

I. Vocabulary

1. The contractor found a way to _____ the building regulations, exploiting a legal loophole that had gone unnoticed by municipal authorities for years.
(A) benefit
(B) circumvent
(C) overrule
(D) infringe
2. A series of unforeseen logistical failures _____ the relief operation, yet field coordinators managed to reroute essential supplies through an alternative network.
(A) derailed
(B) framed
(C) howled
(D) suspended
3. The union negotiators used the threat of a strike as _____, pressing management to address longstanding grievances over compensation and working conditions.
(A) leverage
(B) influence
(C) incentive
(D) coercion
4. Crossing the _____ of fifty employees triggered new compliance obligations for the firm, yet its administrative infrastructure was wholly unprepared for the regulatory burden.
(A) benchmark
(B) criterion
(C) parameter
(D) threshold
5. The ruling set a significant legal _____, but constitutional scholars cautioned that its implications for privacy rights remained ambiguous and would require further clarification.
(A) verdict
(B) precedent
(C) statute
(D) mandate
6. The patient's _____ response to treatment alarmed the medical team, yet no underlying cause had been identified despite exhaustive diagnostic testing.
(A) chronic
(B) sporadic
(C) erratic
(D) volatile



7. The whistleblower revealed that a _____ surveillance program had been operating within the agency, systematically collecting data on employees without their knowledge or consent.
- (A) covert
 - (B) illicit
 - (C) discreet
 - (D) concealed
8. The financial gain from the merger proved _____, offset by the steep restructuring costs that had been grossly underestimated in the original feasibility report.
- (A) magnified
 - (B) nominal
 - (C) strategic
 - (D) nimble
9. The mountain rescue was described as _____, but the team pushed through deteriorating weather conditions to reach the stranded climbers before nightfall.
- (A) stringent
 - (B) panicking
 - (C) growling
 - (D) arduous

II. Grammar

10. By the time she retired, she _____ countless negotiations on behalf of the company, though she had never once lost her temper in public.
- (A) led
 - (B) has led
 - (C) was leading
 - (D) had led
11. If the government _____ stricter regulations on emissions, the air quality in major cities would improve dramatically.
- (A) imposes
 - (B) imposed
 - (C) will impose
 - (D) would impose
12. The journalist _____ investigation exposed the corruption scandal later received an award for her courage.
- (A) who
 - (B) which
 - (C) whose
 - (D) that

13. The controversial policy _____ extensively in parliament before it is finally put to a vote next month.
(A) will be debated
(B) will debate
(C) is debating
(D) has debated
14. The spokesperson announced that the merger _____ finalized within the next quarter, despite ongoing legal disputes.
(A) is
(B) was
(C) will be having
(D) would be
15. After years of struggling financially, the startup finally adjusted to _____ within a tight budget without compromising on quality.
(A) operate
(B) operating
(C) operated
(D) have operated

III. Language Teaching and Learning

16. Students are asked to predict difficulties before completing a listening task, monitor their comprehension while listening, and evaluate which strategies were effective afterwards. According to Oxford's taxonomy and contemporary research on self-regulated learning, this instructional sequence primarily develops learners' _____.
(A) cognitive strategies
(B) compensation strategies
(C) metacognitive strategies
(D) affective strategies
17. A CLIL teacher notices that students successfully understand scientific concepts but rely heavily on memorized sentence frames and rarely produce extended explanations. According to the 4Cs Framework, which dimension requires the greatest instructional attention?
(A) Content
(B) Communication
(C) Cognition
(D) Culture

18. A curriculum developer begins by identifying transfer goals and acceptable evidence of learning before selecting instructional activities. This approach is most consistent with _____.
- (A) Tyler's Objectives Model
 - (B) Backward Design
 - (C) Communicative Language Teaching
 - (D) Competency-Based Language Teaching
19. Which pair of teaching approaches is most likely to differ in their treatment of grammatical errors during communicative activities?
- (A) Communicative Language Teaching and Task-Based Language Teaching
 - (B) Genre-Based Approach and Process Approach
 - (C) Grammar-Translation Method and Audio-Lingual Method
 - (D) Communicative Language Teaching and Audio-Lingual Method
20. A researcher argues that children's language development cannot outpace their conceptual understanding of the world. This view is most closely associated with _____.
- (A) Piaget
 - (B) Chomsky
 - (C) Skinner
 - (D) Krashen
- IV. Phrasal Verbs and Idiomatic Expressions
21. The principal urged teachers not to _____ students' concerns simply because they appeared trivial.
- (A) put off
 - (B) bring about
 - (C) carry out
 - (D) brush aside
22. The researcher was able to _____ a subtle distinction between language acquisition and language learning that many readers had overlooked.
- (A) break down
 - (B) take over
 - (C) bring out
 - (D) give in
23. Several schools have begun to _____ project-based learning in response to the new curriculum guidelines.
- (A) phase in
 - (B) phase out
 - (C) look over
 - (D) hand in

24. The committee decided to _____ the implementation of the new assessment policy until additional training had been provided.
- (A) take after
(B) put off
(C) carry on
(D) bring up
25. The unexpected findings _____ several widely accepted assumptions in second language acquisition research.
- (A) put up with
(B) came up with
(C) ran out of
(D) called into question

V. Cloze

Passage 1

Black-faced Spoonbills occur in Kinmen primarily because of the convergence of migratory dynamics and suitable wintering habitat conditions. As a migratory waterbird breeding in higher-latitude regions of East Asia, the species moves southward during winter, and Kinmen is strategically __26__ within this flyway system. In addition, Kinmen provides extensive shallow-water foraging habitats—including intertidal flats, estuarine zones, fishponds, and wetlands—that align closely with the spoonbill’s __27__ feeding strategy, in which the bill is swept laterally through the water to detect and capture prey such as small fish and crustaceans. The relative stability of trophic resources in these habitats further supports energetic maintenance __28__ the non-breeding season. As a globally threatened species, the Black-faced Spoonbill __29__ heavily on the continued protection of such limited wintering sites. Kinmen also offers low-disturbance roosting and resting sites suitable for group __30__, an important behavioral feature of the species during winter. At a broader spatial scale, Black-faced Spoonbills rely on a network of coastal wetlands rather than a single site; Kinmen functions as a key node within this regional wintering network.

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| 26. (A) divided | (B) situated | (C) isolated | (D) misplaced |
| 27. (A) visual | (B) chemical | (C) tactile | (D) acoustic |
| 28. (A) despite | (B) without | (C) beyond | (D) throughout |
| 29. (A) competes | (B) thrives | (C) depends | (D) struggles |
| 30. (A) aggregation | (B) dispersal | (C) hibernation | (D) reproduction |

Passage 2

Although piano performance, sketching, and Chinese calligraphy belong to different fields of art, brain science suggests they all share a common foundation: a tightly linked system joining the hands, the senses, and sustained attention. In each activity, the hand performs the action while the eyes or ears supply constant __31__, and the mind notices small mistakes as they happen. Because of this overlapping demand, every practice __32__ on areas of the brain devoted to coordination and to deliberate planning. Yet each activity also asks something

special of the body and mind: piano calls for split-second timing, sketching calls for visual judgment, and calligraphy calls for disciplined hand technique. At the keyboard, a pianist must keep both hands moving independently while listening closely and anticipating what comes next, a skill that depends heavily on a __33__ sense of rhythm. __34__ sketching, an artist studies proportion, light, and shadow, translating a three-dimensional scene onto a flat page through patient observation. In calligraphy, a writer adjusts the pressure of the brush, the order of strokes, and the balance of the whole composition, requiring quiet concentration and fine motor __35__. Taken together, these three pursuits build both a shared flexibility of mind and their own special strengths. Piano, sketching, and calligraphy should therefore be seen not as interchangeable pastimes but as different paths toward a more complete development of mind and body.

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| 31. (A) response | (B) feedback | (C) output | (D) instruction |
| 32. (A) relies | (B) lingers | (C) flips | (D) drives |
| 33. (A) careful | (B) gradual | (C) keen | (D) rapid |
| 34. (A) Before | (B) Once | (C) Since | (D) When |
| 35. (A) precision | (B) stamina | (C) exultation | (D) rigidity |

VI. Reading Comprehension

Reading 1

In ancient Mesopotamia, bronze was far more than a useful material for tools and weapons. Archaeologists and historians now argue that control over bronze production helped early rulers build and maintain political power. Understanding how bronze was made, who controlled it, and how it was used reveals a great deal about the structure of early Mesopotamian states.

Bronze is an alloy made primarily of copper and tin. Producing it required several stages: mining or acquiring the raw metals, smelting them at high temperatures, combining them in the correct proportions, and casting the resulting alloy into finished objects. This process demanded specialized knowledge that only a small number of skilled workers possessed. It also required materials that were not available locally. Southern Mesopotamia, the region around cities such as Ur and Uruk, had fertile land and abundant water, but it lacked natural deposits of copper and tin. As a result, these metals had to be brought in from distant regions, including Anatolia (in modern-day Turkey), the Iranian Plateau, and areas along the Persian Gulf. Because raw materials had to travel such long distances, only well-organized institutions—particularly royal palaces and temples—had the resources and connections needed to secure a steady supply. This gave these institutions significant influence over the entire bronze-making process, from importing raw metal to distributing finished goods.

This influence operated in three main ways. The first involved military power. Bronze was used to make weapons such as spearheads, axes, and armor, which were essential for warfare and for maintaining control over territory. From the Early Dynastic period (roughly 2900–2350 BCE) through the later Neo-Assyrian Empire (911–609 BCE), rulers who controlled the production and distribution of metal weapons had a clear military advantage over

rival cities and states. The second way involved the organization of labor. Archaeological excavations have uncovered workshops located near palaces and temples where bronze objects were produced. Workers in these workshops were often paid in rations of food, such as barley or oil, rather than wages. This system allowed institutions to closely supervise skilled laborers, ensuring that valuable bronze production remained under direct political control rather than being left to independent craftspeople. The third way involved religion and royal image-making. Temples commissioned bronze statues of gods, and rulers had bronze plaques, ceremonial vessels, and decorative fittings made for palaces and religious buildings. These objects were not simply decorative; they visually communicated a ruler's connection to divine authority and reinforced the idea that political power was legitimate and supported by the gods.

Taken together, these three uses—military, administrative, and religious—show that bronze was deeply connected to how power functioned in Mesopotamian society. Rulers did not just use bronze; they organized entire networks of trade, labor, and craftsmanship around it. Securing copper and tin meant maintaining trade relationships with distant regions. Supervising production meant managing workers and resources within the city. Commissioning religious and ceremonial objects meant shaping how the public perceived royal and divine authority. In this way, a single material connected very different parts of Mesopotamian political life.

This pattern was not unique to Mesopotamia. Many archaeologists studying early states in other parts of the world have observed similar relationships between metal technology and political organization. When a valuable material requires complex production methods and long-distance trade, the institutions that can organize and control these processes often gain considerable political advantages over those that cannot. Mesopotamian bronze production offers one of the clearest and earliest examples of this broader pattern, showing how a technological development can become deeply intertwined with the rise and maintenance of state power.

36. The word “alloy” in paragraph 2 is closest in meaning to:

- (A) a mixture of two or more metals
- (B) a chemical reaction to heat or cold
- (C) a type of furnace for refining metals
- (D) a mining technique in ancient Mesopotamia

37. According to paragraph 2, why did southern Mesopotamia depend on long-distance trade for bronze production?

- (A) The region lacked natural deposits of copper and tin.
- (B) Local rulers preferred imported goods for prestige reasons.
- (C) The region of southern Mesopotamia had no skilled metalworkers.
- (D) Trade routes in southern Mesopotamia were required by religious law.

38. Based on paragraph 3, why were workers in bronze workshops often paid in rations rather than wages?
- (A) Money at that time had not yet been invented in Mesopotamia.
 - (B) Workers in the area still preferred payment in real goods over currency.
 - (C) Rations allowed institutions to maintain closer supervision and control over production.
 - (D) Rations in ancient Mesopotamia were strongly required by international trade agreements.
39. Which of the following can be inferred from paragraph 3 about bronze workshops?
- (A) They operated independently of any political institution.
 - (B) They were generally located far from cities to avoid royal interference.
 - (C) They primarily produced agricultural tools rather than weapons or ceremonial items.
 - (D) They were positioned near centers of power so that production could be closely monitored.
40. Why does the author mention the Early Dynastic period and the Neo-Assyrian Empire in paragraph 3?
- (A) To explain why bronze was eventually replaced by iron
 - (B) To argue that bronze weapons became less important over time
 - (C) To compare Mesopotamian warfare with that of other ancient civilizations
 - (D) To show that the military significance of metal weapon production persisted across a long span of Mesopotamian history
41. According to the passage, what was one purpose of bronze statues and ceremonial objects commissioned by temples and rulers?
- (A) To serve as currency in trade with people in other regions
 - (B) To visually reinforce a ruler's connection to divine authority
 - (C) To replace written records of royal decrees stored in palaces
 - (D) To provide raw and quick material for producing future weapons
42. What does the author suggest in the final paragraph about the relationship between technology and political power in early states generally?
- (A) This relationship was unique to Mesopotamia and not observed elsewhere.
 - (B) Most early states avoided relying on valuable materials to maintain power.
 - (C) Complex, resource-demanding technologies often gave organized institutions a political advantage in many early societies.
 - (D) Political power in early states in Mesopotamia was based primarily upon religious authority rather than material resources.

Reading 2

For much of the twentieth century, sporting excellence was regarded as a relatively straightforward concept. Victory was commonly interpreted as the outcome of superior physical ability, rigorous training, and unwavering determination. Athletes who consistently outperformed their competitors were widely admired not merely for their achievements but also for embodying ideals of discipline, perseverance, and fair play. Although technological innovation influenced sporting equipment and facilities, such developments were generally viewed as peripheral rather than transformative.

Over the past three decades, however, the relationship between athletic performance and technology has become increasingly complex. Elite athletes now compete within ecosystems shaped by biomechanical analysis, artificial intelligence, wearable sensors, nutritional science, and sophisticated recovery protocols. Training decisions that were once guided primarily by coaches' intuition are increasingly informed by predictive algorithms capable of identifying subtle physiological changes long before they become visible to the human eye. As a result, success in modern sport depends not only on an athlete's physical capabilities but also on the expertise of multidisciplinary teams that include data scientists, psychologists, physiologists, and engineers.

This transformation has prompted a fundamental philosophical question: when athletic performance is increasingly optimized through technological intervention, what exactly should be regarded as the object of admiration? Some scholars argue that technological assistance merely extends humanity's long-standing pursuit of excellence. From this perspective, innovations such as carbon-fiber prosthetic limbs, altitude simulation chambers, and real-time biometric monitoring differ only in degree, rather than in kind, from earlier developments such as synthetic running tracks or advanced footwear. Human achievement has always depended, to some extent, on technological progress.

Others remain unconvinced. They contend that contemporary sports risk shifting public admiration away from athletes themselves and toward the technological systems that support them. If two competitors possess nearly identical physiological capacities, yet one benefits from vastly superior analytical tools, financial resources, and scientific expertise, can the resulting performance still be interpreted as an expression of individual excellence? Critics further argue that technological advantages often mirror broader socioeconomic inequalities, enabling wealthier sporting organizations to accumulate competitive advantages unavailable to less affluent nations or institutions. Under such circumstances, victory may increasingly reflect disparities in technological infrastructure rather than differences in athletic ability.

The issue becomes even more complicated when artificial intelligence begins to influence strategic decision-making during competition itself. Machine-learning systems are already capable of analyzing opponents' tactical tendencies, predicting injury risks, and recommending real-time adjustments during matches. While proponents regard these developments as natural extensions of evidence-based coaching, opponents question whether excessive reliance on algorithmic recommendations diminishes the very uncertainty that has

historically made sport compelling. Spectators have long admired athletes not only because they perform extraordinary physical feats but also because they make difficult decisions under conditions of uncertainty. If those decisions become progressively delegated to predictive technologies, some argue that an essential element of sporting excellence may gradually disappear.

Yet it would be misleading to conclude that technology inevitably undermines sport. Historically, nearly every major technological innovation—from electronic timing systems to video assistant referees—has initially generated controversy before eventually becoming normalized. What distinguishes current developments is not simply their sophistication but their capacity to influence cognitive processes traditionally regarded as uniquely human. Consequently, the debate surrounding technology in sport is no longer confined to questions of fairness or competitive balance; it increasingly concerns the philosophical meaning of human achievement itself.

Perhaps, then, the central question is not whether technology should be incorporated into sport, but rather where society chooses to locate athletic excellence. If excellence is understood primarily as the maximization of measurable performance, technological optimization appears not merely acceptable but desirable. If, however, excellence also encompasses human judgment, resilience, creativity, and adaptability under uncertainty, then the increasing delegation of decision-making to intelligent systems may require a fundamental reconsideration of what spectators truly celebrate when they applaud athletic success.

43. Which of the following best summarizes the central argument of the passage?

- (A) Artificial intelligence should be prohibited in all international sporting competitions.
- (B) Technological innovation has fundamentally changed both athletic performance and society's understanding of sporting excellence.
- (C) Modern athletes are physically superior to athletes from previous generations because of technological advances.
- (D) Economic inequality has become the only factor determining success in elite sports.

44. According to the passage, advocates of technological innovation in sport would most likely argue that _____.

- (A) technology represents a radical departure from traditional athletic competition
- (B) sporting achievement has always depended, to some extent, on technological development
- (C) financial inequality has little effect on competitive outcomes
- (D) artificial intelligence should eventually replace human coaches

45. In Paragraph 4, the author introduces socioeconomic inequality primarily to _____.

- (A) illustrate one criticism concerning unequal access to performance-enhancing technologies
- (B) demonstrate that poorer countries should avoid investing in elite sports
- (C) explain why technological innovation should be banned
- (D) compare amateur sports with professional competitions

46. The phrase "those decisions" in Paragraph 5 refers to _____ .
- (A) athletes' strategic choices made during competition
 - (B) governments' decisions about sports funding
 - (C) spectators' judgments regarding athletic excellence
 - (D) engineers' design choices concerning wearable technologies
47. Which of the following can be inferred from the passage?
- (A) The author believes that technological innovation has completely replaced human ability in elite sports.
 - (B) Spectators value measurable performance more than creativity.
 - (C) Artificial intelligence has eliminated uncertainty from sporting competitions.
 - (D) Public perceptions of fairness in sport are likely to evolve over time.
48. What is the primary function of Paragraph 6?
- (A) To argue that current technological controversies are historically unprecedented.
 - (B) To criticize the use of electronic timing systems and video review.
 - (C) To provide historical context suggesting that public resistance to technological change often diminishes over time.
 - (D) To demonstrate that cognitive technologies have little influence on sport.
49. The author's attitude toward the increasing use of technology in sport is best described as _____ .
- (A) unequivocally supportive
 - (B) strongly opposed
 - (C) balanced and analytical
 - (D) indifferent
50. Which statement would the author most likely agree with?
- (A) Athletic excellence should be defined exclusively by measurable performance outcomes.
 - (B) Technological progress inevitably diminishes the value of human achievement.
 - (C) Artificial intelligence should assume responsibility for strategic decision-making in all professional sports.
 - (D) The future of sport depends not only on technological innovation but also on how society chooses to define excellence.