people's inclinations about participating in an art activity (Yoshitomi 2000). According to Yoshitomi, each person has a disposition related to his or her interest in engaging in an art activity; a person's disposition is based on sociodemographic characteristics, social or cultural identity, personality and previous experience. The RAND model clusters participants into three groups according to their disposition toward art participation: those disinclined to participate; those inclined to participate; and those currently participating.

Section E

The RAND findings reveal that the disinclined perceive themselves as being uncomfortable or unfamiliar with art. This disposition might occur among people who do not value art and who have not received art education, or who perceive themselves as unsophisticated or lacking skill to participate. The inclined are interested in participating, but may be constrained by particular barriers such as cost, time, and proper attire. Current

participants are those who are involved, and influence or encourage others to participate. Researchers suggest that a strong relationship exists between childhood and adult art participation rates. Individuals with a greater number of childhood art experiences are more likely to have higher rates of participation as adults. Although 90 percent of Americans believe art instruction is important for children and should be offered in schools, almost 40 percent of schools either offer no art instruction or have art instructors with no formal art training.

Section F

One recreation organization working to make sure children get exposed to art is the Boys and Girls Clubs of America, which offer two innovative programs: The National Photography Program and the National Fine Arts Exhibit. Both are designed to get children excited about art. The photography program promotes new art that is technologically produced, including video and computer graphics, but primarily focuses on photography. The program provides club members with the opportunity to achieve personal growth and receive artistic recognition through instruction in photography. Participants also display their work at local, regional and national photography contests. The second program is the Fine Arts Exhibit. This encourages artistic expression, creativity, cultural appreciation and the development of artistic skills through classes, special events, exhibits and competitions. It allows participants to explore a variety of mediums, including drawing, painting, print making, collage and sculpture. Because art experiences provide so many important benefits to individuals and communities, it is important for community programs to facilitate opportunities and provide encouragement to increase participation in a variety of programs.

Source: Facebook post by IELTS Prediction VN.

Questions 91–96

The reading passage has six paragraphs, A–F.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, i–viii, in boxes 91–96 on your answer sheet.

- i.** Interpreting the research behind who is participating in art activities
- ii.** How sales of artwork have increased in many countries
- iii.** Two opportunities for getting kids involved in art activities
- iv.** How art can be made accessible to the public
- v.** Developing a model to explain the lack of participation in art
- vi.** The connection between art and media
- vii.** How involvement with art affects well-being and attitudes
- viii.** How art makes communities safer and more vital

91. Section A

92. Section B

93. Section C _____
94. Section D _____
95. Section E _____
96. Section F _____

Questions 97–100

*Look at the following statements (**Questions 97–100**) and the list of researchers below. Match each statement with the correct researcher, A–F. Write the correct letter, A–F, in boxes 97–100 on your answer sheet.*

97. Art activities can contribute to lowering negative incidents associated with juvenile crime.
98. Art can bring money and visitors into a community.
99. Commercial interests are drawn to areas that emphasize public art.
100. Art activities can both energize and calm people.

List of Researchers

- A. Spector
B. Oliphant
C. Riley
D. Hughes
E. Bradshaw
F. Yoshitomi

Part 5: *For questions 101–110, read the following passage and choose from the sections (A–E). The sections may be selected more than once. Write the letter A, B, C, D or E in the corresponding numbered boxes on your answer sheet. (10 points).*

Food budgeting

Five people tell us about different approaches to getting their weekly food shopping

A: Freeganism

As a devoted advocate of 'freeganism', I wholeheartedly embrace a unique approach to food budgeting that focuses on minimising waste and maximising resourcefulness. For me, it is a lifestyle choice aimed at reducing my ecological footprint while keeping my expenses in check. Instead of succumbing to the lure of consumerism, I actively seek out discarded food items that are still perfectly edible but have been put in waste bins nevertheless. Through activities such as collecting edible food from waste bins and participating in food-sharing networks, I am able to obtain a fantastic range of nourishment that would otherwise go to waste. My commitment to freeganism requires a keen eye for understanding the difference between spoiled food and food that can be eaten, thus ensuring that I consume only safe and healthy provisions. By reframing my perception of waste and adopting a resourceful mindset, I am able to enjoy fewer

limitations on the food I can eat. This approach also fosters a profound sense of belonging to a community of freegans who stay in touch with and support each other.

B: Coupons

As a clever practitioner of the art of using coupons to save money on food – also known as couponing – I have honed my skills in the pursuit of effective food budgeting. Armed with a range of meticulously collected and organised coupons, I embark on my shopping ventures with a steady determination to extract maximum value from every penny spent. My tireless efforts in looking through newspapers, magazines and online platforms enable me to benefit from numerous discounts, special offers and promotional deals. With a discerning eye for strategic savings, I meticulously plan my grocery shopping list to align with the available coupons. By skilfully combining these tangible vouchers with ongoing store discounts, I am able to obtain as many price reductions as possible at the checkout counter. Such careful planning translates into tangible monetary savings that accumulate over time, enabling me to stretch my food budget far beyond the limits that would otherwise be on it.

C: Bulk buying

The art of bulk buying has become my hallmark when it comes to smart food budgeting. By purchasing wholesale quantities of food, I am able to achieve substantial savings while maintaining well-stocked food cupboards. I recognise that economies of scale can allow me to secure essential food items, things that don't go off for a long time, and household necessities at significantly reduced prices. In my quest for the best savings, I meticulously compare prices and seek out wholesale suppliers, whether online or at brick-and-mortar establishments. By purchasing larger quantities of goods, I am not only able to negotiate better deals but also reduce the frequency of my shopping trips, which saves me both time and money. However, the rewards of my bulk-buying endeavours are, above all, enhanced cost efficiency and peace of mind. I know that my provisions are readily available at a fraction of the regular cost.

D: Shopping around

I diligently practise the art of shopping around to master the realm of food budgeting. Rather than succumbing to the convenience of shopping at a single store, I enjoy the adventure of exploring multiple establishments in pursuit of the best deals and the most favourable prices. Armed with a discerning eye and a carefully compiled shopping list, I make my way around the bustling aisles and vibrant marketplaces, adeptly comparing prices, scrutinising quality and weighing up the overall value offered. Through this relentless pursuit of amazing savings, I am able to capitalise on the dynamic nature of the food market. By keeping my finger on the pulse of prevailing prices and staying informed about discounts and promotions, I can artfully coordinate my purchases to secure the most advantageous deals. I am not only limited to physical stores but also love the convenience

and accessibility of online platforms. By making use of the internet, I can effortlessly compare prices across various retailers, read customer reviews and make informed decisions that align with my budgetary goals.

E: Meal planning

One effective approach to food budgeting is meal planning. This involves carefully designing and organising your meals for a specific period of time, such as a week or a month. This method allows you to make the most of your budget by efficiently utilising ingredients and minimising waste. When practising meal planning, start by creating a menu for the desired time frame. Consider the number of meals you need to prepare and the dietary requirements of your household members. Next, make a detailed grocery list based on the planned meals, taking stock of the ingredients you already have at home to avoid unnecessary purchases. Meal planning provides several benefits beyond budgeting. By having a clear plan in advance, you can shop for ingredients in bulk, taking advantage of cost-effective options and discounts. Additionally, it helps to eliminate the costs associated with impulsive purchases and minimises food waste, as you only buy what you truly need. To further improve your meal planning, consider incorporating versatile ingredients that can be used in multiple dishes. This allows you to stretch your budget even further and create diverse meals from a limited number of items.

Source: Reading: CPE 8 Practice Tests (Prosperity Version, 2023).

In which section are the followings mentioned?

- 101. _____ using technology, amongst other things, to compare food items
- 102. _____ structured and conscious food preparation
- 103. _____ the need to know how to avoid food-related illnesses
- 104. _____ a lack of loyalty to one particular food retailer
- 105. _____ a method that brings the greatest financial benefits when it is used long-term
- 106. _____ not needing to devote as much time to food shopping as one otherwise would
- 107. _____ the psychological effects of using a specific method
- 108. _____ using information from a combination of print materials and the internet.
- 109. _____ the distribution of food amongst a connected group of people
- 110. _____ how to combat the additional expense of spontaneous purchases

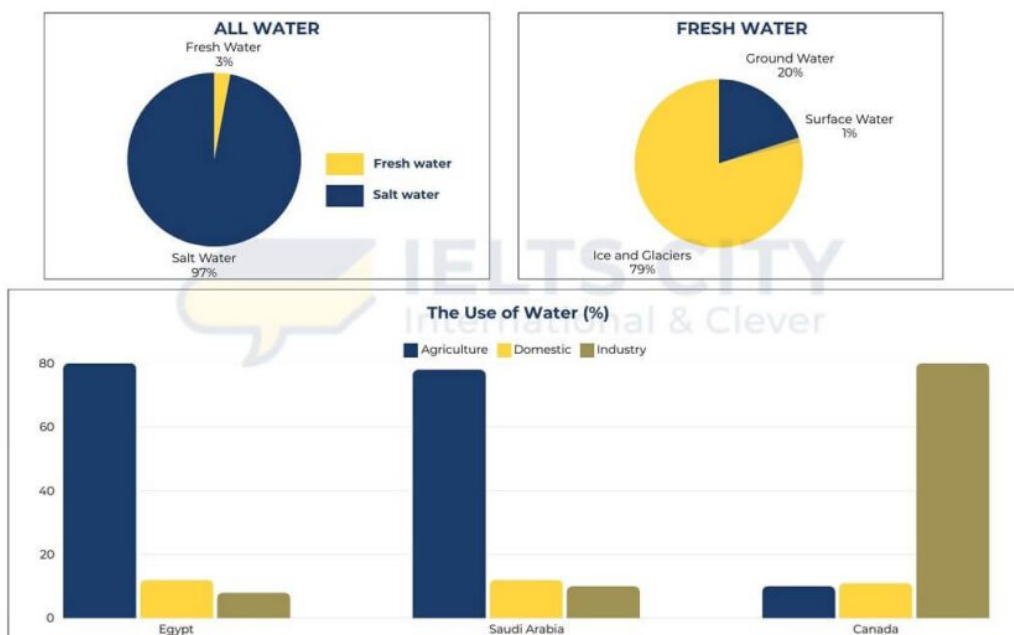
SECTION D: WRITING (50 points)

Part 1: (20 points).

The charts below show the distribution of the world's water and the use of water in three countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words. Write your answer on the answer sheet.

Distribution of the World's Water



Part 2: Essay writing. (30 points).

Throughout history, people have dreamed of living in a perfect society, but nobody has agreed on what an ideal society would look like. What do you think is the most important element needed to make a society perfect? How can the ideal society be achieved?

Write an essay of about 250 words to present your opinion. Give reasons and include any relevant examples and explanations to support your answer. Write your answer on your answer sheet.

_____HẾT_____