



TED ÜNİVERSİTESİ İNGİLİZCE HAZIRLIK OKULU

**ÖRNEK SINAV**



**TED UNIVERSITY**  
**ENGLISH LANGUAGE SCHOOL (ELS)**  
**ENGLISH PROFICIENCY SAMPLE EXAM**  
**LISTENING SECTION**  
**Time: 120 minutes**

**NAME:**

**SURNAME:**

**STUDENT NUMBER:**



## EXAM PROCEDURES & TERMS AND CONDITIONS

### FIRST SESSION – LISTENING & WRITING

This is the Listening Section of the Proficiency Exam. In this section, there are two parts: **While Listening** and **Note Taking**. In the first part, you are going to listen to a lecture and answer the questions while you are listening. The while listening text is divided into two parts. You are expected to answer the questions while you are listening. In part two, you are going to listen to an interview and take notes in the space provided in your Question Booklets. Your notes will not be graded. After the recording is over, your teacher will distribute you the question for the second part. You will be given **20 minutes** after the track is over to answer the question in Part II. You will be given **an extra 5 minutes** at the end of the exam to copy your “While Listening” answers onto the optic forms.

You are not allowed to go to the toilet or go out for any other reason during the exam, so if you need to use the toilet, please do so now before the examination starts.

You are **not permitted to leave the exam until the listening section** is over unless there is an emergency.

Excluding emergencies, you may not leave the exam **between Listening and Writing sections**. You may not leave the exam during **the first and the last 15 minutes** of the Writing section.

You must not talk to or use any other form of communication with each other during the examination.

You must not take away any materials from the exam room.

Sign your answer sheets with a **pencil**. Please write **your name, surname** and **ID number** on the cover page of the Question Booklet with your pencil.

Leave the **booklet section** empty.

In the Listening Section, you must write your answers in the **first column**. Please **DO NOT** mark or write anything in the second column which says ‘Do not write anything in this column’.

You must remain seated and silent until all question booklets have been collected and counted.

Please do not forget to collect your **personal belongings** from the Valuables Box.

**Please copy the information below into the box in your handwriting.**

*I do accept that I have read and understood the terms and conditions of the TEDU English Proficiency Exam. I understand that my test scores may be invalid if I do not comply with these terms and conditions.*

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Name / surname :

Signature:



## A. LISTENING SECTION

### PART 1 WHILE LISTENING

Listen to the first half of an interview with a woman who works as a casting director in the film industry. As you listen, answer the questions by choosing the best alternative. You will listen to the recording **ONCE** only. You now have **30 seconds** to look at questions 1-5. (1 point each)

1. According to the interviewer, Tina Goldman is NOT well known because\_\_\_\_\_ .  
A the audience is hardly interested in the casting process  
B her name is not shown in the list of those involved in making films  
C the actors she selected for the films are not successful in acting  
D the films she made are of bad quality and therefore not widely watched
2. According to Tina, a casting director needs above all to \_\_\_\_\_ .  
A learn from experience  
B have a relevant qualification  
C be a good communicator  
D have a natural feel for the job
3. Tina says that she looks for actors who \_\_\_\_\_ .  
A can play a variety of roles  
B complement each other  
C accept her way of working  
D think deeply about a part
4. At which stage in the casting process does Tina meet the actors?  
A before she goes to see them performing live  
B once the director has approved them all  
C before a final short list is drawn up by the director  
D as soon as a final selection is made by the director
5. What led Tina to become a casting director?  
A She realized she had the skills needed.  
B She was doing similar work in the theatre.  
C It was recommended by a friend.  
D It had always been her ambition.



**Now you are going to listen to the second half of the interview. You now have 30 seconds to look at questions 6-10. (1 point each)**

6. Tina explains that what motivates her now is a need for \_\_\_\_\_.

- A personal satisfaction
- B financial security
- C professional recognition
- D a glamorous lifestyle

7. What made Tina give up her job for a time?

- A She had become tired of travelling.
- B She wanted to try something new.
- C She'd been put under too much pressure.
- D She found she was no longer committed.

8. Tina went back to her job because she \_\_\_\_\_.

- A was missing her colleagues
- B was made an interesting offer
- C wasn't happy working in theatre
- D realized she'd made a mistake

9. How does Tina feel when her work on a film ends?

- A sorry not to follow it through
- B surprised by the attitude of others
- C upset not to be better appreciated
- D ready for the next challenge

10. What best describes the interviewer's feeling toward Tina Goldman?

- A admiring
- B critical
- C envious
- D encouraging



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## **PART 2 NOTE-TAKING**

**In this section, you will hear a lecture about THE ROLE OF MEDIA IN SOCIETY. As you listen, take notes on the negative aspects of media on society. Then you will answer a question in 8-10 sentences using your notes. You will hear the talk ONCE only. Your notes will NOT be graded.**



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**CLASSROOM NUMBER:**

- Your answer will be graded according to content, organization, and accuracy of language.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**NOTE: If you fail to answer the question in the prompt, you will receive a grade of 1 due to failure in task completion and irrelevancy.**





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**ENGLISH PROFICIENCY SAMPLE EXAM**  
**WRITING SECTION**  
**Time: 60 minutes**

**NAME:**

**SURNAME:**

**STUDENT NUMBER:**



## **PART B WRITING SECTION**

Choose **ONE** of the topics given below and answer the question by writing a text of about 300-350 words.

### **TOPIC 1**

The mass media, including television, radio and newspapers, have great influence in shaping people's lives, ideas and attitudes. Do you agree or disagree? Why?

State at least **TWO** reasons in your writing.

### **TOPIC 2**

Some people claim that before the advent of technological media tools like TV, the radio and the internet, societies accross the world were happier? Do you agree or disagree? Why?

State at least **TWO** reasons in your writing.

Your writing will be graded according to the following criteria:

- Completeness of the task
- The length of the task
- The content (development of ideas)
- The organization of your ideas
- Coherence and unity
- The variety and appropriateness of your vocabulary
- Accuracy of your language

**NOTE:** If you fail to answer the question in the prompt, you will receive a grade of 1 due to failure in task completion and irrelevancy.



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**ENGLISH PROFICIENCY SAMPLE EXAM**

**LANGUAGE USE & READING SECTION**

**Time:120 minutes**

**NAME:**

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**C. LANGUAGE USE**

**PART 1 MULTIPLE CHOICE CLOZE TEST**

**Circle the best alternative. (1 point each)**

**BULLFIGHTING**

Bullfighting is described as a spectacle sport involving a battle between a bull and one or more participants. But most people have long been arguing (1) \_\_\_\_\_ it should be banned or not. It is fought in a large outdoor arena according to a strict set of rules and procedures. This is an innocent description that gets angry response (2) \_\_\_\_\_ animal protection agencies. They think it is the murder of bulls disguised as entertainment. Opponents of bullfighting are outraged that some people have not yet advanced this brutal practice. Those who defend it argue that it is a dearly held tradition which (3) \_\_\_\_\_ since ancient times in one form or another. For example, a four-thousand-year-old wall painting depicting a bull (4) \_\_\_\_\_ in Crete in 1990. Modern bullfighting is a combination of ritual and primitive blood-letting with an attempt to gracefully guide the bull and kill it in a manner which seems courageous but without too much blood. Yet the majority of foreign spectators are (5) \_\_\_\_\_ they never return to another bullfight after witnessing such cruelty. Before each event, the bulls have suffered considerably by being confined in darkness with heavy weights around their necks. They are also given tranquilizers, their kidneys are beaten and petroleum jelly is rubbed into their eyes in order to blur their vision. Then they make the agonized bull (6) \_\_\_\_\_ the brightly lit arena. As soon as he enters the ring, the bullfighter, also known as the matador, attracts the bull by waving his red cape at it. In this way, he tries to bring the bull past him as closely as possible. After repeatedly stabbing the animal, the matador finally weakens the bull. He will often miss the heart (7) \_\_\_\_\_ the bull's suffering is prolonged. While the bulls are the victims of this industry, matadors seem to be the heroes. They are seen as the stars of the show and wear elaborate costumes of silk and gold. Successful matadors can fight up to one hundred bullfights a year and through sponsorship some of them end up multimillionaires. (8) \_\_\_\_\_, many of them pay for their fames by receiving several horn wounds in the arena and some have even lost their lives.

- |   |                 |                     |                   |                      |
|---|-----------------|---------------------|-------------------|----------------------|
| 1 | A why           | B that              | C whether         | D how                |
| 2 | A to            | B of                | C from            | D through            |
| 3 | A has existed   | B existed           | C had existed     | D exists             |
| 4 | A is found      | B had found         | C has found       | D was found          |
| 5 | A too disgusted | B so disgusted that | C as disgusted as | D the most disgusted |
| 6 | A enter         | B to enter          | C entered         | D entering           |
| 7 | A in that       | B if                | C as soon as      | D so that            |
| 8 | A Therefore     | B However           | C On the contrary | D Moreover           |



## **PART 2 VOCABULARY**

**Circle the best alternative. (1 point each)**

### **CHARLES DICKENS**

Charles Dickens, a famous writer and social critic, is known to have created some of the world's best known fictional characters and is regarded as the greatest novelist of the Victorian era. English people are so proud of him that many people (9) \_\_\_\_\_ that he was born and raised in England. In fact, the writer's father worked for the navy and the family moved round a great deal for nearly 15 years. Despite being abroad for so long, Dickens was familiar with London and many of the things he experienced there were later (10) \_\_\_\_\_ into his books. His father, an idealistic person pursuing his dreams, was (11) \_\_\_\_\_ in a debtor's prison when he did not pay back his debts, which was a turning point in Dicken's life. Now, the young Charles had no \_\_\_\_\_ (12) \_\_\_\_\_ but to leave school and work in a shoe factory. There he earned just a few pennies a week with which to support his family, now without a breadwinner. This was an experience which made a (13) \_\_\_\_\_ influence on the young Dickens, perhaps explaining his later preoccupation with lost or orphaned children in his novels. After a try in the legal profession, Dickens became a reporter and popular writer. His first published (14) \_\_\_\_\_ was a book called *Sketches by Boz*, which appeared in 1836. This collection of London scenes was soon followed by a novel (15) \_\_\_\_\_ *Pickwick Papers*. Like most of his novels, this first came out in the form of a serial in a monthly magazine. The reading public would follow the lives of the characters in each series in much the same way that people watch television soap operas today.

- |    |              |                |            |            |
|----|--------------|----------------|------------|------------|
| 9  | A assume     | B consider     | C discover | D realize  |
| 10 | A integrated | B incorporated | C absorbed | D merged   |
| 11 | A sustained  | B maintained   | C detained | D retained |
| 12 | A time       | B idea         | C chance   | D choice   |
| 13 | A profound   | B heavy        | C durable  | D longing  |
| 14 | A craft      | B work         | C effort   | D attempt  |
| 15 | A entitled   | B known        | C defined  | D written  |



**PART 3 WORD FORMATION**

**Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. (1 point each)**

The Mexican holiday Cinco de Mayo, which means “the 5th of May” in Spanish, celebrates the defeat of the French army during the Battle of Puebla in Mexico on May 5, 1862. It is primarily a regional holiday and celebrated most (16) _____ in the state of Puebla, where the battle took place. However, in the United States, Cinco de Mayo is widely interpreted as a (17) _____ of Mexican culture and heritage, particularly in areas with large Mexican-American populations. Mexican American civil rights activists called Chicano raised (18) _____ of the holiday in the 1960s, in part because they identified with the victory of indigenous Mexicans over European invaders during the Battle of Puebla. In recent years, there have been more attempts to (19) _____ Cinco de Mayo as business people see it as an opportunity to make profit. (20) _____ parades that feature people dressed up as Mexican and French soldiers are organized. Vendors sell traditional Mexican foods as well as patriotic clothing and accessories for people to wear during the celebration.	<b>VIGOUR</b>  <b>CELEBRATE</b>  <b>AWARE</b>  <b>COMMERCIAL</b>  <b>COLOUR</b>
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#### **PART 4 CLOZE TEST**

Fill in the blanks with **ONE WORD** to complete the sentences meaningfully. (0.5 point each)

##### **WONDERFUL WORLD OF JAZZ**

According to most music authorities, Jazz is one of the most surprising genres of music. (21) \_\_\_\_\_ is full of unusual and unfamiliar novelties for the music lovers. For example, as a member of the audience, you feel that you know the song when the band start playing but they are obviously making it up as they go along. It appears (22) \_\_\_\_\_ there is no definite tune. And it also seems as (23) \_\_\_\_\_ the drummer keeps missing the beat and the vocalist has forgotten the words. (24) \_\_\_\_\_ all this, people are all tapping their feet and breaking into spontaneous applause. Could it be that you have missed something? On the contrary, you have just discovered jazz music.

Jazz music comes in various forms: it can be bright and confident, moody or even shy. Sometimes it is quite straightforward in (25) \_\_\_\_\_ structure, at times extremely complex. The roots of jazz lie as much in Africa (26) \_\_\_\_\_ they do in New Orleans or Chicago and you will no doubt also hear Latin American and other influences in the music. Even so, all the various forms of jazz have features (27) \_\_\_\_\_ common.

The first common feature is the rhythm or tempo at (28) \_\_\_\_\_ a song is played and what is called “swing”. This comes about as a result of the players’ use of “syncopation”, putting emphasis or accents in surprising places in the music. The excitement is heightened further by another trait of jazz: improvisation. Skillful players invent (29) \_\_\_\_\_ least half of the music spontaneously. You might think that this is a recipe for disaster. But because the players share ideas, listen to (30) \_\_\_\_\_ other members of the band are doing and base their improvisations on the structure of the underlying song, the result is coherent and harmonious. The overall effect is magical, making the music incredibly exciting and unpredictable.





## D. READING

### Reading-1

#### GAME OVER?

1. A recent development in the controversy over children's use of technology is the attempt to improve the image of video games. Video games have long been criticized for their violent content and for monopolizing children's free time. Now they are being defended not as harmless entertainment but as positive educational experiences for children and young people. And the defense is coming not just from the video game industry and its enthusiasts but from university professors and teachers as well. In the face of the academic support, newspaper and magazine articles have begun to reassure worried moms and dads that video games are among the things that once were thought to be bad for kids but are really good and useful. Besides, books with titles such as *How Computer Games Help Children Learn* and *Don't Bother Me, Mom* go farther and portray video games as essential models of learning that contain critical thinking skills necessary for 21st century youth. In such a positive and encouraging atmosphere that promotes the video games so enthusiastically, it is inevitable for the world of science to do further research and develop a critical analysis to make it clear for everybody.
2. According to a 2005 survey, young people from the age of 11 to 18 in the US consume electronic screen media, on average, 6.5 hours per day. The only activity that takes up more of their time is sleeping. Of that 6.5 hours, the researchers have revealed that a little over 1 hour is spent playing video games. There are also some other estimates for video games which are somewhat higher. According to these estimates, it is likely that today the average amount of time young people spend playing video games is approaching 2 hours per day. The situation is worse especially among younger children. The survey has found that they spend considerable amounts of time playing games on screens. In a typical day, approximately 85% of the children use some form of screen media like iPod, computers, movies or theatres. This situation is much worse for the children aged 4 to 8 who spend nearly two and a half hours a day playing video games, higher than the amount of time spent by teenagers. Experts warn that this age group is under a much greater threat: the findings suggest that chronic exposure to video games has lasting harmful effects on brain function and behavior as their brain development has not been completed yet.
3. There is also another interesting finding: **Although children spend more time playing computer games, the amount of time children spend watching TV has remained constant even during the years when video gaming industry was growing.** This has led the researchers to find out what changes are taking place in children's other activities now that they play video games. And they have found some answers. For example, it is found that young people now spend only 45 minutes reading print media i.e. books and magazines each day. This was nearly two hours before video games became popular. Also the amount of time children spend outside has diminished dramatically in the last two decades. Now children play on average 1 hour outside with friends, which was well over 2 hours in the past.
4. Even video game supporters **acknowledge** that video games are notorious time eaters. Both children and adults admit losing track of time while playing video games. Video game addiction, once considered a mislabeling of a minor game-playing obsession, is becoming recognized as a serious pathology, not just in the US but all over the world. It has created so much controversy in the medical community. Some health experts proposed establishing video game addiction as a formal diagnosis. However, the American Psychiatric Association (APA) claimed that **it** could not be diagnosed as a mental disorder because, according to the law, if an addiction is to be accepted as a disorder, it must be listed in the Manual of Mental Disorders (MMD). Yet other countries are willing to designate video game addiction a real mental health problem. In South



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Korea, 10 people have been reported to have died from the effects of compulsive video gaming. In an attempt to raise awareness in society, the government officials announced on TV that these people died from disruption in blood circulation caused by sitting in a single, cramped position for too long without any movement. The Korean government has set up a gaming addiction hotline which aims to help people to end their addictive behaviour. Besides, hundreds of private therapy and support units that provide advice have been set up by hospitals. Some psychiatric clinics which focus only on gaming addiction disorder have been established to deal with this ever increasing problem in that country.

5. Some other countries like Canada and Great Britain have gone one step further than Korea. They have recognized video game addiction as a real health problem because a recent report by researchers at the University of Bolton in Great Britain suggests that the **traits** of gaming addicts are more like Asperger's Syndrome, a form of autism, than an ordinary addiction. In an ordinary addiction like gambling for example, the addict is usually a sociable person with an outgoing personality. He or she also can rationalize his or her behavior and usually claim to be innocent, blaming others for his addiction. However, people with Asperger's Syndrome generally have difficulty interacting with others and are often awkward in social situations. They generally do not make friends easily and develop odd and repetitive movements. Doctors and health experts in both countries have found it an alarming finding when they have discovered that there has been a dramatic increase in the number of children diagnosed with Asperger's in the last two decades.
6. There is much to be learned about video game addiction. What is clear is that thousands of people are being adversely affected by the inability to control their video game playing. Of course, that does not require governments to ban video games. After all, we do not ban alcohol or gambling even though each has proven to have addictive qualities. But we should certainly ban children's access to **them** as it is clear that the possibility to become addicted typically increases dramatically with early exposure. However, there is something much more serious than addiction: No issue related to video games has created more parental concern, press attention, and scholarly research than the violence depicted in many of them. Much of the debate about the influence of this violent content flows along the same lines as the decades-long debate over violence in other media like TV and movies. However, because video game players do not just observe violence but actually participate in generating images depicting it, there is also a unique concern that this intimate involvement may cause even larger effects than other media. Real events, like the Columbine High School shootings where the two boys seemed to emulate the violent video games they had spent hours playing, have added emotional fuel to the debate. Video game defenders have countered that the number of incidents of violent video game players turning into mass murderers is extremely small; that there is no strong scientific research indicating that playing violent video games cause young people to be more aggressive and that there are far more critical factors that govern young people's decisions to act violently. Sorting out all of the competing claims is difficult. Until now, there has not been a sizeable enough body of scientific research to gain a very clear picture of the impact of violent video games on youth. But there has long been more than enough research on other forms of media violence to show that images of violent behavior do, indeed, affect young people.
7. When we look at the other side of the coin, we see, as mentioned, that arguments are being advanced that video games are not a destructive consumer of young people's time, but a potentially valuable educational tool. Can video games really help children learn? And are there benefits strong enough to offset the possible addictive qualities just described? Two academicians who think so are James Paul Gee and David Williamson Shaffer, both of whom are professors at the University of Wisconsin. Gee has written several books describing the benefits of video game playing. He claims that video games can be used as an effective learning tool. When we look into the newly-released video games on the market, we can see that he is one hundred percent right. **Designers of video games have started to devise new games that require players to solve a series of increasingly difficult problems to proceed further.** For example in the game *Civilization*, the player learns how to think like an engineer or pilot by taking on their roles in the virtual world. He or she has to learn how to solve the problems that arise by doing research and using a good deal of thinking. Therefore,



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educators should perceive video games as models that equip the children with the skills needed in 21st century learning environment.

8. Schaffer supports and extends Gee's educational claims. He argues that we have to bring the thinking, practices, and cultures of various professions into school learning to better prepare our children for a globally competitive world. He agrees with famous American educator and philosopher John Dewey, who, nearly a century ago, criticized that curricula at schools were built on a fact fetish. The fact fetish views any area of learning — whether physics, mathematics, or history — as a body of facts or information. The measure of good teaching and learning is the extent to which students can answer questions about these facts on tests. Schaffer says that unfortunately the same criticism is still valid today. Schaffer believes that education should be problem-centered and interdisciplinary rather than subject-centered and fragmented. The methods and curricula of education must make the child's growth a central concern. Furthermore, truly progressive education must involve the participation of the learner in directing the learning experience. When children play video games, the process of understanding game rules and learning by doing provides them with essential decision-making skills.
9. Most of us should accept that video games reflect the culture we live in. On the one hand, we are a society in which our children are surrounded by electronic technology; where they are bombarded by images and isolated from real things; where they constantly engage with machines and rarely engage with nature. They live in a world that glorifies violence and promotes greed. Parents would do better if they encouraged children to play outside, where they can learn about the real world through doing, rather than just directing symbols on a screen. On the other hand, since the analysis framework recognized the positive artistic and intellectual value of video games, libraries should not hesitate to add them to their collections. Libraries believe in the collection, preservation and free access of ideas and expressions. This analysis shows video games are just that

### Circle the best alternative according to the text above. (1 point each)

1. Why does the writer discuss the books in paragraph 1?
  - A To show further support for computer games and their usefulness
  - B To emphasize the increasing number of publications on computer games
  - C To clarify the disagreement between the academic world and parents
  - D To explain the print media is more popular than video games
2. Which of the following is **TRUE** according to paragraph 2?
  - A The average time spent playing computer games is higher than that spent sleeping.
  - B Young people spend a longer time playing computer games than the children.
  - C More than 80 percent of the children tend to play video games every day.
  - D Children playing video games between the ages 4 and 5 are at a higher risk than teenagers



3. In paragraph 3, what does the writer mean by saying “**Although children spend more time playing computer games, the amount of time children spend watching TV has remained constant even during the years when video gaming was growing.**”?
- A No matter how much the gaming industry developed over the years, the amount of time children spend playing video games has not changed much and remained less than they spend watching TV.
- B Children spend more of their time watching TV, but the amount of time they spend playing computer games has not changed much in spite of the development of video gaming industry.
- C Despite the fact that children spend more time playing computer games, there has been no change in the amount of time spent watching TV over the years when video gaming industry grew.
- D Even though children spend less and less of their time playing computer games than watching TV, video gaming industry has managed to grow into a huge business over the years.
4. The word **acknowledge** in paragraph 4 is closest in meaning to \_\_\_\_\_ .
- A expect
- B accept
- C refute
- D doubt
5. In paragraph 4, the word **it** refers to \_\_\_\_\_ .
- A video game addiction
- B mental disorder
- C formal diagnosis
- D the APA
6. The reason why APA has refused to establish a formal diagnosis for gaming addiction \_\_\_\_\_ is that it \_\_\_\_\_ .
- A is a minor game-playing obsession
- B has caused much disagreement in society
- C is not possible to diagnose it at an earlier stage
- D is not listed as a disorder in the MMD



7. To deal with video game addiction, the Korean government has taken all of the following steps **EXCEPT** \_\_\_\_\_.
- A establishing a hotline
  - B offering counselling services
  - C providing specialized healthcare
  - D showing educational videos on TV
8. The word **traits** in paragraph 5 is closest in meaning to \_\_\_\_\_.
- A personalities
  - B characteristics
  - C appearances
  - D specialties
9. According to paragraph 5, a gambling addict has all of the following qualities **EXCEPT** \_\_\_\_\_.
- A displaying repetitive movements
  - B justifying his actions and attitudes
  - C finding fault with other people
  - D interacting with other people
10. In paragraph 6 the word **them** refers to \_\_\_\_\_.
- A qualities
  - B children
  - C video games
  - D governments
11. It can be inferred from paragraph 6 that \_\_\_\_\_.
- A more evidence is required to blame videogames for violence in society
  - B like alcohol or gambling, violent video games should be banned
  - C violent video games are the main reason for violent acts in real life
  - D the influence of violent video games is scientifically proven
12. According to Gee, how do video games like *Civilization* contribute to children?
- A They show them how to fly a plane in real life.
  - B They help them to solve a construction problem.
  - C They require children to devise a computer game.
  - D They teach them how to use their reasoning.



13. In paragraph 7, what does the writer mean by saying “**Designers of video games have started to devise new games that require players to solve a series of increasingly difficult problems if they want to proceed further in the game.**”
- A The new games written by the designers include such difficult problems that the players do not want to continue the game.
  - B In the new games produced by the designers, players need to solve a number of difficult problems in order to continue the game.
  - C Players must have the ability to solve a wide range of complex problems if they want the video game makers to devise new games.
  - D The newly designed games make it necessary for the players to answer some difficult questions even if they are willing to continue the game.
14. According to Schaffer, progressive education should include \_\_\_\_\_ .
- A subject-centered and monodisciplinary approaches
  - B curricula based on facts rather than ideas
  - C the active involvement of the students
  - D subjects like physics, mathematics, or history
15. In paragraph 9, the author says that video games \_\_\_\_\_ .
- A have both negative and positive influence on children
  - B negatively affect children’s artistic and intellectual development
  - C prevent children from being successful in their academic life
  - D allow children to learn about the real world through doing



## **Reading 2**

### THE WORK MYTH

In recent years, work has been under a terrible pressure. (16) \_\_\_\_\_. In other words, work has become the scapegoat for all our suffering and problems of our age. Every passing day, an increasing number of researchers claim that the situation is becoming worse and worse for the working people. However, the truth is that all these claims are nonsense. The truth is as far as work is concerned, we have never had it so good.

Another blame that is put on work is that the working day is becoming longer and longer. The anti-work campaigners claim that people have been working longer hours today. According to them, although technology has improved greatly, this has not helped to reduce the long working hours. They say that employees are now working longer and turning into slaves in their jobs. (17) \_\_\_\_\_. Yes, the anti-work campaigners have a point: the average working day has increased in length over the last two decades, but by just one minute and forty-two seconds.

One survey shows that four out of ten British workers declare themselves “very satisfied” with their jobs. When we examine the current situation in many workplaces closely, they are not wrong to feel satisfied. We can easily see that a number of improvements have taken place in the workplace in the last three decades. (18) \_\_\_\_\_. Besides these, two-thirds of them now offer flexible working hours as well as the flexibility to work from home some of the time.

Despite all the improvements in work over decades, there is still a fixed attitude that happiness lies outside work, that we are waiting for the weekend. This idea that work is essentially bad for us has a long history. Karl Marx described workers being “alienated” from the product of their labour. He explained that labour is external to the worker, i.e. it does not belong to his essential being. In his work, the worker does not affirm himself but denies himself: does not feel content but unhappy, does not develop his physical and mental energy but mortifies his body and ruins his mind. However, there is a danger in these statements. (19) \_\_\_\_\_. If we accept that work is dull and disgraceful, then we are allowing alienation to remain.

In reality, however, work is far from being an alienating factor. (20) \_\_\_\_\_. One in three of us meets most of our friends through work, two-thirds of us have dated someone at work, and, according to a poll by a recruitment consultancy organization, a quarter of us meet our life partners there. Work is also becoming a more important indicator of identity. Family, class, region and religion are now less robust indicators, and work is filling the gap, making it the most important fact about ourselves we mention when we meet people. “Work,” as Albert Einstein said, “is the only thing that gives substance to life.”

The shift of work towards the centre of our lives demonstrates the emptiness and uselessness of the current debates about work-life balance. It is true that some people are working longer hours. Yet the idea that it is being forced upon us without our choice is baseless. Take the people working in the greatest number of hours—more than 60 a week. Surveys show that they are the ones who say they like their jobs the most. (21) \_\_\_\_\_. People who love their jobs admit to having



## TED ÜNİVERSİTESİ İNGİLİZCE HAZIRLIK OKULU

work-life problem because they put in more hours than they are strictly required to. In truth, they are simply made to feel as if they have a problem because of prevalent attitudes. Of course, this leaves open the question of who keeps the home fires burning and of the impact on children especially. It may be that people are choosing to invest less time and energy at home than others think they should, but, if these people get more out of their work than they do out of their home, then this is a clear and valid choice for people to be making.

(22) \_\_\_\_\_. Theodore Zeldin, an Oxford professor, has the right manifesto for the future of work: its abolition. But not in the way anti-work campaigners have in mind. He says that we should abolish “work”. By that I mean abolishing the distinction between work and leisure. This is one of the greatest mistakes of the last century. This is such a distinction that enables employers to keep workers in terrible jobs by granting them some leisure time. We should strive to be employed in such a way that we don’t realize what we are doing is work. In other words, as the famous quotation by Confucius goes “choose a job you love and, you will never have to work a day in your life.” Turning our hobby into work should be our main goal according to Zeldin.

Zeldin throws down the challenge for work in the twenty-first century. It is indeed time to abandon the notion of work as a downpayment on life, but, before we can do so, all the modern myths about work will have to be exposed: especially the ones that continue to stereotype work as intrinsically sapping, disgraceful and corrosive. It is time to give work a break. Work constitutes most of our life and provides people with many different social environments and strengthens the bond between people. People learn to be patient and tolerant in the workplace, different people learn to get along with each other and it is the glue of society. In other words, it brings people together. (23) \_\_\_\_\_

\_\_\_\_\_. Work can also be a place for social change and equality. All in all, all the accusations against work and labour seem to be groundless when we take a closer look in the world of work and labour. Work makes people feel that they are creating something and according to a lot of scientific findings, the biggest element that makes people happy is to make people feel that they are creating something. We are creative creatures and want to see the result of our efforts.





The following sentences (A- J) have been removed from the text. Read the text carefully and decide where each sentence should go. Write the letter of the correct sentence in the space provided. There are TWO EXTRA sentences. (0.5 point each)

- A. However, this rhetoric about longer working hours obviously needs to be put in a new perspective.
- B. Work is a community, the place where we meet friends and form relationships, a provider of social as well as our work life.
- C. Ultimately, our goal must be to begin seeing work as an intrinsic part of our life, rather than an adjunct to it.
- D. For example average earnings have increased, a lot of firms offer their workers longer maternity leave and sabbaticals.
- E. This may seem surprising, until you reflect that people who like something might do more of it than people who do not.
- F. Most psychologists believe that such relentless negativity about work will inevitably push the workers into the grips of alienation.
- G. Pick up any newspaper and you will read about how work is killing our marriages, generating stress, depriving children of “quality time”, and depressing us.
- H. Leisure time is as important as work when the psychology of workers is concerned and it helps workers unwind and feel comfortable.
- I. The number of workers who think that work is damaging their health has been increasing year by year since the Industrial Revolution.
- J. Two different people with two different backgrounds can work cooperatively and harmoniously regardless of their past.



### **Reading 3**

1. The appeal and success of Bollywood films has become a worldwide phenomenon. Indian films are the most widely seen films in the world and the audiences are not found solely in India itself, where 12 million people are said to go to the cinema every day. They are also found in Russia, China, the Middle East, South East Asia, Britain and Africa. People from very different cultural and social backgrounds have a great love for Indian popular cinema, and many have been fans of Hindi films for over fifty years. Indian cinema did not gain worldwide fame until cultural assimilation policies of British Empire started to cease.
2. India releases a staggering number of films. Recent sources estimate that around 800 films a year are made in different cities including Madras, Bangalore, Calcutta and Bombay. However, of this astonishing number, the films made in Bombay, in both the Hindi and Urdu languages have the widest distribution within India and internationally. The two sister languages are spoken in six northern states and understood by over 500 million people. For this reason, they were chosen to become the languages of Indian popular cinema when sound came to the Indian silver screen in 1931.
3. In the early 1990s, there was an incredible growth of cable, satellite and television channels in Asia. Many of these were beamed in from Hong Kong. At first, Indian films producers feared that the popularity of Hindi films would decrease because of the new multi-channel competition. However, they soon realized that television gave their films an even greater reach, not in India but throughout Asia. 30-minute programs showing film songs, star interviews and the movies themselves have become a major part of TV programming. As a result, Hindi cinema has never enjoyed as much influence as it has today: it is at the heart of popular culture in Indian big cities, influencing music, fashion, and the world of entertainment.
4. Recently, the Hindi film industry has become universally known as “Bollywood”- some people claim a journalist from the popular Indian film magazine *Cineblitz* first introduced the term in the 1980s. The Bollywood name has divided the critics, film-makers and stars, many of whom refuse to use it. They believe it sets up Hindi cinema against Hollywood films in an overly simplified way. But despite such valid protests, the term has become common currency in both India and elsewhere. Most people find it a useful way of identifying Bombay productions, perhaps seeing Bollywood movies as a product of large-scale entertainment much in the same way as Hollywood films are regarded.
5. Any Bollywood film juggles several genres and themes at the same time. However, audiences are used to the sometimes extreme shifts in tone and mood. A violent action scene can be followed by a dialogue in which a mother tells her son never to be dishonest, and this exchange can then be followed by a comic scene led by one of the film’s secondary characters. It is precisely the mix of genres that makes the Bollywood film unique. The multi-genre film was known in the 1970s and 80s as the “masala” film- the term comes from the idea that, like curry cooked with different spices, or masala, the Hindi film offers a variety of flavours.



6. The average Hindi film does not pretend to offer a unique storyline. If the audience is looking for originality, they know it is principally found in the music. The song and the dance sequences are the most important moments- even more so today. Film music is of such primary importance in today's Bollywood that it more or less determines the box-office fate of most movies. Leading choreographer Farah Khan believes that, "What is saving Indian cinema from being engulfed by Hollywood is our song and dance routines, because they just can't imitate that."

**Complete the sentences 24-29 with the correct ending A-H from the below. There are TWO EXTRA endings in the box. (0,5) point each.**

24. Fifty years ago, Indian films did not have a global fame ...
25. Films made in Bombay make up the majority of Indian films distributed ...
26. The emergence of multi-channel TV was expected to cause a problem for Hindi films ...
27. Bollywood is not a favourable name amongst many Indian critics, actors and stars ...
28. Bollywood films cover a wide range of topics shifting between different moods ...
29. The stories used in Bollywood movies do not affect their success greatly ...

- A. as they are made in Hindi or Urdu, the two commonly spoken languages in the country.
- B. although it contributed to their success to a great extent.
- C. because British Empire had a great influence on Indian culture.
- D. since it made Bollywood look superficial and unimportant when compared to Hollywood.
- E. making it a unique school which involves a broad variety of tastes.
- F. owing to the fact that music and dance are the determining factors in this area.
- G. as some Indian stars dislike the name Bollywood.
- H. because they have lost audiences since the growth of TV films.

24. \_\_\_\_\_

26. \_\_\_\_\_

28. \_\_\_\_\_

25. \_\_\_\_\_

27. \_\_\_\_\_

29. \_\_\_\_\_



**Circle the best alternative according to the text. (1 point each)**

30. Best title for the text is\_\_\_\_\_.

- A. The Rise of the Bollywood
- B. Bollywood vs. Hollywood
- C. Hindi Films and Language
- D. Indian Religion and Bollywood

31. The tone of the writer throughout the text is\_\_\_\_\_.

- A. critical
- B. informative
- C. persuasive
- D. sarcastic

32. All of the following are mentioned in the article **EXCEPT**\_\_\_\_\_.

- A. how the Bollywood name came around
- B. what makes Bollywood films unique
- C. the global fame of Bollywood films
- D. the average budget of a Bollywood film