



TED UNIVERSITY

ENGLISH LANGUAGE SCHOOL
ENGLISH PROFICIENCY EXAM (EPE) GUIDEBOOK

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SAMPLE

1. INTRODUCTION TO TEDU EPE

The TEDU English Proficiency Exam (EPE) is a proficiency exam designed to assess whether TED University students have sufficient listening, reading, writing, and language use skills in English to continue their undergraduate programs or, for graduate applicants, to carry out their academic work in their faculties.

The EPE is administered three times per academic year. For students to begin their faculty courses at the end of the spring semester, the sum of 40% of their in-term assessment scores and 60% of their EPE score must be at least 65. The same requirement applies to students placed at the Upper-Intermediate level who wish to start their faculty courses at the end of the fall semester.

Students who do not take this exam or fail to achieve the required passing grade must enrol in the language program offered by the English Language School and attend classes for a minimum of one semester and a maximum of two years, depending on their placement level or academic performance during the program.

For more information on current exam dates and regulations, please visit <http://www.els.tedu.edu.tr>

2. TEDU EPE CONTENT TABLE

A. Listening & Reading Section 50%	B. Writing Section 25%	C. Speaking Section 25%
DAY 1		DAY 2

SAMPLE

3. GENERAL INFORMATION

The TEDU English Language School EPE includes relevant multiple-choice questions in the Listening and Reading Sections designed to demonstrate candidates' ability to comprehend auditory and written input at the appropriate difficulty level, reflecting the academic competencies required during departmental studies at TEDU and the upper-intermediate curriculum objectives of the English Language School. The Writing Section requires writing an academic argumentative essay on a general topic. The Speaking Section measures the ability to produce oral responses to questions posed by the examiner during the exam.

- The Listening Section will include unrelated listening passages and up to 25 questions testing a candidate's ability to use academic listening skills to understand academic texts containing level-appropriate academic vocabulary.
- The Reading Section will include unrelated reading passages and up to 25 questions testing a candidate's ability to use academic reading skills to understand academic texts containing level-appropriate academic vocabulary.
- In the Writing Section, the candidate is expected to produce a written response to a question given in writing on a general discussion topic.
- In the Speaking Section, the candidate is expected to answer 2 questions by expressing opinions and providing sufficient detail and examples to support their views.

The TEDU EPE is administered in separate sessions over two days. The combined scores from these sessions constitute the final TEDU EPE score.

4. ABOUT THE EXAM

Listening Section

FORMAT	This section contains an academic text and a lecture on a topic from the humanities or sciences requiring no prior knowledge, followed by up to 25 multiple-choice questions.
DURATION	Total listening and question answering time for 3 listening passages is 25-35 minutes.
WEIGHT	25%
QUESTION TYPES	Four-option multiple-choice questions to be answered while listening
SOURCES	Texts taken and adapted from various authentic sources such as interviews, discussions, conversations, radio programs, speeches, statements, commentaries, documentaries, and instructions
SCORING	25 points in total

LISTENING PASSAGE A (WHILE LISTENING)

A listening passage in the form of a conversation with two or more participants, followed by multiple-choice questions designed to measure the ability to understand main ideas, details, examples, and the speaker's attitude.

LISTENING PASSAGE B (WHILE LISTENING)

An academic lecture in monologue form, followed by multiple-choice questions designed to measure the ability to understand key points, detailed information, examples, and the speaker's attitude.

LISTENING PASSAGE C (NOTE-TAKING LISTENING)

An academic lecture in monologue form, followed by multiple-choice questions designed to measure the ability to understand key points, detailed information, examples, and the speaker's attitude.

Reading Section

FORMAT	This section contains four reading passages followed by multiple-choice questions. The questions aim to test a candidate's ability to use reading skills to understand academic texts written with level-appropriate academic vocabulary. The total number of questions in this section equals 25 points.
DURATION	Total reading and question answering time is 60-90 minutes.
WEIGHT	25%
QUESTION TYPES	Four-option multiple-choice questions, sentence insertion, main idea identification
SOURCES	Texts taken and adapted from various authentic sources such as books (fiction and non-fiction), newspapers, internet, and non-specialist magazine articles
SCORING	25 points in total
CONTENT	Three to five academic texts selected from the humanities or sciences requiring no prior knowledge.

READING PASSAGE A and B – READING COMPREHENSION

Two reading passages followed by questions designed to test the main idea, a specific idea, supporting details, an interpreted fact, true and false information, referencing, the possible meaning of a target word, the title, the purpose of the text, the author's attitude, and the source of the text.

READING PASSAGE C – SENTENCE INSERTION

A reading passage followed by matching-type questions designed to identify the sentence missing from paragraphs.

READING PASSAGE D – MAIN IDEA IDENTIFICATION

An academic text followed by matching-type questions designed to identify the main idea of the relevant paragraphs.

Writing Section

FORMAT	The candidate is expected to write an academic essay explaining their ideas in response to a specific question about a general topic, making extensive use of detailed information and examples.
DURATION	50 minutes
NUMBER OF QUESTIONS	1
WEIGHT	25%
QUESTION TYPE	A text of 250-300 words
SCORING	25 points

Student competencies required for the successful completion of the written output:

- Writing a strong thesis statement that clearly expresses their opinion
- Providing sufficient support for their ideas
- Using a variety of grammatical structures to express meaning clearly and successfully
- Successfully using academic vocabulary
- Successfully using transitions and conjunctions to create a coherent and cohesive text
- Using grammar, sentence structures, word usage, and spelling rules correctly so as not to hinder the reader's comprehension

Speaking Section

FORMAT	The candidate is expected to prepare for 1 minute and then respond to the question asked, providing sufficient support and elaboration. A follow-up
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	question on the topic will then be directed to the candidate. No preparation time is given for the 2nd question.
DURATION	1 minute: Greeting and instructions / 1 minute: Preparation / 2–3 minutes: Speaking time
NUMBER OF QUESTIONS	1 question + 1 follow-up question
WEIGHT	25%
SCORING	25 points

Student competencies required for the successful completion of the speaking component:

- Providing examples and enriching content with details to support the student's own opinion when answering questions
- Speaking without errors or with minimal errors in grammar, sentence structures, and word pronunciation so as not to hinder the examiners' comprehension

5. SAMPLE EPE EXAM & ANSWER KEY

Below is a sample exam to help you familiarize yourself with the structure and question types of the EPE. The answer key is provided at the end of the section.

Part 1. ACADEMIC LISTENING

Total time: 30 min

Listening 1

For questions 1-10, you are going to listen to a radio program. You are going to listen to it **ONCE** only. As you listen, choose the best answer. You now have 1 minute to look at the questions. (10x1 = 10 points).

1. One reason for Italy's bad image during the 2001 economic crisis is ____.

- A lack of a cooperative leader
- B the inability to see the upcoming crisis
- C radical political changes
- D unwise economic reforms

2. Which one of the following is **TRUE** about the history of modern Italy?

- A It is full of failures.
- B It put an end to the Roman Empire.
- C It is a relatively young country.
- D It was superior to the Greeks.

3. The interviewee thinks that Southerners ____.

- A divided the country
- B consider themselves inferior
- C suffer from the hot climate
- D are more hardworking

4. The Ministry of Simplification was established in order to ____.

- A assist the Prime Minister
- B ease the procedures
- C help tourists with the signposts
- D solve the problem of traffic jam

5. The interviewee believes that bargaining is ____.

- A unique to Italy and Italian culture
- B done to reduce the prices
- C a way of communication
- D a practice among strangers

6. Italians are proud of the Roman Catholic Church because ____.

- A Pope Francis is a popular figure

- B most Italians are religious
- C it is internationally recognized
- D it challenges Islam

7. Which one of the following is **TRUE** about immigration in Italy?

- A Currently, there are few immigrants in Italy.
- B Immigrants are the least welcomed.
- C There are more newcomers in the south.
- D It has been a common phenomenon in Italy.

8. All of the following about Italian families of today are true **EXCEPT** they ____.

- A have strong ties
- B tend to have fewer children
- C have stay-at-home mothers
- D take care of the elder parents

9. The interviewee states that Italian cuisine ____.

- A consists of spaghetti and pizza
- B is not well-known abroad
- C has the best coffee in the world
- D is an essential part of its culture

10. The interviewee appreciates the fact that Italians ____.

- A like eating and fashion
- B are brave and adorable
- C take things easy
- D help those in need

Listening 2

You are going to listen to a lecture about "THE HISTORY OF CHRISTMAS" in two parts. You now have 1 minute to look at questions 11-20 (10x1 = 10 points).

11. Before Christianity, winter celebrations were based on ____.

- A the start of the year
- B welcoming darkness
- C appreciating daylight
- D indoor habits

12. Medieval Scandinavians celebrated Christmas by ____.

- A dancing around the fire
- B building homes of wood
- C eating together by the fire
- D sacrificing pigs and calf

13. During the Saturnalia celebration in Rome, ____.

- A the God of agriculture was honored
- B consumption of meat was restricted
- C wine and beer were produced
- D lower class people were excluded

14. December 25th was chosen as Christmas time to ____.

- A replace the former Easter holiday
- B follow the commands of the Bible
- C adapt former Saturnalia traditions
- D appeal to Northern countries

15. The medieval celebrations included ____.

- A drinking at the church
- B entertaining the rich
- C scaring visitors away
- D giving back to the poor

This is the end of the first half of the lecture. Now, you are going to listen to the second half of the lecture. You now have ONE MINUTE to look at questions 16-20.

16. Oliver Cromwell ____.

- A was against Christmas celebrations
- B was able to totally stop celebrations
- C encouraged riots between groups
- D punished opponents of Christmas

17. When English Puritans came to America, they ____.

- A were protested by the Church
- B lost their conservative beliefs
- C made Christmas an official holiday
- D banned celebrations in Boston

18. Washington Irving's book in 1829 ____.

- A criticized the lifestyle in a farm house
- B challenged landowners of the time
- C led to controversy within the society
- D expressed the true spirit of Christmas

19. In the early 1800s, American families ____.

- A developed their own rituals
- B avoided exchanging gifts
- C wanted to spoil their children
- D were strictly disciplined

20. The Christmas colors represent the ____.

- A Middle Ages
- B Bible
- C pine tree
- D winter time

SAMPLE

Listening 3 (Note-taking)

For questions 21-25, you will listen to a lecture about "Vaccination". You will listen to it **ONCE ONLY**. As you listen, take notes under the following headings. After the recording is over, your teacher will distribute the questions which you will answer using your notes. Your notes will **NOT** be marked. Now, you have 15 seconds to look at the note-taking headings (5x1 = 5 points).

The History of Vaccination and the Contribution of Edward Jenner**Chicken Cholera Vaccine and Louis Pasteur****Vaccination Campaigns**

Answer the following questions using your notes. You have 7 minutes.

21. Which of the following is TRUE about history of vaccination?

- A Researchers travelled long distances to discover it.
- B Edward Jenner started the story of vaccination.
- C There was a similar practice in China in the 11th century.
- D China used vaccination after Africa and Europe.

22. Edward Jenner ____.

- A suffered from a serious disease
- B made an important invention in his house
- C received medical and technical support
- D attempted to sell the vaccine

23. Chicken cholera vaccine was discovered ____.

- A in the 17th century
- B by Edward Jenner
- C by Pasteur's assistant
- D by chance

24. According to the speaker, Louis Pasteur ____.

- A caused the spread of an infectious disease
- B used a brand new technique
- C observed problems in his bacteria
- D inspired other biologists as well

25. In the 21st century, World Health Organization ____.

- A organizes events for vaccination
- B invites doctors to study vaccination
- C provides costly treatment programs
- D vaccinates 20 million children annually

Part 2. ACADEMIC READING

Reading-1: THE LEGACY OF VIKINGS

1. From around A.D. 800 to the 11th century, a vast number of Scandinavians left their homelands to seek their fortunes elsewhere. These seafaring warriors, who were known collectively as Vikings or Norsemen ("Northmen"), began by attacking coastal sites, especially undefended monasteries, in the British Isles. Over the next three centuries, they would leave their mark as pirates, attackers, traders and settlers on much of Britain and the European continent, as well as parts of modern-day Iceland, Greenland and Newfoundland.

2. Contrary to some popular conceptions of the Vikings, they were not a "race" linked by ties of common ancestry or patriotism, and could not be defined by any particular sense of "Viking-ness." Most of the Vikings, whose activities are best known, come from the areas now known as Denmark, Norway and Sweden, though there are mentions in historical records of Finnish, Estonian and Saami Vikings as well. Their common ground, and what made them different from the European peoples they confronted was that they came from a foreign land, they were not "civilized", and most importantly, they were not Christian.

3. The exact reasons for Vikings leaving their homeland are uncertain. Some have suggested it was due to overpopulation of their homeland, but the earliest Vikings were looking for riches, not land. In the eighth century A.D., Europe was growing richer, with trading centers such as Dorestad and Quentovic on the Continent, together with London and York in England, where Scandinavian furs were highly prized. Moreover, from their trade with the Europeans, Scandinavians had learned about new sailing technology as well as about the growing wealth and accompanying inner conflicts among European kingdoms. The Viking pirates, who preyed on merchant ships in the Baltic Sea, would use this knowledge to expand their fortune-seeking activities into the North Sea and beyond.

4. In A.D. 793, an attack on the Lindisfarne monastery off the coast of northeastern England marked the beginning of the Viking Age. The Norwegian pirates who sailed directly across the North Sea did not destroy the monastery completely, but the attack shook the European religious world to its core. Unlike other groups, these strange new invaders had no respect for religious institutions such as the monasteries. These monasteries, especially the ones which were often left unguarded and open to attacks near the shore were open targets for the Viking sailors. Two years later, Viking attacks struck other undefended island monasteries off the northeast coast of Ireland. The first recorded attack in continental Europe came in 799, which destroyed two ancient and well-known Christian monasteries of the time.

5. For several decades, the Vikings confined themselves to hit-and-run attacks against coastal targets in the British Isles; particularly Ireland, and Europe. They then took advantage of internal conflicts in Europe to extend their activity further inland. After the death of Louis the Pious, the emperor of Frankia, his son actually invited the support of a Viking fleet in a power struggle with his brothers. Before long, other Vikings realized that Frankish kings were willing to pay them rich sums to prevent them from attacking their subjects, making Frankia an irresistible target for further Viking activity.

6. By the mid-ninth century, Ireland, Scotland and England had become major targets for Viking settlement as well as attacks. Vikings gained control of the Northern Isles of Scotland and much of mainland Scotland. They founded Ireland's first trading towns: Dublin, Waterford, Wexford, Wicklow and Limerick, and used their base on the Irish coast to launch attacks within Ireland and across the Irish Sea to England. When King Charles began defending West Frankia more energetically in 862, effectively protecting its towns, rivers and coastal areas, Viking forces began to concentrate more on England than Frankia.

7. In the wave of Viking attacks in England, only one kingdom, which was called Wessex, succeeded in resisting. In 871 King Alfred of Wessex became the only king to decisively defeat a Viking army in England. Leaving Wessex, the Vikings set off to the north, and settled in an area which is today known as Denmark, where many of them became farmers and traders. In the first half of the 10th century, English armies began reconquering Scandinavian areas of England; until the last Scandinavian king, Erik Bloodaxe, was expelled and killed around 952, permanently uniting the English into one kingdom.

8. Meanwhile, Viking armies remained active on the European continent until the tenth century, brutally attacking towns as far inland as Paris, Orleans, and Tours. In 844, Vikings stormed Seville, Spain, seizing power

of the city and destroying everything that came into their path. It was then controlled by the Arabs and the attack left the rest of Europe desperately vulnerable to future Viking attacks in the forthcoming decades. In 911, the Frankish king, having no other choice, granted the city of Rouen and the surrounding territory to the Vikings in exchange for their word not to cross the River Seine and to stay away from other parts of the country. This region of northern France is now known as Normandy, or “land of the Northmen.”

9. Vikings were not satisfied with the lands they had invaded in England or Europe and were aiming at even farther regions. In the ninth century, Scandinavians began to colonize Iceland, an island in the North Atlantic where no one had yet settled in large numbers. By the late 10th century, some Vikings moved even further westward, to Greenland. According to later Icelandic histories, some of the early Viking settlers in Greenland may have become the first Europeans to discover North America. Calling their landing place Vinland, which translates into Wine-land, they built a temporary settlement in modern-day Newfoundland. Beyond that, there is little evidence of Viking presence in the New World, and they did not form permanent settlements in the American continent.

10. After long years of reign in parts of Europe and England, King William of England was finally able to defeat an invasion led by the last great Viking King Harald Hardrada of Norway in 1066 and mark the end of the Viking Age in Europe. By that time, all of the Scandinavian kingdoms in Europe were Christian, and what remained of Viking legacy was absorbed into the culture of Christian Europe. Today, signs of the Viking culture can be found mostly in the Scandinavian origins of some vocabulary and place-names in the areas in which they settled, including northern England, Scotland, Ireland and France. In Iceland, the Vikings left an extensive body of literature, the most notable of them being the Icelandic sagas, in which they celebrated the greatest victories of their glorious past.

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

1. In paragraph 1, it can be inferred that Vikings ____.

- A have a relatively recent history
- B were engaged in marine affairs
- C were deeply religious
- D settled in Scandinavia

2. According to paragraph 2, which one of the following is **TRUE** about Vikings?

- A They can be defined as a separate nation known for their patriotism and strong ties of ancestry.
- B They are originally from Northern Europe although some may have roots in other regions.
- C They were similar to the Europeans to a great extent especially in terms of origins and religion.
- D They founded a civilization which was both admired and terrified by the European peoples.

3. Vikings left their homeland for many different reasons **EXCEPT** ____.

- A more cultivated soils with a warmer climate which would allow agricultural facilities
- B newly developed markets where they could easily find buyers for their precious furs
- C political hostilities across Europe, which would facilitate their finding new settlements
- D the desire to look for possible fortunes and wealth in lands other than their own

4. “the Continent” in paragraph 3 refers to ____.

- A their homeland
- B Dorestad
- C Quentovic
- D Europe

5. In paragraph 4, what does the writer mean by "**Unlike other groups, these strange new invaders had no respect for religious institutions such as the monasteries**"?

- A Vikings differed from other pirate groups in that they avoided attacking religious places.
- B Religious places were ideal targets for the Vikings since they were the sources of hidden treasures.
- C What distinguished Vikings from other crowds was that they did not care about holy places.
- D Because there were no other groups around to interfere, Vikings targeted monasteries especially.

6. According to paragraph 5, Frankia was a perfect destination for Viking activity because ____.

- A the rulers voluntarily paid the Vikings in return for keeping safe.
- B it was a coastal region which enabled them to continue their hit-and-run attacks
- C the King of the country had died which left the country defenceless against attacks
- D the King was in need of a fleet support which could be provided by nobody but Vikings

7. According to paragraph 6, the reason why Viking forces gave up on Frankia and turned to England was that ____.

- A they had already taken over Scotland and were looking for new destinations to settle down and attack
- B the trading towns they had founded in Ireland were constantly being attacked by England
- C the towns and coastal areas of Frankia were suitable neither for maritime activities nor for trading
- D active protection had been adopted as a dominant policy by the ruler of the country

8. In paragraph 7, all of the following can be inferred **EXCEPT** ____.

- A the King of Wessex achieved a glorious victory against Vikings unlike other neighboring kingdoms
- B following the military defeat, Vikings were forced to leave the island and look for new settlement
- C the Vikings continued attacking kingdoms in the North, which led to the foundation of a new country called Denmark
- D having faced an unexpected defeat, the Vikings decided to engage in activities other than fighting in their new homeland

9. The word **brutally** in paragraph 8 is closest in meaning to ____.

- A commonly
- B wisely
- C cruelly
- D expertly

10. "**then**" in paragraph 8 refers to ____.

- A until the tenth century
- B in 844
- C in 911
- D in the forthcoming decades

11. The King of Frankia granted Rouen and the surrounding region to the Vikings so that ____.
- A they would shift their focus to other inland cities of Europe and stop attacking Frankia
 - B the Arabs, who controlled Seville, would provide Frankia with military assistance against Vikings
 - C Europe would be left defenceless against Viking attacks and would depend on Frankia for survival
 - D they would put an end to their permanent attacks targeting other regions of the country
12. Although they were in search of new destinations beyond England and Europe, the Vikings ____.
- A returned to Scandinavia since they were not satisfied elsewhere
 - B became a colony of Iceland which was inhabited by other Viking groups
 - C did not dare to expand into remote places due to previous defeats
 - D did not show much existence in the American continent
13. What does the writer mean by saying "**According to later Icelandic histories, some of the early Viking settlers in Greenland may have become the First Europeans to discover North America**" in paragraph 9?
- A Some of the early Vikings, who settled in Greenland, wanted to be the first people to set foot on North America.
 - B It is certain that North America was first explored by Vikings, some of whom settled in Greenland before other Europeans.
 - C The early Vikings, who settled in Greenland, are assumed to have reached North America before any other European country.
 - D North America had already been discovered and explored by different European colonies in Greenland before the Vikings arrived.
14. The word **legacy** in paragraph 10 is closest in meaning to ____.
- A heritage
 - B stories
 - C wars
 - D settlements
15. Which of the following is **TRUE** about the Viking existence in Europe?
- A It was the Viking king Harald Hardrada who ended King William's reign in England.
 - B The Vikings converted the Christian culture of Europe into their own.
 - C There are still some signs of the Vikings in European languages.
 - D The remains of the Viking culture in Europe are limited to celebrated sagas.

Reading 2: AN EXTRAORDINARY ARTIST*(Frida Kahlo – Sentence Insertion)*

1. Frida Kahlo de Rivera is one of the most well-known figures shaping not only Mexican but also the surrealist form of art. Perhaps best known for her self-portraits, Kahlo's work is remembered for its "pain and passion", and its intense, vibrant colours. Her work has been celebrated in Mexico as a symbol of national and local tradition, and by feminists for its uncompromising depiction of the female experience and form.

2. Kahlo suffered lifelong health problems, many of which stemmed from a serious traffic accident she had in her teenage years. These issues are often shockingly reflected in her works. **(16)** _____ Kahlo suggested, "I paint myself because I am so often alone and because I am the subject I know best."

3. Frida was one of the four daughters born to a Hungarian-Jewish father and a mother of Spanish and Mexican Indian descent. She did not originally plan to become an artist. She had been studying at a medical school in Mexico City until, at the age of 18, when she was seriously injured in a terrible bus accident. **(17)** _____ She had to endure more than 30 operations in her lifetime and during her recovery period she began to paint.

4. Her private life was no different than her painting; fluctuating, inconsistent and full of pain. **(18)** _____ Their stormy and passionate relationship survived infidelities, the pressures of careers, divorce, remarriage, Frida's affairs, her poor health and her inability to have children.

5. In 1953, when Frida Kahlo had her first solo exhibition in Mexico, which was the only one held in her native country during her lifetime, a local critic wrote: "It is impossible to separate the life and work of this extraordinary person. Her paintings are her biography." **(19)** _____

6. Upon her wish, her body was burned after her death and her ashes are still on display in the "Blue House" that she shared with Rivera in Mexico.

For questions 16-19, match the missing sentence with the correct paragraph. There is ONE EXTRA. (4x1 pt.)

A. This was just one of the examples of how she challenged the norms of the society and the constraints of her crippled body.

B. For example, in one of her paintings Without Hope, she boldly depicted her body suffering from various forms of pain, including unpleasant scenes full of blood and fractures.

C. Soon after the event, her fragile body not being able to tolerate her carefree lifestyle, Frida passed away at the age of 47.

D. She spent over a year in bed recovering from fractures to her spine, ribs, shoulders, a shattered pelvis, and foot injuries.

E. At the age of 22 she married the famous Mexican artist Diego Rivera, 20 years her senior, despite her family's strong objections.

Reading-3 (Main Idea Matching)

For Questions 20–25, choose the main idea for the relevant paragraph. There is ONE EXTRA. (6x1 pt.)

A. Can you feel your anxiety and stress levels increasing every time you get caught in a traffic jam? Do you find it difficult to control your tongue when your boss points out your mistakes yet again? If your answer to these questions is a big “Yes” then it could be time to make a career and life change that may not even require you to quit your job. Just suggest to your boss that you wish to become one of the new breed of executives whose office is based at home.

B. Working from home is a relatively new phenomenon, but it is becoming an increasingly popular option with both businesses and employees. The technology available to us now means that we no longer need to be in the same office building as our colleagues to communicate effectively with each other.

C. Companies may choose to employ a proportion of their staff as home-based employees, as, of course, a workforce set up in such a way requires far less office space and fewer parking facilities. Employees can enjoy the added benefits of the freedom to schedule the day as they choose and the freedom to spend more time at home with their families.

D. We can even go so far as to say that the phenomenon of working from home could be one of the answers to the pollution problems which the modern world has inflicted upon itself. Fewer people travelling to work everyday equals fewer cars.

E. Despite all these benefits, working from home has certain drawbacks as well. For many of us, work is a means of escaping our nearest and dearest and making our own mark on the world. After all, full time employees spend a third of their day in their workplace.

F. As with most aspects of life, a balance is probably the best solution for the majority of employees – a job based at home which requires regular contact with colleagues at regular meetings.

20. MAIN IDEA OF PARAGRAPH A: _____

21. MAIN IDEA OF PARAGRAPH B: _____

22. MAIN IDEA OF PARAGRAPH C: _____

A. Companies might cut down on their rental expenses by encouraging home office, what’s more, another advantage lies in employees’ opportunity to have more spare time for themselves.

B. Current improvements in technology have revolutionized business, because people can now communicate regardless of where they are.

C. Many workers refuse work from home since they think that it is harmful for their social interactions with colleagues and work partners.

D. A lot of people suffer from the psychological effects of a hectic working environment, so a career shift related to their working atmosphere can be a practical solution for them.

23. MAIN IDEA OF PARAGRAPH D: _____

24. MAIN IDEA OF PARAGRAPH E: _____

25. MAIN IDEA OF PARAGRAPH F: _____

E. One of the possible benefits of home offices can be observed in an unexpected area, since people commute less and use personal vehicles less often.

F. Work place makes up a huge part of our social life and affects our relationship to such an extent that people are likely to marry someone from their offices.

G. People need social contact and also time on their own, so neither full isolation nor a crowded office would do good for an employee.

ACADEMIC WRITING SECTION

NAME - SURNAME: _____ STUDENT NUMBER: _____

Total allocated time: 50 min

*Instructions: Read the following prompt and write an essay between 250-300 words.**“Some people think that young people should learn about their own culture first before learning about other cultures.”*

Do you agree or disagree? Use specific reasons and examples to support your answer.

SPEAKING EXAM

SPEAKING CARD

"[THE NAME and SURNAME OF THE STUDENT], Now, I am going to ask you a question. You have 1 minute to prepare for it and then you are expected to speak in minimum 2 and maximum 3 minutes. You may take notes as you prepare. Is it clear?"

Question 1. In your opinion, what are some negative effects of studying abroad?

(After 1 minute) "Now please begin."

Question 2. If you could study abroad, where would you go and why?

"This is the end of the speaking exam. You may leave. Thank you."

ANSWER KEY

PART-1 LISTENING

1-A 2-C 3-B 4-B 5-C

6-C 7-D 8-C 9-D 10-C

11-C 12-C 13-A 14-C 15-D

16-A 17-D 18-D 19-A 20-C

21-C 22-B 23-D 24-D 25-A

PART-2 READING

1-B 2-B 3-A 4-D 5-C

6-A 7-D 8-C 9-C 10-B

11-D 12-D 13-C 14-A 15-C

16-B 17-D 18-E 19-A 20-D

21-B 22-A 23-B 24-A 25-C

SAMPLE

6. ASSESSMENT CRITERIA

TED UNIVERSITY ENGLISH LANGUAGE SCHOOL

ESSAY WRITING RUBRIC

GROUND RULES:

**Half points can be given at the marker's discretion.*

CONTENT				
Very Good (7)	Satisfactory (6-5)	Average (4-3)	Poor (2-1)	Very Poor (0)
<p>Throughout the essay, the response</p> <ul style="list-style-type: none"> - supports and expands the idea(s) thoroughly and clearly with detailed explanations and/or appropriate examples - is coherent and relevant - has no/ almost no repetition 	<p>Throughout the essay, the response</p> <ul style="list-style-type: none"> - supports and expands the idea(s) reasonably well BUT needs more details and/or examples - is mostly coherent and relevant - may have a few repetitive or unclear ideas / details 	<p>Throughout the essay, the response</p> <ul style="list-style-type: none"> - supports and expands the idea(s) partially with somewhat sufficient details and/or examples - is partially coherent and relevant - is partially repetitive or unclear 	<p>Throughout the essay, the response</p> <ul style="list-style-type: none"> - provides an answer BUT fails to support or expand the idea(s) DUE TO insufficient details and examples - is mostly irrelevant and incoherent - is mostly repetitive and unclear 	<p>Throughout the essay, the response</p> <ul style="list-style-type: none"> - addresses the topic in the prompt BUT with a completely irrelevant controlling idea (mostly off topic) - is completely irrelevant to the given prompt / does not address the prompt at all (completely off topic)
ORGANIZATION				
Very Good (6)	Satisfactory (5-4)	Average (3)	Poor (2-1)	Very Poor (0)
<p>The essay is CLEARLY organized with</p> <ul style="list-style-type: none"> - an introductory paragraph with a clear thesis statement - (a) body paragraph(s) with (a) clear topic sentence(s) and supporting details and examples - a concluding paragraph (if applicable) - transitions and cohesive devices - logical flow of ideas 	<p>The essay is MOSTLY organized but may have MINOR problems with</p> <ul style="list-style-type: none"> - the introductory paragraph and/or the thesis statement - (a) body paragraph(s) with (a) topic sentence(s) and supporting details and examples - the concluding paragraph (if applicable) - transitions and cohesive devices - logical flow of ideas 	<p>The essay is PARTIALLY organized and has MAJOR problems with TWO of the following</p> <ul style="list-style-type: none"> - the introductory paragraph and/or the thesis statement - (a) body paragraph(s) with (a) topic sentence(s) and supporting details and examples - the concluding paragraph (if applicable) - transitions and cohesive devices - logical flow of ideas 	<p>The essay has ALMOST NO organization and has MAJOR problems with MORE THAN TWO of the following</p> <ul style="list-style-type: none"> - the introductory paragraph and/or the thesis statement - (a) body paragraph(s) with (a) topic sentence(s) and supporting details and examples - the concluding paragraph (if applicable) - transitions and cohesive devices - logical flow of ideas 	<p>The essay is COMPLETELY disorganized and has MAJOR problems with ALL / ALMOST ALL of the following</p> <ul style="list-style-type: none"> - the introductory paragraph and/or the thesis statement - (a) body paragraph(s) with (a) topic sentence(s) and supporting details and examples - the concluding paragraph (if applicable) - transitions and cohesive devices - logical flow of ideas
GRAMMAR & MECHANICS				
Very Good (6)	Satisfactory (5-4)	Average (3)	Poor (2-1)	Very Poor (0)
<p>The essay</p> <ul style="list-style-type: none"> - has good control and range of level appropriate grammatical structures with no / rare minor errors - has accurate and varied sentence structures with a good variety of sentences - has no fragments - has correct use of capitalization and punctuation 	<p>The essay</p> <ul style="list-style-type: none"> - has good control and range of level appropriate grammatical structures with errors that DO NOT HINDER comprehension - has mostly accurate sentence structures with some variety of sentences - has almost no fragments - has minor errors with capitalization and punctuation 	<p>The essay</p> <ul style="list-style-type: none"> - has some control and range of level appropriate grammatical structures with errors that HINDER comprehension to some extent - has some level of accuracy and limited sentence variety - has some problems in sentence structure - has some problems with capitalization and punctuation 	<p>The essay</p> <ul style="list-style-type: none"> - has almost no control and range of level appropriate grammatical structures with errors that HINDER comprehension to a great extent - has very little to no sentence variety - has major problems in grammar and sentence structure - has major problems with capitalization and punctuation 	<p>The essay</p> <ul style="list-style-type: none"> - has no correct grammatical structures to assess

VOCABULARY				
Very Good (6)	Satisfactory (5-4)	Average (3)	Poor (2-1)	Very Poor (0)
<p>The essay</p> <ul style="list-style-type: none"> - accurately uses level-appropriate vocabulary with correct form, usage or collocations - has a good range of level-appropriate vocabulary - has no / almost no problems with spelling 	<p>The essay</p> <ul style="list-style-type: none"> - has level-appropriate vocabulary with a few minor errors in form, usage or collocations - has a sufficient range of level-appropriate vocabulary - has few problems with spelling 	<p>The essay</p> <ul style="list-style-type: none"> - has level-appropriate vocabulary with frequent errors in form, usage or collocations - has an average range of level-appropriate vocabulary - has some problems with spelling 	<p>The essay</p> <ul style="list-style-type: none"> - has major errors in choice, form and usage of vocabulary - has significant lack of lexical variety - has many problems with spelling 	<p>The essay</p> <ul style="list-style-type: none"> - has almost no / no correct lexical forms to assess

SAMPLE

TED UNIVERSITY ENGLISH LANGUAGE SCHOOL

SPEAKING RUBRIC

GROUND RULES:

**Half points can be given at the examiner’s discretion.*

PRODUCTION / COMMUNICABILITY				
Very Good (7)	Satisfactory (6-5)	Average (4-3)	Poor (2-1)	Very Poor (0)
<p>The student</p> <ul style="list-style-type: none"> - conveys the ideas thoroughly and clearly with reasons, examples, and/or details - has coherent and relevant ideas - has no / almost no repetitive ideas 	<p>The student</p> <ul style="list-style-type: none"> - conveys the ideas reasonably well BUT needs more ideas / details / examples - has mostly coherent and relevant ideas - may have repetitive or unclear ideas that DO NOT HINDER comprehension 	<p>The student</p> <ul style="list-style-type: none"> - conveys the ideas with somewhat sufficient details and/or examples - has somewhat coherent and relevant ideas - has repetitive or unclear ideas that HINDER comprehension to some extent 	<p>The student</p> <ul style="list-style-type: none"> - conveys the ideas poorly DUE TO insufficient details and examples - has mostly irrelevant and incoherent ideas - has repetitive and unclear ideas that HINDER comprehension to a great extent 	<p>The student</p> <ul style="list-style-type: none"> - addresses the topic in the prompt(s) BUT with a completely irrelevant controlling idea (mostly off topic) - gives a completely irrelevant response to the given prompt(s) / does not address the prompt(s) at all (completely off topic)
GRAMMAR				
Very Good (7)	Satisfactory (6-5)	Average (4-3)	Poor (2-1)	Very Poor (0)
<p>The student</p> <ul style="list-style-type: none"> - has good control and range of level appropriate grammatical structures with no / rare minor errors - has accurate and varied sentence structures with a good variety of sentences - has no fragmented sentences - can self-correct 	<p>The student</p> <ul style="list-style-type: none"> - has good control and range of level appropriate grammatical structures with errors that DO NOT HINDER comprehension - has mostly accurate sentence structures with some variety of sentences - has almost no fragmented sentences - is mostly able to self-correct 	<p>The student</p> <ul style="list-style-type: none"> - has some control and range of level appropriate grammatical structures with errors that HINDER comprehension to some extent - has some level of accuracy and limited sentence variety - has some problems in sentence structure - is sometimes able to self-correct 	<p>The student</p> <ul style="list-style-type: none"> - has almost no control and range of level appropriate grammatical structures with errors that HINDER comprehension to a great extent - has very little to no sentence variety - has major problems in grammar and sentence structure - DOES NOT self-correct 	<p>The student</p> <ul style="list-style-type: none"> - has no correct grammatical structures to assess - DOES NOT produce enough language to assess
VOCABULARY				
Very Good (7)	Satisfactory (6-5)	Average (4-3)	Poor (2-1)	Very Poor (0)
<p>The student</p> <ul style="list-style-type: none"> - accurately uses level-appropriate vocabulary with correct form, usage or collocations - uses a good range of level-appropriate vocabulary - can self-correct 	<p>The student</p> <ul style="list-style-type: none"> - uses level-appropriate vocabulary with a few minor errors in form, usage or collocations - uses a sufficient range of level-appropriate vocabulary - is mostly able to self-correct 	<p>The student</p> <ul style="list-style-type: none"> - uses level-appropriate vocabulary with frequent errors in form, usage or collocations - uses an average range of level-appropriate vocabulary - is sometimes able to self-correct 	<p>The student</p> <ul style="list-style-type: none"> - has major errors in choice, form, and usage of vocabulary - has significant lack of lexical variety - DOES NOT self-correct 	<p>The student</p> <ul style="list-style-type: none"> - uses no correct lexical forms to assess - DOES NOT produce enough language to assess
FLUENCY & PRONUNCIATION				
Very Good (4)	Satisfactory (3)	Average (2)	Poor (1)	Very Poor (0)
<p>The student</p> <ul style="list-style-type: none"> - speaks with minimal pauses and hesitations - produces all English sounds to be understood, including vowels, consonants and 	<p>The student</p> <ul style="list-style-type: none"> - speaks with SOME pauses and hesitations - has SOME errors in English sounds, including vowels, consonants, and word endings (-s, -ed, etc.) 	<p>The student</p> <ul style="list-style-type: none"> - speaks with pauses and hesitations that may somewhat HINDER comprehension - has errors in English sounds, including vowels, consonants, and word endings (-s, -ed, 	<p>The student</p> <ul style="list-style-type: none"> - speaks with pauses and hesitations that significantly HINDER comprehension - has errors in English sounds, including vowels, consonants, and word endings (-s, -ed, 	<p>The student</p> <ul style="list-style-type: none"> - DOES NOT produce enough language to assess - pronounces ALMOST ALL individual words appropriate to their level or below their level inaccurately which

<p>word endings (-s, -ed, etc.)</p> <ul style="list-style-type: none"> - pronounces ALL / ALMOST ALL individual words appropriate to their level or below their level accurately - can self-correct 	<ul style="list-style-type: none"> - pronounces MOST of the individual words appropriate to their level or below their level accurately - is mostly able to self-correct 	<p>etc.) that may somewhat HINDER comprehension</p> <ul style="list-style-type: none"> - pronounces SOME of the individual words appropriate to their level or below their level accurately - is sometimes able to self-correct 	<p>etc.) that significantly HINDER comprehension</p> <ul style="list-style-type: none"> - pronounces MANY individual words appropriate to their level or below their level inaccurately - DOES NOT self-correct 	<p>makes the speech incomprehensible</p>
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SAMPLE

7. AUDIOSCRIPTS

This section contains the written transcripts (audioscripts) of the listening passages used in the sample exam.

THE CHANGING FACE OF ITALY

Hi everybody. I am Troy McClain, it's 10 am now and you are listening to the WHD Community Radio. In a few seconds we'll be joined by Jean Hooper, a Guardian correspondent who published her new book *The Italians*.

Interviewer: Mrs. Hooper, welcome to our program. It is great to finally have you on WHD Community Radio this morning.

Hooper: Thank you. Hello everybody. It is great to be back in my hometown, too.

Interviewer: OK. Mrs Hooper. You call Italy "the Beautiful Country." Yet, in recent years it's been associated with political corruption. Does Italy have an image problem?

Hooper: It had. Berlusconi did a lot of damage by making the country look irresponsible at a time when the economic crisis in Europe in 2001 needed all the countries to be responsible. While all the other countries were working together, he deliberately ignored it. Secondly, people realized that the country had not changed a lot for a long time. Today, however, the situation is much better thanks to the wiser implementations of the new government.

Interviewer: One of the things that I find interesting about Italy is how young a country modern Italy is. Yet it's also an ancient civilization.

Hooper: On one hand, there is this consciousness of a long and glorious past. On the other hand, there is the inferiority complex that comes from being ruled by foreigners for a very long time. Italy has only been Italy for less than 150 years.

Interviewer: What about geography?

Hooper: Not as much as history. There has been a division between the north and the south, but that's a division due to history. Southerners suffer more from inferiority complex.

Interviewer: Italy is famous for its complicated bureaucracy. The Ministry of Simplification?

Hooper: The current Prime Minister once told me that one of his aims was to make Italy a simpler place. All kinds of things are unnecessarily complicated, whether it be laws or judicial or administrative procedures.

Interviewer: Is bargaining an indispensable part of Italian way of life?

Hooper: It is. Actually, bargaining is not only a part of Italian culture, but a common characteristic in nearly all Mediterranean countries. I guess it's something about the need to communicate with one another rather than buying things at a cheaper price.

Interviewer: What is the role of the Roman Catholic Church today?

Hooper: Even people who aren't religious in Italy take pride in the fact that the Roman Catholic Church is so closely associated with their country. It's a global entity. That's what Italians are proud of.

Interviewer: How is immigration changing Italy?

Hooper: Hugely. Italians are welcoming and hospitable towards the immigrants. The polls show that the degree of tolerance towards migrants increases as you go south.

Interviewer: Family bonds in Italy?

Hooper: Family bonds have remained astonishingly strong. But today's family is very likely to have one child, maybe two, because women have found it impossible to combine the roles of mother and wife and caregiver and professional.

Interviewer: Italian cuisine?

Hooper: I would say it's even more essential to its identity than it was a few years ago. In recent years Italian cuisine has conquered the world. Food brings the family together.

Interviewer: What do you love and dislike most about Italy?

Hooper: The thing I love most is an aspect of the idea of joy. For Italians, the way you feel is far more important than the way life treats you. I find that a very adorable characteristic.

Interviewer: Thank you very much Mrs. Hooper.

Hooper: Thank You. Grazie.

SAMPLE

THE HISTORY OF CHRISTMAS

Christmas is celebrated on December the 25th and is both a religious holiday and a worldwide cultural and commercial phenomenon. The idea of a celebration in the middle of winter did not start with Christianity. Centuries before the arrival of Jesus, many communities celebrated the winter solstice.

In mediaeval Scandinavia, people began winter celebrations starting from December the 21st. Fathers and sons would bring home large blocks of wood, which they would set on fire. People would have long, fancy dinners around the fire.

Moving south, to Rome, a holiday called Saturnalia was celebrated in honor of Saturn, believed to be the god of agriculture. Saturnalia was a time of pleasure, when food and drink were plentiful. The ordinary social order was turned upside down.

In the 4th century, church officials decided to institute the birth of Jesus as a holiday. The Bible did not mention the exact date for his birth. Therefore, the church declared it as December the 25th in an effort to adopt and absorb the customs of the previous Saturnalia festival.

This is the end of the first half of the lecture. Now, you are going to listen to the second half of the lecture. You now have ONE MINUTE to look at questions 16-20.

In the early 17th century, Oliver Cromwell took over England. He banned Christmas celebrations. However, many people still celebrated in quiet.

In 1620, English separatists called Puritans arrived in America. They too prohibited the celebration of Christmas. For 20 years, Christmas celebrations were forbidden in Boston.

It wasn't until the 19th century that Americans began to adopt Christmas. Washington Irving in 1829 wrote about the celebration of Christmas in a farm house, featuring a wealthy landowner who invited farm workers into his home.

At the beginning of the 1800s, Americans started Christmas customs including decorating trees, sending holiday cards, and gift-giving.

The Christmas colors are very symbolic. In many parts of Europe during the Middle Ages, stories from the Bible were acted out. There was always a pine tree with red apples tied to it.

VACCINATION

Hello everyone. Welcome to today's class. We are going to talk about one of the most important medical developments of all times: "vaccination."

Vaccination is one of the most effective ways to prevent diseases. Contrary to the common belief, the history of vaccines did not begin with Edward Jenner. Evidence suggests that the Chinese had developed a treatment which was very similar to vaccination as early as the 11th century. After that, it was practiced in Africa and Anatolia. And then, it spread to Europe and lastly to the Americas.

Edward Jenner is commonly accepted as the creator of vaccinations as he created the first version of the vaccines that we use today. He managed to create immunity against smallpox. He came up with this invention at home with no external support.

The next important development was Louis Pasteur's chicken cholera vaccine. In the 1870s, Pasteur was studying chicken cholera. While on holiday, Pasteur instructed his assistant to inject the chickens with a fresh bacteria. The assistant forgot about it. Therefore, Pasteur had to use old bacteria. Unexpectedly, the chickens only showed little signs of the disease and survived. Pasteur accidentally found the chicken cholera vaccine.

The discovery completely changed the studies in infectious diseases. Pasteur was the first to take the process of observing bacteria to the laboratory. He impacted all biologists who followed him. His methods gave inspiration to other scientists.

Now, in the 21st century, we have various vaccines. One campaign initiated by WHO is called World Vaccination Week. However, nearly 20 million children are still unvaccinated worldwide.