A. LISTENING SECTION

PART 1 WHILE LISTENING

You’re going to listen to a lecture about OWNING A SUCCESSFUL RESTAURANT. You are going to answer the questions as you listen. Now, you have 60 seconds to look at the questions.

Choose the correct answer or fill in the blanks with no more than 4 words. (1 point each)

1. According to the lecturer, the key to the success of a restaurant depends on ________________.
   A hiring experienced staff
   B cooking delicious food
   C reserving the best table
   D creating a positive experience

2. What does the lecturer mean by ‘success is built on contrast’?
   A The staff should be experienced but not passive
   B The food should be delicious but not traditional
   C The owner should be a business but not a chef
   D The waitstaff should work hard but customers can relax

3. The lecturer started his own restaurant because he ____________________.

4. The lecturer’s restaurant failed to succeed because he was not able to understand it as a ________________.

5. Only 1 in 5 ______________________ restaurants succeeds.

6. The ambiance in a restaurant is about ________________. (Tick three boxes)
   A decoration
   B an overall feeling
   C working hard
   D music

7. Ambiance and various other factors result in ____________________.

8. Kate and Justin are typical customers because they ____________________.
   A can be satisfied easily
   B celebrate a birthday
   C like luxurious restaurants
   D have certain expectations
9. In successful restaurants, brigades _________________.
   A are needed when the restaurant is full
   B help the house to remain balanced
   C work much less than the owners
   D work only in the kitchen

10. At the back of the house, the staff focuses on _______________.
    A food
    B flowers
    C customers
    D service
PART 2 NOTE TAKING

You are going to listen to a lecture about TV. While you are listening, take down notes about “the difference between reality in the U.S. and the world created on TV” and “the stereotypes created to fit this world”. After the lecture is over, you will be given a question sheet where you will see a question related to the listening text. Answer the question on the paper provided using your notes. Your notes will not be graded.
PART 2 NOTE TAKING QUESTION SHEET (15 points)

Answer the following question related to the text that you have listened to in 6 – 8 sentences. You should make use of the notes that you have taken.

What are the differences between the reality in the United States and the world created on TV and how do the stereotypes serve to create this world?
B. WRITING SECTION

Write an essay of **350-400 words** to answer the following question.

How does TV influence the lives of people?

Your essay will be graded according to the following criteria:

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

PART 1 MULTIPLE CHOICE CLOZE TEST

Circle the best alternative. (1 point each)

ENVIRONMENTAL CONCERNS

Earth is the only place we know of in the universe that can support human life. (1)_______________, human activities are making the planet less fit to live on. The western world carries on consuming two-thirds of the world’s resources, while half of the world’s population consumes resources (2)_______________ to stay alive. This shows that there is injustice in the distribution of resources among people. The resources that enable us to survive and prosper (3)_______________ rapidly every passing day. Everywhere fertile soil is built on or washed into the sea. Even renewable resources are exploited (4)_______________ critically that they will never be able to recover completely. When we use fossil fuels instead of renewable energy, we release pollutants into the atmosphere (5)_______________ thinking about the consequences. As a result, the planet’s ability to support people is being reduced (6)_______________ overpopulation and overconsumption are making heavy demands on this ability. The Earth’s natural resources, (7)_______________ us comfortable, healthy and active, are there for us to use. Of course we need food, water, air, energy, medicines, warmth, shelter and minerals to survive. However, if we don’t know (8)_______________ to use the resources, they won’t remain there forever. That is, if we use them wastefully and excessively, they will soon run out and everyone will suffer.

1 A Although  B Therefore  C However  D Since
2 A already  B just  C still  D yet
3 A were depleted  B are depleted  C are depleting  D have depleted
4 A too  B more  C much  D so
5 A while  B by  C without  D after
6 A because  B despite  C but  D so
7 A are kept  B keeping  C that keep  D kept
8 A what  B why  C that  D how
TORNADOES

Tornadoes, a violently rotating column of air between both the surface of the earth and a cumulonimbus cloud, are a common (9) ______________ throughout the world. However, the great majority of them are seen in the United States and scientists still cannot give any (10) ______________ explanation for this. Approximately seven hundred tornadoes a year are reported within the United states, and this (11) ______________ three-quarters of the worldwide total. Every year, most of the U.S. tornadoes are (12) ______________ in the Midwest and in the southern states that border the Gulf of Mexico. In general, a tornado cuts a path of a few hundred yards and lasts less than an hour; an average tornado might propel itself at a speed of 15 or 20 miles per hour and therefore cover a (13) ______________ of nearly twenty miles. Tornadoes, however, can be much worse than average. The most (14) ______________ one on record was reported on March 18, 1925, in the states of Missouri, Illinois, and Indiana. The path of this tornado was more than 200 miles long and a mile wide. A total of 689 people died, and (15) ______________ more were injured, at the hands of this killer storm.

9 A phenomenon  B event  C occasion  D ritual
10 A robust  B satisfactory  C prominent  D crucial
11 A engages in  B relies on  C makes up  D breaks out
12 A observed  B avoided  C challenged  D praised
13 A distance  B way  C space  D track
14 A intensive  B devastating  C exclusive  D tempting
15 A endless  B inexhaustible  C unlimited  D countless
PART 3 WORD FORMATION

Fill in the blanks with the right form of the word in parentheses. (1 point each)

LITERACY

Today, global literacy statistics paint a depressing picture. Illiteracy, being unable to read or write, threatens over 785 million adults worldwide. This translates into one in every five people on the planet, with either no or just basic reading skills. The falling global literacy rate has (16)__________________ (favour) effects on many communities whose living standards decrease in relation with the decreasing illiteracy levels. Many people take literacy for granted. However, for those that lack this basic skill, some of life’s most essential necessities are difficult to (17)__________________ (acquisition). Without the ability to read, people can suffer from (18) _________________ __ (understand) and experience confusion. The real problems associated with being illiterate include critical parts of life such as understanding medical instruction, applying for a loan, signing a contract, or getting a (19)__________________ (basis) job training. These life-altering situations are often the key to a better life. The level of literacy of an individual is also proportional to income level and risk of committing crime and contributes to the cycle of poverty and illness. In other words, low living standards and disease correlate (20)________________ (indirect) with illiteracy and low literacy. Life expectancy is lowest where people cannot read.

PART 4 OPEN CLOZE TEST

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

MAN’S PASSION TO FLY

For thousands of years, humans (21)__________________ looked at the skies dreaming of flying. Early attempts to fly by using wings made from feathers were unsuccessful and in many cases ended in disaster. The use of hot air and light gases eventually allowed humans (22)__________________ reach for the skies, but it was not until the early 1900 that gliders and then powered planes fully realized man’s dream to fly. One of the earliest tales of man’s passion for flight comes from Greek mythology. According to a legend, an inventor (23)______________ Daedalus and his son Icarus escaped from a prison on the island of Crete by making wings of wax and feathers. Daedalus was successful in returning home, (24)_____________ Icarus could not come back as he flew too near the sun. The wax on his wings melted, the feathers came out and he fell to his death in the sea as a result. In the year 400, the first kites (25)_________________ created by the Chinese, who used them for religious ceremonies and also for the testing of weather conditions. More than a thousand years later, the artist and inventor Leonardo Da Vinci started to be interested in flying. Perhaps, the most important early aviation pioneer was Leonardo da Vinci (26)_______________ produced over one hundred sketches to illustrate how humans might be able to fly. These included a drawing of a flying machine that he gave the name Ornicopter. (27)________________ it was never created in reality, the design for this machine was used in the design of the modern-day helicopter. So, people finally managed to fly as a result of mankind’s efforts to make flying possible. Interestingly, however, (28)______________ first successful air passengers were not actually humans at all. In 1783, the Montgolfier brothers sent a duck, a sheep (29)_________________ a chicken to the sky in their new invention: the hot air balloon. The flight was a success. The balloon climbed to a height of 6,000 feet and travelled as far as three miles successfully. This was soon followed by the first manned flight, which took place in Paris (30)__________________ 21st November 1783.
D. READING SECTION

Reading 1: FIGHTING CRIME

1. Today crime authorities in the nations all around the world have been debating on how they are going to fight against increasing rates of crime within their boundaries. They have been making every effort to discover its underlying causes and ways to prevent this ever increasing problem. However, their efforts will not prove useful and conclusive unless they take a careful look at the history and understand how societies have dealt with crime and how they have practised punishment up to now. It is needless to say that as long as there have been people, there has been crime. Criminology as a discipline is the study of crime, its causes, the suppression and prevention of it. The history of criminology is in many ways the history of humanity. As human society has evolved over thousands of years, so, too, has our understanding of the causes of crime and societies’ responses to it. As is often the case, first we have to look at ancient times to find out the history of modern criminology.

2. Throughout history, people have committed crimes against one another. In ancient times, the common response was one of revenge; the victim or the victim’s family would decide on what they felt to be a suitable response to the crime committed against them. However, these responses were often not proportionate with the crime. In other words, the punishments did not match the crime committed by the criminal. They were so severe that the original criminal would often perceive himself to have become the victim. As a result of these inappropriate punishments, unfortunately enmities and blood feuds between families often developed that could last for generations, causing many people to lose their lives.

3. While certainly crime was a problem for all societies, the response to crimes in early societies had their own problems. Laws that defined crimes and corresponding punishments were partly established both to prevent crime and to put an end to the blood feuds that resulted in the victims’ revenge. They also tried to clarify that a response to a particular crime should be equal to the severity of the crime itself. However, there were still some weak points in them. For example, these laws still allowed for the victim of a crime to issue the punishment. Another drawback was that the severity and type of the punishment was not uniform or equal. At this point we can talk about The Code of Hammurabi, which is one of the earliest, and perhaps the best known, attempts to establish a set punishment scale for crimes. As is known, Hammurabi was the Babylonian king who lived between the years of 1792 and 1750 B.C. in what is now modern Iraq. The Code of Hammurabi consisted of 282 laws and is famous for demanding punishment to fit the crime with different treatment for each social class. Nearly one-half of the Code dealt with matters of contract, establishing, for example, the wages to be paid to an ox driver or a surgeon. The principles set out in the code are best described as the “law of retaliation.” For example; if a man destroys the eye of another man, they shall destroy his eye. If one breaks a man's bone, they shall break his bone. If one destroys the eye of a freeman or breaks the bone of a freeman, he shall pay one mana of silver. If one destroys the eye of a man’s slave or breaks a bone of a man's slave, he shall pay one-half his price”. Hammurabi had many other punishments as well. If a boy struck his father, they would cut off the boy’s hand or fingers.

4. When we turn our attention from eastern cultures to western culture, we can see that many of the early ideas about crime and punishment originated from religion. The punishments would be given according to the Bible, the holy book of Christianity. However, the approach to punishment is not different from that of Hammurabi’s Code. The punishments were based on “retaliation” principle. In early western
societies, crime, along with most everything else, was viewed in the context of religion. Criminal acts offended the God. It was in this context that acts of revenge were justified, as a means to ask for the God's forgiveness for the offence committed against it by the crime.

5. The first society to develop a comprehensive code of laws, including criminal codes, was the Roman Empire. The Romans are widely regarded as the true pioneers to the modern legal system, and their influences are still seen today, as the Latin language is preserved in much of the legal terminology. Rome took a more secular view of crime, viewing criminal acts as an offensive action to society rather than to the gods. Therefore, it took on the role of determining and delivering punishment as a governmental function, as a means of maintaining an ordered society. However, with the decline of the Roman Empire, criminal acts again began to be thought of as works and influences of the devil or Satan. Crimes were considered to be a sin. Punishments were now carried out in the context of "doing God's work." Harsh punishments aimed to discourage the criminal from sin and free them of the influence of the devil. The introduction and spread of Christianity throughout the west brought about a return to a religious connection between crime and punishment.

6. Over the years, Christianity continued to spread in the west. While spreading, it introduced the merits of forgiveness and compassion, and consequently, views toward crime and punishment began to evolve. The Roman Catholic theologian Thomas Aquinas best expressed these notions in his book *Summa Theologica*. It was believed that God had established a "Natural Law," and crimes were understood to violate the natural law, which meant that someone who committed a crime had also committed an act which separated themselves from God. It began to be perceived that crimes hurt not only the victim, but also the criminal. Criminals, while deserving of punishment, were also to be pitied, as they had placed themselves outside of God's grace. Though these ideas were derived from religious studies, these concepts still prevail today in our secular views of crime and punishment.

7. Much of our modern understanding of the relationship between crime and punishment today can be traced to the writings of the Greek philosophers Plato and Aristotle. It would take more than a millennium for many of their concepts to take root and establish. Plato was the first to theorize that crime was often the result of a poor education and that punishments for crimes should be assessed based on their degree of fault. Aristotle developed the idea that punishments for crime should attempt to prevent future acts, both by the criminal and by other who may be inclined to commit other crimes. Most notably, that punishment for crime should serve as a deterrent to others. The Italian writer Cesare Beccaria, in his book *On Crime and Punishment*, advocated for a fixed scale of crime and corresponding punishment, based upon severity. According to him, the more severe the crime, the more severe the punishment should be. He believed that the role of judges should be limited to determining guilt or innocence, and that they should issue punishments based upon the guidelines set out by the legislatures. In this way, excessive punishments and abusive judges would be eliminated. Beccaria also believed that preventing crime was more important than punishing it. Therefore, punishment of crime should serve to deter crimes by others. The thought was that the assurance of swift justice would convince someone otherwise likely to commit a crime to think first about the potential consequences.
Circle the best alternative according to the text above. (1 point each)

1. In paragraph 1, the writer thinks that the fight against crime will never produce any good result if crime authorities ________________________.
   A fail to make more conclusive efforts  
   B are unable to deliver severe punishments  
   C cannot turn criminology into a discipline  
   D do not adopt a historical approach to the problem

2. It in paragraph 1 refers to ________________________.
   A criminology  
   B discipline  
   C crime  
   D suppression

3. According to paragraph 2, the inappropriate punishments resulted in ________________________.
   A long-lasting fights and killings among people  
   B a radical change in the type of punishments  
   C more friendly relations between families  
   D a decrease in the number of criminals

4. Which of the following are the weaknesses of the laws mentioned in paragraph 3? (Tick 2 boxes)
   A ☐ The victim had the right to decide on the punishment.  
   B ☐ Punishments were less severe according to the crime.  
   C ☐ The kind and the severity of the punishments differed.  
   D ☐ Criminals were allowed to take their revenge in the end.

5. According to paragraph 3, The Code of Hammurabi is well known for ________________________.
   A asking for punishments that matched the crime  
   B the total number of laws it consisted of  
   C the principles that dealt with taxing practices  
   D solving the disagreements between social classes

6. The word retaliation in paragraph 3 is closest in meaning to ________________________.
   A revenge  
   B compromise  
   C disagreement  
   D mercy
7. In western societies, since the ideas about crime had a religious background, the understanding of punishment was not the same as that of Hammurabi.

TRUE _______   FALSE _______

8. All the following sentences about the Romans are true EXCEPT they _____________________.
A were the first to come up with a well-developed code of laws
B were the forefathers of today’s modern legal system
C regarded the acts of crime as an offense against god
D thought deciding on a crime and punishment was the government’s job

9. In paragraph 5, it can be inferred that, after the Roman Empire collapsed, _______________.
A the legal system they had established was improved and punishments became more fair
B criminals were punished according to the legal system they had established
C their ideas about crime and punishment were still reflected in societies in the west
D lack of central authority led to a backward step in the attitudes against crime and punishment

10. According to paragraph 6, the perception of crime and punishment changed as a result of _________________.
A the introduction of merits of forgiveness and compassion
B the unexpected decline in the popularity of “Natural Law”
C criminals’ separation from the teachings of Christianity
D the development of more secular ideas in society

11. The word **prevail** in paragraph 6 is closest in meaning to_______________.
A exist
B succeed
C happen
D eliminate
12. In paragraph 7, what does the writer mean by “Much of our modern understanding of the relationship between crime and punishment today can be traced to the writings of the Greek philosophers Plato and Aristotle”?

A   In their writings, Plato and Aristotle focused on showing that there was a clear link between crime and punishment
B   Plato and Aristotle were the first philosophers who established a fair punishment system during their period.
C   What we understand from crime and punishment today is quite different from what Plato and Aristotle did.
D   The studies of Plato and Aristotle served as the basis for our perception of the link between crime and punishment today.

13. Plato was the first person who proposed that lack of education was the underlying cause of crime.

TRUE _______    FALSE _______

14. In paragraph 7, which of the following is NOT supported by Cesare Beccaria?

A   The judges should only be allowed to decide on guilt or innocence.
B   If a crime is severe, the punishment should be severe, too.
C   Punishment is much more important than crime prevention.
D   The punishments should be given based upon a set of guidelines

15. The main purpose of the writer throughout the text is to__________________.

A   inform
B   criticize
C   persuade
D   entertain
Reading 2:

**CHRONOBIOLOGY**

1. Chronobiology might sound a little futuristic – like something from a science fiction novel, perhaps – but it’s actually a field of study that concerns one of the oldest processes of life on this planet: short-term rhythms of time and their effect on living creatures. It actually deals with what we call our ‘body clocks’. This can take many forms. Animals tend to be active or inactive depending on the position of the sun or moon. Numerous creatures, humans included, are largely diurnal. That is, they like to come out during the hours of sunlight. (16)____________________________ _______. These types of species are called nocturnal animals as they prefer the dark. A third group is known as crepuscular, which means they thrive in the lowlight of dawn and dusk and remain inactive at other hours.

2. When it comes to humans, chronobiologists are interested in what is known as the circadian rhythm. The circadian rhythm is the complete cycle our bodies undergo within the period of a twenty-four hour day. Aside from sleeping at night and waking during the day, each cycle involves many other factors such as changes in blood pressure and body temperature. Not everyone has an identical circadian rhythm. (17)___________________________________. However, they become alert and focused by evening.

3. Scientists have limited abilities to make certain changes in people’s daily rhythms. Recent therapeutic developments for humans such as artificial light machines and melatonin administration can reset our circadian rhythms. Artificial light in Las Vegas casinos, for example, makes people feel as if it is always the daytime. However, our bodies can tell the difference and health suffers when we change these natural rhythms for extended periods of time. (18)_______________________________. Studies demonstrate that vegetables grown in their natural seasons are far higher in essential nutrients than those grown in greenhouses by artificial lighting.

4. Knowledge of chronobiological patterns can have many practical implications for our day-to-day lives. Contemporary living can sometimes appear to conflict with biology. After all, who needs circadian rhythms when we have caffeine pills, energy drinks, shift work and cities that never sleep? Yet, paying attention to our body clock is important. The average urban resident, for example, wakes up at 6.04 a.m., which researchers believe to be too early. One study found that even rising at 7.00 a.m. has harmful effects on health unless exercise is performed for 30 minutes afterward. The optimum moment has been reduced to 7.22 a.m. (19)_________________________________.

5. So, let’s assume that you woke up at the right time. Once you’re up and ready to go, what then? If you’re trying to shed some extra pounds, dieticians advise: never skip breakfast. (20)_________________________________________. The recommended course of action is to follow an intense workout with a carbohydrate-rich breakfast; the other way round and weight loss results are not as common.

6. Morning is also great for breaking out the vitamins. Supplement absorption by the body doesn’t depend necessarily on time, but Doctor Pam Stone notes that the extra boost at breakfast helps us get energised for the day ahead. For improved absorption, Stone suggests having supplements while eating a food in which they are able to dissolve quickly. Finally, Stone warns to take care with storage. That is the conditions under which you keep your vitamin bottles are important. (21)____________________________________________.
7. Now that you know what to do during the day to make the best of our daily rhythms, it is time you get some advice about your evening routines. Evening rituals can also have a serious effect on our body clock. We have the Italians to thank for that, but to prepare for a good night’s sleep we had better decrease our caffeine consumption as early as 3 p.m. A cup of coffee containing 90 mg of caffeine taken at this hour could still leave 45 mg of caffeine in your nervous system at ten o’clock that evening. It is essential that, by the time you are ready to sleep, your body is free of all traces of caffeine.

8. Evenings are important for slowing down before sleep. These are known to give the body a lot of energy and cause difficulty in sleeping. In contrast, dietician Geraldine Georgiou warns that this is actually a myth and is not based on any scientific research. This will deprive your body of vital energy needs. Overloading your gut could lead to indigestion, though. Our digestive organs do not shut down for the night entirely, but their work slows as our bodies prepare for sleep. Consuming a modest snack should be entirely sufficient.

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  ‘Night people’, for example, often find it very hard to operate during the morning.
B  Plants are also like human beings in this respect.
C  Therefore, many people cut down on carbohydrates like pasta, bread or potatoes.
D  Marine animals, for example, lead their lives according to the rising sea levels.
E  Warmth and humidity, for example, are known to reduce the effectiveness of pills.
F  If you wake up later than 10.00 am, you should never take vitamins.
G  After-dinner espressos are becoming more of a tradition.
H  This disorients your circadian rhythm and puts your body in starvation mode.
I  Some other animals, on the other hand, like bats prefer to hunt by night.
J  Muscle aches, headaches and moodiness were reported to be lowest by participants in the study who started their day after that time.

16 ____                         17____                             18____                             19____                             20____                           21____                           22____                           23_____
Reading 3

1. A new survey has found that one in four children is overweight or obese and, for boys, this figure rises to one in three. The study conducted across four cities in Asia investigated the health and nutrition knowledge, attitudes and behaviour of 1,815 children aged ten to twelve. The findings also showed that overweight boys tend to eat out more often, spend more time doing sedentary activities at the weekend such as using the computer and watching TV. They are also more likely to skip breakfast.

2. The majority of children were found to be quite knowledgeable about nutrition. In particular, when they were asked about their favourite foods, the top choices were all foods which nutritionists recommend we should eat: more rice, bread, fruit, green leafy vegetables and fish. Furthermore, many children were aware that foods containing the most sugar, fats and calories, such as sweets and fast food could be eaten occasionally, but not every day.

3. What the children were less aware of, however, was the importance of physical exercise and many children were not doing the recommended sixty minutes or more of exercise. Researchers conclude that while nutrition and health education programmes seem to be having some success in teaching children basic nutrition, the children seem to have problems utilising this knowledge to maintain a normal healthy weight. Especially, it was found that children need to understand the benefits of physical exercise and be encouraged to do at least one hour of physical activity each day.

4. Georgina Caim, of the Asian Food Information Centre, suggests that parental involvement and school-based programmes which fit in with the interests and lifestyles of children are key factors. When they were asked why they didn’t do more sports, children replied that homework and a lack of time were the biggest problems, as well as a preference for using leisure time for other activities.

5. These comments were echoed by other academic experts. They believe that knowledge is insufficient and emphasize that families and schools must be involved in encouraging children to spend less time watching TV and playing computer games and more time playing games such as rope skipping, basketball or soccer. Some experts point out the mounting evidence that the world wide rise in obesity levels is due to falling levels of physical activity. The so-called ‘globesity’ epidemic is causing widespread alarm among medical experts throughout the world. “These patterns mirror similar trends in other parts of the world,’ said Dr. Molano of the Food and Nutrition Research Institute in the Philippines. The focus of nutrition materials is no longer on under-nutrition.

6. The importance of a balanced diet and regular exercise needs to be continuously stressed. It is apparent that life based on countless labour-saving devices such as cars and TV remote controls, combined with increased work and school pressures and a fall in the amount of physical activity leads to a predictable end result: we are getting fatter.

7. Nutrition education for young people, the researchers conclude, needs to encourage as well as inform. A key message is that fitness can be fun and can fit in with all the other activities and interests of this age group. Parental involvement is particularly crucial. Dr. Poh Bee Koon of the National University of Malaysia notes that ninety per cent of the children surveyed reported that they liked to have their parents take them to their sports activities and to watch them play.
Complete the sentences 24-29 with the correct ending A-H from the box below. There are TWO EXTRA endings in the box. (0,5 point each)

24. The number of overweight boys is higher than that of overweight girls because…

25. The study has revealed that children are well-informed about the type of food that should be avoided and…

26. Raising awareness about health and nutrition achieves its goal only partly as…

27. According to some children, they do not do more sports since…

28. Lack of physical activity seems to be the main reason for obesity worldwide, so…

29. Doing sports can be turned into a more enjoyable activity for children if…

A. they opt for other activities, are obliged to do homework and don’t have enough time.
B. they get enough motivation, knowledge and parental support.
C. they tend to be more inactive and eat less home-made food.
D. focusing on the nutritional value of certain food is crucial.
E. they know what to eat once in a while.
F. medical experts are broadly concerned about this global trend.
G. children are not motivated enough to move the theory into practice.
H. parents spend more time at home with their young children.

24 ____    25____    26____    27____   28____    29____

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

30. The best title for the text is_______________________________.
A Children and Obesity  
B Kids and Parents  
C Nutrition and Families  
D Obesity among Adults  

31. The tone of the writer throughout the text is__________________________.
A ironic  
B pessimistic  
C explanatory  
D subjective  

32. The audience the writer is likely to address is__________________________.
A experts and parents  
B parents and schools  
C obese children  
D children and schools
# ANSWER KEY – EPE PRACTICE EXAM 6

## A. LANGUAGE USE

### PART 1 MULTIPLE CHOICE CLOZE TEST

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
</tr>
<tr>
<td>3.</td>
<td>B</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
</tr>
<tr>
<td>5.</td>
<td>C</td>
</tr>
<tr>
<td>6.</td>
<td>A</td>
</tr>
<tr>
<td>7.</td>
<td>B</td>
</tr>
<tr>
<td>8.</td>
<td>D</td>
</tr>
</tbody>
</table>

### PART 2 MULTIPLE CHOICE VOCABULARY

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>A</td>
</tr>
<tr>
<td>10.</td>
<td>B</td>
</tr>
<tr>
<td>11.</td>
<td>C</td>
</tr>
<tr>
<td>12.</td>
<td>A</td>
</tr>
<tr>
<td>13.</td>
<td>A</td>
</tr>
<tr>
<td>14.</td>
<td>B</td>
</tr>
<tr>
<td>15.</td>
<td>D</td>
</tr>
</tbody>
</table>

### PART 3 WORD FORMATION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>UNFAVOURABLE</td>
</tr>
<tr>
<td>17.</td>
<td>ACQUIRE</td>
</tr>
<tr>
<td>18.</td>
<td>MISUNDERSTANDING(S)</td>
</tr>
<tr>
<td>19.</td>
<td>BASIC</td>
</tr>
<tr>
<td>20.</td>
<td>DIRECTLY</td>
</tr>
</tbody>
</table>

### PART 4 OPEN CLOZE TEST

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>HAVE</td>
</tr>
<tr>
<td>22.</td>
<td>TO</td>
</tr>
<tr>
<td>23.</td>
<td>CALLED/NAMED</td>
</tr>
<tr>
<td>24.</td>
<td>BUT</td>
</tr>
<tr>
<td>25.</td>
<td>WERE</td>
</tr>
<tr>
<td>26.</td>
<td>WHO</td>
</tr>
<tr>
<td>27.</td>
<td>ALTHOUGH</td>
</tr>
<tr>
<td>28.</td>
<td>THE</td>
</tr>
<tr>
<td>29.</td>
<td>AND</td>
</tr>
<tr>
<td>30.</td>
<td>ON</td>
</tr>
</tbody>
</table>

## READING SECTION:

### Reading 1

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
</tr>
<tr>
<td>12.</td>
</tr>
<tr>
<td>13.</td>
</tr>
<tr>
<td>14.</td>
</tr>
<tr>
<td>15.</td>
</tr>
</tbody>
</table>

### Reading 2

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
</tr>
<tr>
<td>17.</td>
</tr>
<tr>
<td>18.</td>
</tr>
<tr>
<td>19.</td>
</tr>
<tr>
<td>20.</td>
</tr>
<tr>
<td>21.</td>
</tr>
<tr>
<td>22.</td>
</tr>
<tr>
<td>23.</td>
</tr>
</tbody>
</table>

### Reading 3

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>24.</td>
</tr>
<tr>
<td>25.</td>
</tr>
<tr>
<td>26.</td>
</tr>
<tr>
<td>27.</td>
</tr>
<tr>
<td>28.</td>
</tr>
<tr>
<td>29.</td>
</tr>
<tr>
<td>30.</td>
</tr>
<tr>
<td>31.</td>
</tr>
<tr>
<td>32.</td>
</tr>
</tbody>
</table>

## LISTENING SECTION:

### PART 1 WHILE LISTENING:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
</tbody>
</table>