



TEDU ELS



**TED UNIVERSITY**

**İNGİLİZCE YETERLİK SINAVI (İYS) REHBERİ**





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# SAMPLE

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SAMPLE



## 1. TEDÜ İYS'YE GİRİŞ

TEDÜ-İYS, TED Üniversitesi öğrencilerinin lisans programlarına devam etmeleri ya da yüksek lisans programlarına başvuran öğrencilerin, fakültelerinde akademik çalışmalarını yürütebilmeleri amacıyla İngilizce'de yeterli düzeyde dinleme, okuma yazma ve dil kullanma becerilerine sahip olup olmadıklarını değerlendirmek için tasarlanmış bir yeterlilik sınavıdır.

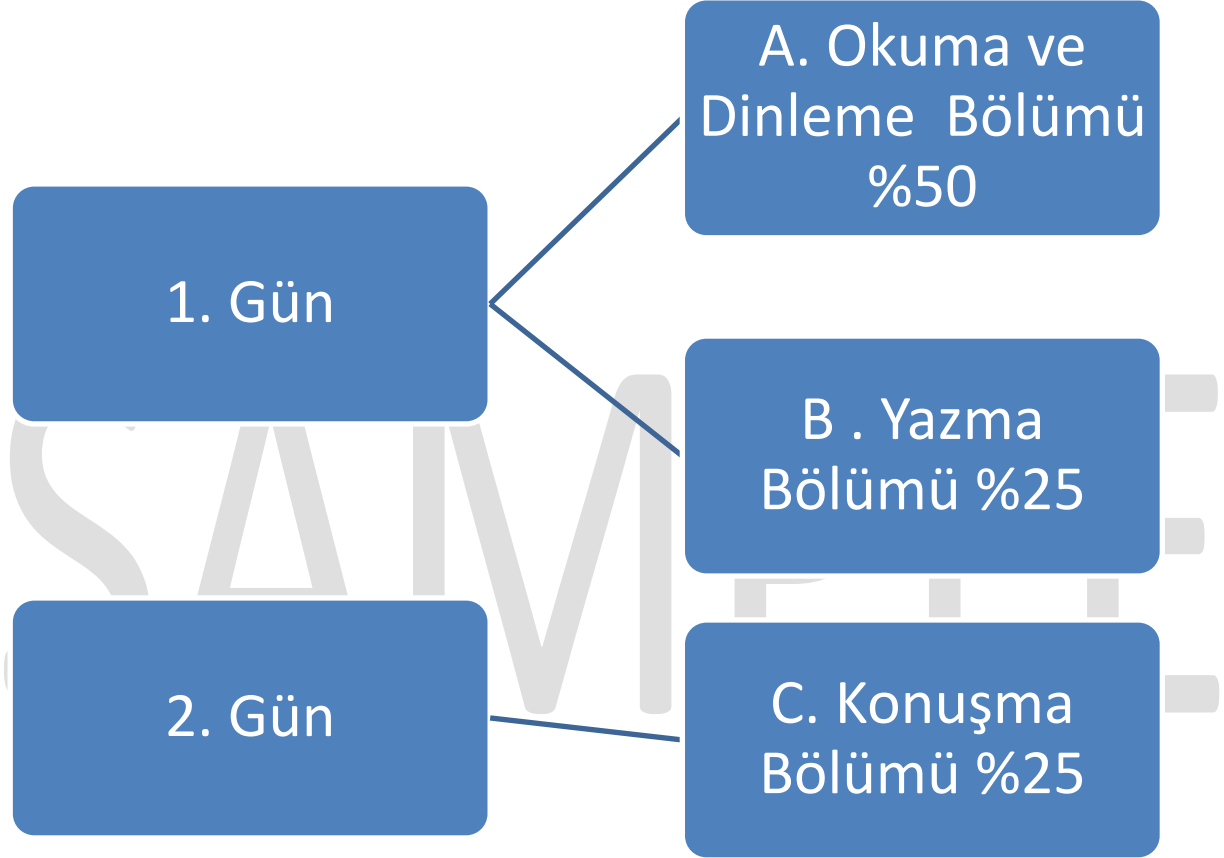
İYS, her akademik yılda üç kez uygulanır. Öğrencilerin, bahar dönemi sonunda fakültelerine başlayabilmeleri için, dönem içindeki değerlendirmelerden topladıkları puanın %40'ı ve İYS'den aldıklarının puanın %60'ının toplamının en az 65 olması gerekmektedir. Güz döneminde Upper-Intermediate seviyesine yerleşen öğrenciler için Güz dönemi sonunda fakültelerine başlamaları için yine dönem içindeki değerlendirmelerden topladıkları puanın %40'ı ve İYS'den aldıkları puanın %60'ının toplamının en az 65 olması gerekmektedir.

Bu sınava girmeyen, ya da yeterli geçme notunu alamayan öğrencilerin, İngilizce Dil Okulu tarafından sunulan dil programına kaydolmaları ve burada, giriş seviyelerine ya da program esnasındaki akademik performanslarına bağlı olarak en az bir dönem, en çok iki yıl derslere girmeleri gerekmektedir.

Güncel sınav tarihleri ve kuralları hakkında daha fazla bilgi için lütfen <http://www.tedu.edu.tr> adresini ziyaret ediniz.



## 2. TEDÜ İYS İÇERİK TABLOSU





### 3. GENEL BİLGİLER

TEDÜ İngilizce Dil Okulu İYS, bir adayın TEDÜ'deki bölüm çalışmaları sırasında sahip olması gereken akademik yeterlilikleri ve İngilizce Dil Okulu'nun üst-orta seviye müfredat hedeflerini yansıtmak amacıyla **Okuma ve Dinleme Bölümlerinde** uygun zorluk seviyesinin işitsel ve yazılı girdisini anlama becerisini ortaya koyma amacıyla sorulan ilgili çoktan seçmeli soruları içerir. **Yazma Bölümünde** ise genel bir konu hakkında akademik bir tartışmacı makale yazmayı içerir. **Konuşma Bölümü ise** sınavda görevli öğretim elemanının yönelttiği sorulara sözlü bir yanıt üretme becerisini ölçmektedir.

- **Okuma Bölümü**, okuma metinleri ilişkisiz konularda olacak ve bir adayın seviyeye uygun akademik kelimeler içeren akademik metinleri anlamak için akademik okuma becerilerini kullanma yeteneğini test eden en fazla 25 soru içerecektir.
- **Yazma Bölümünde**, adayın genel bir tartışma konusunda yazılı olarak verilen bir soruya yazılı bir çıktı vermesi beklenmektedir.
- **Konuşma Bölümünde** ise adayın 2 tane soruyu, fikir beyan ederek cevaplaması ve savunduğu fikir ile alakalı yeterli detay ve örneklendirme sunması beklenmektedir.
- **Dinleme bölümünde**, dinleme metinleri ilişkisiz konularda olacak ve bir adayın seviyeye uygun akademik kelimeler içeren akademik metinleri anlamak için akademik dinleme becerilerini kullanma yeteneğini test eden en fazla 25 soru içerecektir.

**TEDÜ-İYS** iki ayrı günde farklı oturumlar halinde uygulanır. Bu oturumlardan alınan puanların toplamı nihai TEDÜ-İYS puanını oluşturur.



#### 4. SINAV HAKKINDA

<b>OKUMA BÖLÜMÜ FORMATI</b>	Bu bölüm dört okuma metni ve ardından onları takip eden çoktan seçmeli soruları içermektedir. Sorular, bir adayın seviyeye uygun akademik kelimeler ile yazılmış akademik metinleri anlamak için okuma becerilerini kullanma yeteneğini test etmeyi hedefler. Bu bölümdeki soruların toplamı 25 puana eşittir.
<b>SÜRE</b>	Verilen okuma ve soruları cevaplama süresi toplam 60-90 dakika aralığındadır.
<b>AĞIRLIK</b>	%25
<b>SORU TİPLERİ</b>	Dört şıklı çoktan seçmeli sorular, cümle yerleştirme, ana fikir bulma
<b>KAYNAKLAR</b>	Kitaplar (kurgu ve kurgu dışı), gazeteler, internet ve dergilerden alınan uzman olmayan makaleler gibi çeşitli özgün kaynaklardan alınan ve uyarlanan metinler
<b>PUANLAMA</b>	Toplam 25 puan
<b>İÇERİK</b>	<p>Beşeri bilimler ya da fen bilimleri alanından seçilen ön bilgi gerektirmeyen üç-beş arası akademik metin.</p> <p><u>OKUMA PARÇASI A ve B – OKUDUĞUNU ANLAMA</u> İki okuma metni ve ardından ana fikri, belirli bir fikri, destekleyici detayları, yorumlanmış bir gerçeği, doğru ve yanlış bilgileri, kaynak göstermeyi, hedef kelimenin olası anlamını, başlığını, metnin amacını, yazarın tutumunu ve metnin kaynağını test etmek amacıyla hazırlanmış soruları içermektedir.</p> <p><u>OKUMA PARÇASI C - CÜMLE YERLEŞTİRME</u> Bir okuma metni ve ardından paragraflarda mevcut olmayan cümleyi bulmak amacıyla hazırlanmış eşleştirme biçiminde soruları içermektedir.</p> <p><u>OKUMA PARÇASI D – ANA FİKİR BULMA</u> Bir akademik metin ve ardından ilgili paragrafların ana fikrini bulmak amacıyla hazırlanmış, eşleştirme biçiminde soruları içermektedir.</p>



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<b>YAZMA BÖLÜMÜ FORMATI</b>	Adayın, verilen genel bir konuyla ilgili belirli bir soruya yanıt olarak, fikirlerini açıklayan, ayrıntılı bilgi ve örneklerin yaygın olarak kullanıldığı, akademik bir makale yazması beklenir.
<b>SÜRE</b>	50 dakika
<b>SORU SAYISI</b>	1
<b>AĞIRLIK</b>	%25
<b>SORU TİPLERİ</b>	250-300 kelimelik bir metin
<b>PUANLAMA</b>	25 puan
<b>İÇERİK</b>	<p>Yazılı çıktının başarıyla tamamlanabilmesi için gereken öğrenci yeterlilikleri aşağıda verildiği gibidir:</p> <ul style="list-style-type: none"><li>• Fikrini açıkça ifade eden güçlü bir tez cümlesi yazabilme</li><li>• Fikirleri için yeterli destek sağlayabilme</li><li>• Anlamı açıkça ve başarılı bir şekilde ifade edebilmek amacıyla çeşitli dil bilgisi yapılarını kullanabilme</li><li>• Akademik kelimeleri başarılı bir şekilde kullanabilme</li><li>• Tutarlı ve uyumlu bir metin oluşturabilmek amacıyla geçişleri ve bağlaçları başarılı bir şekilde kullanabilme</li><li>• Okuyucunun anlama becerisine engel olmamak amacıyla, dilbilgisini, cümle yapılarını, sözcük kullanımını ve yazım kurallarını doğru kullanabilme</li></ul>

<b>KONUŞMA BÖLÜMÜ FORMATI</b>	Adayın yeterli destek ve detaylandırma sağlayarak kendisine sorulan soruya 1 dk hazırlanarak cevap vermesi beklenmektedir. Sonrasında kendisine konuyla ilgili başka bir soru yönlendirilecektir. Kendisine sorulan 2. soru için hazırlanma süresi verilmeyecektir.
<b>SÜRE</b>	1 dakika :Karşılama ve talimatlar 1 dakika :Hazırlık 2 – 3 dakika :Konuşma süresi
<b>SORU SAYISI</b>	1 soru + 1 ekstra soru
<b>AĞIRLIK</b>	%25
<b>PUANLAMA</b>	25 puan
<b>İÇERİK</b>	<p>Sözlü beceri kısmının başarılı bir şekilde tamamlanabilmesi için gereken öğrenci yeterlilikleri aşağıdaki gibidir:</p> <ul style="list-style-type: none"><li>• Soruları cevaplarken, öğrencinin kendi fikrini desteklemek amacıyla örnekler vermesi ve ayrıntılarla içeriği zenginleştirilmesi</li><li>• Dil bilgisi, cümle yapıları ve sözcük telaffuzu konularında sınav görevlilerin anlayışını engellemek için hatasız konuşabilme veya minimum düzeyde hata yapma</li></ul>





<b>DİNLEME BÖLÜMÜ FORMATI</b>	Bu bölüm akademik metin ve beşeri bilimler ya da fen bilimleri alanından ön bilgi gerektirmeyen bir konuda ders anlatımı, ardından en fazla 25 çoktan seçmeli soru içermektedir.
<b>SÜRE</b>	3 dinleme metni için verilen dinleme ve soruları cevaplama süresi toplam 25-35 dakika aralığındadır.
<b>AĞIRLIK</b>	%25
<b>SORU TİPLERİ</b>	Dinleme esnasında yanıtlanacak dört şıklı çoktan seçmeli soru
<b>KAYNAKLAR</b>	Röportajlar, tartışmalar, sohbetler, radyo programları, konuşmalar, demeçler, yorumlamalar, belgeseller ve talimatlar gibi çeşitli özgün kaynaklardan alınan ve uyarlanan metinler
<b>PUANLAMA</b>	Toplamda 25 puan
<b>İÇERİK</b>	<p><u>DİNLEME PARÇASI - A (EŞZAMANLI DİNLEME)</u> İki veya daha fazla katılımcı içeren karşılıklı konuşma şeklinde bir dinleme metni ve ardından ana fikirleri, ayrıntıları, örnekleri ve konuşmacının tutumunu anlayabilme yeteneğini ölçmek amacıyla hazırlanmış çoktan seçmeli sorular.</p> <p><u>DİNLEME PARÇASI - B (EŞZAMANLI DİNLEME)</u> Monolog şeklinde akademik bir ders anlatımı ve ardından temel noktaları, detaylı ayrıntıları, örnekleri ve konuşmacının tutumunu anlayabilme yeteneğini ölçmek için hazırlanmış çoktan seçmeli sorular.</p> <p><u>DİNLEME PARÇASI – C (NOT ALARAK DİNLEME)</u> Monolog şeklinde akademik bir ders anlatımı ve ardından temel noktaları, detaylı ayrıntıları, örnekleri ve konuşmacının tutumunu anlayabilme yeteneğini ölçmek için hazırlanmış çoktan seçmeli sorular.</p>



## 5. İÇERİK TABLOSU VE GENEL HEDEFLER

Sınav İçerik Tablosu	
Yanıt Yöntemi/Soru Biçimi	<b>Okuma ve dinleme</b> – Çoktan Seçmeli <b>Yazma</b> – Yazılı Çıktı <b>Konuşma</b> – Sözlü Çıktı
Beceri Odağı	Okuma, Yazma, Konuşma, Dinleme
GSE Değeri	70
CEFR Seviyesi	B2
Bölüm Sayısı	<b>Birinci Bölüm-Okuma</b> Metin A Metin B Metin C Metin D <b>İkinci Bölüm-Dinleme</b> Dinleme Parçası A Dinleme Parçası B Dinleme Parçası C <b>Üçüncü Bölüm-Yazma</b> <b>Dördüncü Bölüm-Konuşma</b>
Bölüm Başına Ağırlık	Okuma-% 25 Dinleme-% 25 Yazma-% 25 Konuşma-% 25
Toplam Puan	Okuma-25 puan Dinleme-25 puan Yazma-25 puan Konuşma-25 puan Toplam-100 puan
Okuma ve Dinleme Metinlerinin Uzunluğu	Aksi belirtilmedikçe 500-1000 kelimelik metinler içerir.
Okunabilirlik	• <i>Flesh reading ease score: 45-50</i> <i>Flesh-Kincaid Grade Level: 9-11</i>
Sözcüksel ve Yapısal Kaynaklar	Cümle başına ortalama kelime sayısı: 15 • Paragraf başına ortalama kelime sayısı: 8
Metin Türü	Dinleme için ders anlatımı şeklinde verilen akademik metinler veya bir kitap bölümünden bir alıntı veya okuma için ön bilgi ya da belirli bir kelime bilgisi gerektirmeyen, beşeri bilimleri veya fen bilimleri alanından genel bir konuda yazılmış akademik bir metin.

**GENEL HEDEFLER**

<b>OKUMA</b>	<b>HEDEFLER</b>
<b>METİN 1-2 ÇOKTAN SEÇMELİ SORULAR</b>	<p>Öğrencilerin aşağıda verilen konulardaki becerilerini ölçmek amacıyla sorulmuş çoktan seçmeli sorular.</p> <ul style="list-style-type: none"><li>• Ana fikirleri, metnin genel konusunu ve metindeki detayları anlayabilme</li><li>• Metnin farklı kısımlarını birbirine bağlayan bağlaç yapılarını tanıyabilme ve yorumlayabilme</li><li>• Fikir ve gerçekleri ayırabilme</li><li>• Referans belirten kelimeleri tanıyabilme</li><li>• Çıkarım yapabilme</li><li>• Kelimelerin anlamlarını tahmin edebilme</li></ul>
<b>METİN 3- CÜMLE YERLEŞTİRME</b>	<p>Öğrencilerin aşağıda verilen konulardaki becerilerini ölçmek amacıyla sorulmuş cümle yerleştirme soruları.</p> <ul style="list-style-type: none"><li>• Bir metnin ve paragraflarını bütünsel olarak anlayabilme</li><li>• Metnin içindeki fikirleri, fikir akışı ve geçişleri arasındaki ilişkiyi anlayabilme</li><li>• Metinde hangi bilgilerin eksik olabileceğini veya hangi bilginin bir metnin tutarlılığına en uygun olduğunu belirleyebilme</li><li>• Bir metnin farklı kısımlarını birbirine bağlayan geçişleri tanımlayabilme ve yorumlayabilme</li></ul>
<b>METİN 4- ANA FİKİRLERİ DOĞRU PARAGRAF İLE EŞLEŞTİRME</b>	<p>Öğrencilerin aşağıda verilen konulardaki becerilerini ölçmek amacıyla sorulmuş eşleştirme soruları.</p> <ul style="list-style-type: none"><li>• Çıkarım yapabilme</li><li>• Ana fikirleri anlayabilme</li><li>• Yazarın tutumunu ve amacını anlayabilme</li><li>• Metnin farklı kısımlarını birbirine bağlayan geçişleri tanımlayabilme ve yorumlayabilme</li></ul>

<b>YAZMA</b>	<b>HEDEFLER</b>
<b>KOMPOZİSYON YAZIMI</b>	<p>Öğrencilerin aşağıda verilen konulardaki becerilerini ölçmek amacıyla sorulmuş bir yazma sorusu.</p> <ul style="list-style-type: none"><li>• Öğrencinin kendi fikirlerini ifade edebilmesi</li><li>• Görüşlerini destekleyici detaylarla gerekçelendirebilmesi</li><li>• Tutarlılığı sağlayabilmek için uygun bağlaç ve geçişler kullanabilme</li><li>• Çeşitli ve doğru dil bilgisi ve kelime kullanımıyla doğru cümleler üretebilme</li></ul>



KONUŞMA	HEDEFLER
	<p>Öğrencilerin aşağıda verilen konulardaki becerilerini ölçmek amacıyla sorulmuş dinleme soruları.</p> <ul style="list-style-type: none"><li>• Verilen soruyu takip edebilme ve anlayabilme</li><li>• Fikirlerini ifade edebilme</li><li>• Fikirlerini destekleyici detaylar ve örnekler sunma</li><li>• Tutarlılığı sağlayabilmek için uygun bağlaç ve geçişler kullanabilme</li><li>• Çeşitli ve doğru dil bilgisi ve kelime kullanımıyla doğru cümleler üretebilme</li></ul>

DİNLEME	HEDEFLER
<p><b>EŞZAMANLI DİNLEME (DİYALOG VE DİNLEME METNİ) NOT ALARAK DİNLEME (DİNLEME METNİ)</b></p>	<p>Öğrencilerin aşağıda verilen konulardaki becerilerini ölçmek amacıyla sorulmuş dinleme soruları.</p> <ul style="list-style-type: none"><li>• Sözlü bilgiyi takip edebilme ve anlayabilme</li><li>• Ana fikirleri takip edebilme ve anlayabilme</li><li>• Detayları anlayabilme</li><li>• Destekleyici detaylardan anlam çıkarabilme</li><li>• Önemli bilgileri not alabilme ve notları kullanarak soruları cevaplayabilme</li></ul>



## 6. ÖRNEK İYİ SINAVI & CEVAP ANAHTARI

### 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.



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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.



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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



TEDU ELS

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





TEDU ELS

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 defenseless 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



TEDU ELS

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.



AN EXTRAORDINARY ARTIST

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. Her paintings were strikingly naive, and filled with the vivid colours and forms reflecting Mexican way of life. These paintings, most of which are self-portraits, are easily distinguished as Kahlo's with their colourful and lively depictions of the Mexican culture.
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." It was these extraordinary self-portraits that gained her the international fame going far beyond the borders of Mexico.
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, as it was the only thing she could do being confined to bed.
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. Despite all these emotional swings, neither was able to give up on the other. Frida once said: "I suffered two fatal accidents in my life...One in which a bus knocked me down and the other was Diego." The bus accident left her crippled physically and Diego crippled her emotionally.
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." This observation serves to explain why her work is so different from that of her contemporaries. At the time of her exhibition opening, Frida's health was so bad that her doctor told her she was not to leave her bed under any condition. She, however, insisted that she was going to attend her opening, and, in Frida style, she did. She came to the gallery in her bed tied to the back of a truck. Four men carried her in to the waiting guests, while she was holding a glass of wine in her hand. (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. All of her personal effects are displayed throughout the house and everything seems to be just as she left it. One gets the feeling that she still lives there but has just briefly stepped out to allow you to tour her private sanctuary, where her legacy still goes on.



For questions 16-19 match the missing sentence with the correct paragraph and transfer your answers to the optical form. There is ONE EXTRA. (4x1 pt. each = 4 pts.)

- 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.

SAMPLE



**Reading-3**

- 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? Do you find it difficult to find the suitable clothes to work every morning and spend hours in front of your wardrobe thinking? Is it frustrating for you to work in an office full of people shouting and running around? 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. E-mail, video conferencing, mobile telephones and more mean that we can do business just as efficiently, regardless of our location. Advancements in communication have enabled employees to carry out most of the tasks without physically being present in their offices. Money transfers, contracts, documentation, signing documents can all be done online. Why spend so many resources while we can do all of these online.
- 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. The fixed cost of a business can be dramatically reduced. 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. Working from home can be a particularly valid option for young mothers who wish to pursue their careers, but find it impossible to be out of the house for nine or ten hours per day.
- 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. Fewer cars, of course, equates to lower CO<sub>2</sub> levels in the atmosphere. Governments have been trying for years to persuade us to forsake our private car journey to work each day for the hideous experience of a crowded bus or train. Most of us have been resistant, even when parking fees in city areas have been on the rise and unpredictable traffic patterns mean we have to leave our house at least 30 minutes earlier.
- 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. It does not matter whether the relationships we have with our colleagues are good or bad, they are a significant part of our life. After all, full time employees spend a third of their day in their workplace. After work, pursuits of game of squash or a drink in the pub become part of our daily routine. We establish sound friendships at work and an astounding percentage of us meet our life partner at our place of work. The people there have similar ambitions and business interests. After all, we are social animals and the majority of us become depressed and withdrawn if we do not have enough interaction with others.
- 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. Management surveys show that successful business is easier if we operate as a team: brainstorming and sharing ideas and offering support and motivation to each other. All in all, we are only human, and we need each other to complain to if we have a bad day at work!



TEDU ELS

For Questions 20 – 25, please choose the main idea for the relevant paragraph and transfer your answers to the optical form. There is ONE EXTRA. (6x1 pt. each = 6 pts.)

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: \_\_\_\_\_

- A. 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.
- B. 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 than they do while working
- C. People need social contact and also time on their own what's more, so neither full isolation nor a crowded office would do good for an employee.
- D. Recently, a lot of companies have been trying increase the number of home offices by employing freelance workers all over the world.



**Part 2. 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



TEDU ELS

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





TEDU ELS

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.**

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



TEDU ELS

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 25<sup>th</sup> 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 1 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



TEDU ELS

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
- B 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



TEDU ELS

**Listening 3 (Note-taking)**

For questions 21-25, you are going to listen to a lecture. You are going to listen to it **ONCE** only. Take notes as you listen to the talk. Before you listen, go over the headings below in 30 seconds. Later, you will answer some questions using your notes. (5x1 =5 points).

First effect of globalization on Turkish eating habits

Second effect of globalization on Turkish eating habits

Final effect of globalization on Turkish eating habits

SAMPLE

Conclusion



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

21. What is TRUE about the way people eat in Turkey?
- a) The impact of Western traditions has led to some dramatic changes.
  - b) There hasn't been a major change due to strong religious beliefs
  - c) Eastern cultures and customs have gained more importance over the years.
  - d) The way people eat has changed in the whole country completely.
22. What do some urban residents think about eating on the floor?
- a) They find it exotic.
  - b) They find it enjoyable.
  - c) They find it outdated.
  - d) They find it shocking.
23. While we can easily buy a variety of foods today, \_\_\_\_\_.
- a) trading with other countries have become difficult due to globalization
  - b) people started to ignore the importance of local foods as the food culture has changed
  - c) globalization caused a decrease in the production of local foods because of sushi or tacos
  - d) people in the past used to be able to eat foods that were only available in their countries
24. How do Turkish people feel about Japanese or Mexican restaurants?
- a) They don't like them.
  - b) They enjoy them.
  - c) They don't care about them.
  - d) They find them unhealthy.
25. Why does the speaker mention global fast-food restaurants?
- a) To explain how these restaurants affect our health
  - b) To give examples of successful and global businesses
  - c) To discuss the importance of local foods
  - d) To exemplify the impact of TV and movies



Name - Surname: \_\_\_\_\_

Student Number: \_\_\_\_\_

**ACADEMIC WRITING SECTION**

**Total allocated time: 50 min**

**Instructions: Read the following prompt and write an essay between 250-300 words.**

*“Preserving their cultural heritage from the past to present benefits countries in many different aspects including economy, tourism, education, and art.”*

To what extent do you agree with this quote? Explain by giving your reasons.

**SPEAKING EXAM**

**CARD 1**

*“[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 READING**

- |       |       |
|-------|-------|
| 1- B  | 16- B |
| 2- B  | 17- D |
| 3- A  | 18- E |
| 4- D  | 19- A |
| 5- C  | 20- D |
| 6- A  | 21- B |
| 7- D  | 22- A |
| 8- C  | 23- B |
| 9- C  | 24- A |
| 10- B | 25- C |
| 11- D |       |
| 12- D |       |
| 13- C |       |
| 14- A |       |
| 15- C |       |

**PART-2 LISTENING**


LISTENING

- |      |       |       |       |       |
|------|-------|-------|-------|-------|
| 1- A | 6- C  | 11- C | 16- A | 21- A |
| 2- C | 7- D  | 12- C | 17- D | 22- C |
| 3- B | 8- C  | 13- A | 18- D | 23- D |
| 4- B | 9- D  | 14- C | 19- A | 24- B |
| 5- C | 10- C | 15- D | 20- C | 25- A |

SAMPLE



## 7. DEĞERLENDİRME KRİTERİ

 <b>TED UNIVERSITY ENGLISH LANGUAGE SCHOOL</b> <b>ESSAY WRITING RUBRIC</b>				
<b>GROUND RULES:</b> *If there is no attempt / the response is completely irrelevant to the given prompt / does not address the prompt at all, it is marked as '0' (zero). *Half points can be given at the marker's discretion. * For papers <b>above</b> or <b>below</b> the given word limit by 10%, <b>SUBTRACT 1 point</b> from the overall score.				
CONTENT				
Very Good (7)	Satisfactory (6-5)	Average (4-3)	Poor (2-1)	Very Poor (0)
Throughout the essay, the response <ul style="list-style-type: none"> <li>- supports and expands the idea(s) <b>thoroughly</b> and <b>clearly</b> with detailed explanations and/or appropriate examples</li> <li>- is <b>coherent</b> and <b>relevant</b></li> <li>- has <b>no/ almost no</b> repetition</li> </ul>	Throughout the essay, the response <ul style="list-style-type: none"> <li>- supports and expands the idea(s) <b>reasonably well</b> BUT needs more details and /or examples</li> <li>- is <b>mostly</b> coherent and relevant</li> <li>- may have a <b>few</b> repetitive or unclear ideas / details</li> </ul>	Throughout the essay, the response <ul style="list-style-type: none"> <li>- supports and expands the idea(s) <b>partially</b> with <b>somewhat</b> sufficient details and/or examples</li> <li>- is <b>partially</b> coherent and relevant</li> <li>- is <b>partially</b> repetitive or unclear</li> </ul>	Throughout the essay, the response <ul style="list-style-type: none"> <li>- provides an answer <b>BUT</b> fails to support or expand the idea(s) <b>DUE TO insufficient</b> details and examples</li> <li>- is <b>mostly</b> irrelevant and incoherent</li> <li>- is <b>mostly</b> repetitive and unclear</li> </ul>	Throughout the essay, the response <ul style="list-style-type: none"> <li>- addresses the topic in the prompt <b>BUT</b> with a <b>completely irrelevant</b> controlling idea (mostly off topic)</li> </ul>
ORGANIZATION				
Very Good (6)	Satisfactory (5-4)	Average (3)	Poor (2-1)	Very Poor (0)
The essay is <b>CLEARLY</b> organized with <ul style="list-style-type: none"> <li>- an introductory paragraph with a thesis statement</li> <li>- (a) body paragraph(s) with (a) <b>clear</b> topic sentence(s) and supporting details and examples</li> <li>- a concluding paragraph</li> <li>- transitions and cohesive devices</li> <li>- logical flow of ideas</li> </ul>	The essay may have <b>MINOR</b> problems with <ul style="list-style-type: none"> <li>- the introductory paragraph and / or the thesis statement</li> <li>- (a) body paragraph(s) with (a) topic sentence(s) and supporting details and examples</li> <li>- the concluding paragraph</li> <li>- transitions and cohesive devices</li> <li>- logical flow of ideas</li> </ul>	The essay is <b>PARTIALLY</b> organized and has <b>MAJOR</b> problems with <b>ONE</b> or <b>TWO</b> of the following <ul style="list-style-type: none"> <li>- the introductory paragraph and / or the thesis statement</li> <li>- (a) body paragraph(s) with (a) topic sentence(s) and supporting details and examples</li> <li>- the concluding paragraph</li> <li>- transitions and cohesive devices</li> <li>- logical flow of ideas</li> </ul>	The essay has <b>ALMOST NO</b> organization and has <b>MAJOR</b> problems with <b>MORE THAN TWO</b> of the following <ul style="list-style-type: none"> <li>- the introductory paragraph and / or the thesis statement</li> <li>- (a) body paragraph(s) with (a) topic sentence(s) and supporting details and examples</li> <li>- the concluding paragraph</li> <li>- transitions and cohesive devices</li> </ul>	The essay is <b>COMPLETELY</b> disorganized and has <b>MAJOR</b> problems with <b>ALL / ALMOST ALL</b> of the following <ul style="list-style-type: none"> <li>- the introductory paragraph and / or the thesis statement</li> <li>- (a) body paragraph(s) with (a) topic sentence(s) and supporting details and examples</li> <li>- the concluding paragraph</li> <li>- transitions and</li> </ul>





			<ul style="list-style-type: none"> <li>- logical flow of ideas</li> </ul>	<ul style="list-style-type: none"> <li>- cohesive devices</li> <li>- logical flow of ideas</li> </ul>
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"> <li>- has <b>good</b> control and range of <b>level appropriate</b> grammatical structures with <b>no / rare minor</b> errors</li> <li>- has <b>accurate</b> and <b>varied</b> sentence structures with a <b>good variety</b> of sentences</li> <li>- has <b>no</b> fragments</li> <li>- has correct use of capitalization and punctuation</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>- has <b>good</b> control and range of <b>level appropriate</b> grammatical structures with errors that <b>DO NOT HINDER</b> comprehension</li> <li>- has <b>mostly accurate</b> sentence structures with <b>some variety</b> of sentences</li> <li>- has <b>almost no</b> fragments</li> <li>- has <b>minor</b> errors with capitalization and punctuation</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>- has <b>some</b> control and range of <b>level appropriate</b> grammatical structures with errors that <b>HINDER</b> comprehension to <b>some extent</b></li> <li>- has <b>some</b> level of accuracy and <b>limited</b> sentence variety</li> <li>- has <b>some</b> problems in sentence structure</li> <li>- has <b>some</b> problems with capitalization and punctuation</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>- has <b>almost no</b> control and range of <b>level appropriate</b> grammatical structures with errors that <b>HINDER</b> comprehension to a <b>great extent</b></li> <li>- has <b>very little</b> to <b>no</b> sentence variety</li> <li>- has <b>major</b> problems in grammar and sentence structure</li> <li>- has <b>major</b> problems with, capitalization and punctuation</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>- has <b>no</b> correct grammatical structures to assess</li> </ul>
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"> <li>- <b>accurately</b> uses <b>level-appropriate</b> vocabulary with correct form, usage or collocations</li> <li>- has a <b>good</b> range of <b>level-appropriate</b> vocabulary</li> <li>- has <b>no / almost no</b> problems with spelling</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>- has <b>level-appropriate</b> vocabulary with <b>a few minor</b> errors in form, usage or collocations</li> <li>- has a <b>sufficient</b> range of <b>level-appropriate</b> vocabulary</li> <li>- has <b>few</b> problems with spelling</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>- has <b>some level-appropriate</b> vocabulary with <b>frequent</b> errors in form, usage or collocations</li> <li>- has <b>some level-appropriate</b> vocabulary</li> <li>- has <b>some</b> problems with spelling</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>- has <b>major</b> errors in choice, form and usage of vocabulary</li> <li>- has <b>significant lack of</b> lexical variety</li> <li>- has <b>many</b> problems with spelling</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>- has <b>almost no / no</b> correct lexical forms to assess</li> </ul>



<b>TED UNIVERSITY ENGLISH LANGUAGE SCHOOL</b> <b>SPEAKING RUBRIC</b>				
<b>GROUND RULES:</b> *If there is no attempt / the response is completely irrelevant to the given prompt(s) / does not address the prompt(s) at all, it is marked as '0' (zero). *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)
The student <ul style="list-style-type: none"> <li>- conveys the ideas <b>thoroughly</b> and <b>clearly</b> with reasons, examples, and/or details</li> <li>- has <b>coherent</b> and <b>relevant</b> ideas</li> <li>- has <b>no / almost no</b> repetitive ideas</li> </ul>	The student <ul style="list-style-type: none"> <li>- conveys the ideas <b>reasonably well</b> <b>BUT</b> needs more ideas / details / examples</li> <li>- has <b>mostly</b> coherent and relevant ideas</li> <li>- may have repetitive or unclear ideas that <b>DO NOT HINDER</b> comprehension</li> </ul>	The student <ul style="list-style-type: none"> <li>- <b>conveys</b> the ideas with <b>somewhat</b> sufficient details and/or examples</li> <li>- has <b>somewhat</b> coherent and relevant ideas</li> <li>- has repetitive or unclear ideas that <b>HINDER</b> comprehension <b>to some extent</b></li> </ul>	The student <ul style="list-style-type: none"> <li>- conveys the ideas <b>poorly</b> <b>DUE TO</b> <b>insufficient</b> details and examples</li> <li>- has <b>mostly</b> irrelevant and incoherent ideas</li> <li>- has repetitive and unclear ideas that <b>HINDER</b> comprehension <b>to a great extent</b></li> </ul>	The student <ul style="list-style-type: none"> <li>- addresses the topic in the prompt(s) <b>BUT</b> with a <b>completely irrelevant</b> controlling idea (mostly off topic)</li> </ul>
GRAMMAR				
Very Good (7)	Satisfactory (6-5)	Average (4-3)	Poor (2-1)	Very Poor (0)
The student <ul style="list-style-type: none"> <li>- has <b>good</b> control and range of <b>level appropriate</b> grammatical structures with <b>no / rare minor</b> errors</li> <li>- has <b>accurate</b> and <b>varied</b> sentence structures with a <b>good variety</b> of sentences</li> <li>- has <b>no</b> fragmented sentences</li> <li>- can self-correct</li> </ul>	The student <ul style="list-style-type: none"> <li>- has <b>good</b> control and range of <b>level appropriate</b> grammatical structures with errors that <b>DO NOT HINDER</b> comprehension</li> <li>- has <b>mostly accurate</b> sentence structures with <b>some variety</b> of sentences</li> <li>- has <b>almost no</b> fragmented sentences</li> <li>- is <b>mostly</b> able to self-correct</li> </ul>	The student <ul style="list-style-type: none"> <li>- has <b>some</b> control and range of <b>level appropriate</b> grammatical structures with errors that <b>HINDER</b> comprehension <b>to some extent</b></li> <li>- has <b>some</b> level of accuracy and <b>limited</b> sentence variety</li> <li>- has <b>some</b> problems in sentence structure</li> <li>- is <b>sometimes</b> able to self-correct</li> </ul>	The student <ul style="list-style-type: none"> <li>- has <b>almost no</b> control and range of <b>level appropriate</b> grammatical structures with errors that <b>HINDER</b> comprehension <b>to a great extent</b></li> <li>- has <b>very little</b> to <b>no</b> sentence variety</li> <li>- has <b>major</b> problems in grammar and sentence structure</li> <li>- <b>DOES NOT</b> self-correct</li> </ul>	The student <ul style="list-style-type: none"> <li>- has <b>no</b> correct grammatical structures to assess</li> <li>- <b>DOES NOT</b> produce enough language to assess</li> </ul>



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"> <li>- <b>accurately</b> uses <b>level-appropriate</b> vocabulary with correct form, usage or collocations</li> <li>- uses a <b>good</b> range of <b>level-appropriate</b> vocabulary</li> <li>- can self-correct</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>- uses <b>level-appropriate</b> vocabulary with <b>a few minor</b> errors in form, usage or collocations</li> <li>- uses a <b>sufficient</b> range of <b>level-appropriate</b> vocabulary</li> <li>- is <b>mostly</b> able to self-correct</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>- uses <b>some level-appropriate</b> vocabulary with <b>frequent</b> errors in form, usage or collocations</li> <li>- uses <b>some</b> level-appropriate vocabulary is <b>sometimes</b> able to self-correct</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>- has <b>major</b> errors in choice, form, and usage of vocabulary</li> <li>- has <b>significant lack of</b> lexical variety</li> <li>- <b>DOES NOT</b> self-correct</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>- uses <b>no</b> correct lexical forms to assess</li> </ul>
FLUENCY & PRONUNCIATION				
Very Good (4)	Satisfactory (3)	Average (2)	Poor (1)	Very Poor (0)
<p>The student</p> <ul style="list-style-type: none"> <li>- speaks with minimal pauses and hesitations</li> <li>- produces all English sounds to be understood, including vowels, consonants and word endings (-s, -ed, etc.)</li> <li>- pronounces <b>ALL / ALMOST ALL</b> individual words appropriate to their level or below their level <b>accurately</b></li> <li>- can self-correct</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>- speaks with <b>SOME</b> pauses and hesitations</li> <li>- has <b>SOME</b> errors in English sounds, including vowels, consonants, and word endings (-s, -ed, etc.)</li> <li>- pronounces <b>MOST</b> of the individual words appropriate to their level or below their level <b>accurately</b></li> <li>- is <b>mostly</b> able to self-correct</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>- speaks with pauses and hesitations that may <b>somewhat HINDER</b> comprehension</li> <li>- has errors in English sounds, including vowels, consonants, and word endings (-s, -ed, etc.) that may <b>somewhat HINDER</b> comprehension</li> <li>- pronounces <b>SOME</b> of the individual words appropriate to their level or below their level <b>accurately</b></li> <li>- is <b>sometimes</b> able to self-correct</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>- speaks with pauses and hesitations that <b>significantly HINDER</b> comprehension</li> <li>- has errors in English sounds, including vowels, consonants, and word endings (-s, -ed, etc.) that <b>significantly HINDER</b> comprehension</li> <li>- pronounces <b>MANY</b> individual words appropriate to their level or below their level <b>inaccurately</b></li> <li>- <b>DOES NOT</b> self-correct</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>- <b>DOES NOT</b> produce enough language to assess</li> <li>- pronounces <b>ALMOST ALL</b> individual words appropriate to their level or below their level <b>inaccurately</b> which makes the speech <b>incomprehensible</b></li> </ul>



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## 8. AUDIOSCRIPTS

### 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*. She is currently on her book tour but has taken time out to talk to us. Say the word Italy, and we think of sun-kissed piazzas, stars over the Mediterranean, historic museums, and mouth-watering food. As Jean Hooper explains in her new book, it's a complex country where the past is always present.

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. It's been a while.

Interviewer : OK. Mrs Hooper. If you are ready, I'd like to start off with a couple of questions. 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. I think in two ways. Berlusconi, who was well-known for his competence and skills in politics, did a lot of damage, more damage than most Italians realize, 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 of Europe were working together and taking collaborative measures to lessen the negative effects of the crisis, he deliberately ignored it and did not work with them. Secondly, people realized that the country had not changed a lot for a long time, and that is the root of most of the economic problems it had. Italy seriously needed a political revision and Berlusconi made it crystal clear. He and his government did not make any structural reforms that would improve the then existing political and economic system in the country. Today, however, the situation is much better thanks to the wiser implementations of the new government. So, I don't think Italy has an image problem any more.

Interviewer : I see what you mean. OK, 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. What would you say about this contradiction?

Hooper : I think both modern and ancient Italy have a strong connection. On one hand, there is this consciousness of a long and glorious past. They know that their ancestors changed Western civilization for good by creating the Roman Empire and the Renaissance. People look back on the glories of the past and think they're maybe a bit better than other people. That's the superiority complex, something Italians have in common with the Greeks.

On the other hand, there is the inferiority complex that comes from being ruled by foreigners for a very long time and not being able to found the independent Italy until the 19th century. England has been England since the 11th century. France has been France for even longer. But Italy has only been Italy for less than 150 years. So I think there's always a feeling of fragility.

Interviewer: So you say, Italians bear both inferiority and a superiority complex regarding their past. What about geography? How has geography shaped the Italian character?

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. For hundreds of years the south was under foreign rule, so southerners were very much cut off from northerners. So, I guess southerners suffer more from inferiority complex (laughs). Other than that, I can say



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that southerners are much more relaxed and easy-going due to the climate, whereas northerners could be described as more hardworking.

Interviewer: OK. Let's turn our attention to politics. You know Italy is famous for its complicated bureaucracy. That's why they've recently established a new ministry; the Ministry of Simplification. This is something really interesting and weird. Could you tell us about it?

Hooper: You have a point. At first it may really seem ridiculous but in practice it really serves its purpose. 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. If you're driving in Italy, you come up against these signposts that no human being could probably read while driving above five miles per hour. There can be 18 different things pointing in different directions. How are people expected to read them all, God alone knows!

Interviewer : I think here in America we need a ministry like this. OK. Another characteristic that the Italians are famous for is the culture of bargaining. And in your book, you have this really funny chapter about how common bargaining is in the marketplace and in shops. What can you say about it? 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. Take Greece for instance, or Turkey; people of these countries are also very fond of bargaining and they don't like shopping without trying to reduce the prices of goods. I guess it's something about the need to communicate with one another rather than buying things at a cheaper price. Mediterranean people like to be in contact with each other, even if they are total strangers as it is in the case of customer and seller. They regard bargaining as a part of daily communication.

Interviewer: OK. Mrs Hooper let's talk about religious issues a bit. Italy has been the center of Catholic religion for centuries. What is the role of the Roman Catholic Church today? Is Pope Francis really as popular as the media suggests?

Hooper: Certainly Pope Francis is popular. But, there's much more to it. I think there is a relationship between Italians and the Roman Catholic Church that goes beyond the effect of any pope. 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. The Roman Catholic Church puts forward a moral code, which you agree or disagree with. But no other moral code in the world has been given this much thought throughout history. It's a global entity. That's what Italians are proud of. However, the religious map of Italy has been changing for a while. For most of Italy's history, Protestantism or other religions have been non-existent. That's changing now. All of a sudden, the Roman Catholic Church's spiritual dominance is being challenged, particularly by Islam, as more and more people come from abroad. Large numbers of immigrants also come from Eastern Europe. They're Christians, but not Roman Catholics, they're Orthodox. All of that is creating a much more diverse picture than has ever existed in Italy.

Interviewer : Speaking of immigrants, one of the most famous Italian faces of recent years is that of the soccer star Mario Balotelli, who is an immigrant himself. How is immigration changing Italy?

Hooper: Hugely. And it's been very rapid. The country I arrived in, in 1994, was largely homogeneous. Italians weren't used to living with people of other ethnicities. Today, the number of foreigners living in Italy is comparable to that in most other European countries. Still, I can say that Italians are welcoming and hospitable



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towards the immigrants. In fact, the polls show that the degree of tolerance towards migrants increases as you go south. This sense of integration is largely due to the fact that not so long ago Italians were emigrants themselves, heading off to northern Europe or America for work. There's almost no family in Italy who doesn't have a member somewhere abroad. So, because they were immigrants themselves, they can easily sympathize with the newcomers.

Interviewer : I think at this very point we need to talk about family and family bonds in Italy because Italy is also famous for its strong and traditional family bonds. In your book, you say the family is the bedrock of Italian society. Is that still true?

Hooper: It is indeed, but it's a different kind of family. Family bonds have remained astonishingly strong. Italians have disputes within families like everybody else, but there's a loyalty to the institution that goes beyond anything I've encountered. Family bonds are even stronger than they are in Spain, which is another Latin society with very similar characteristics. But the traditional idea of the family, with Mama in the kitchen, has disappeared. Today's family is very likely to have one child, maybe two, very exceptionally three, because women have found it impossible to combine the roles of mother and wife and caregiver and professional. In Italian or Latin societies, women are expected to do a job, to keep up the family income, to look after the older members of the family, to be wives, which usually involves doing the cooking and having children and bringing them up. And it's too much!

Interviewer: OK Mrs Hooper, it would be a shame not to talk about Italian cuisine. We can't talk about Italy without talking about food. Is it as central to the Italian way of life as ever?

Hooper: I would say it's even more essential to its identity than it was a few years ago. Until recently, Italian food was not taken very seriously in the rest of the world. When you went to an Italian Restaurant abroad, you wouldn't expect anything other than spaghetti or pizza. However, Italian cuisine is full of delicious flavors. Luckily, in recent years Italian cuisine has conquered the world and people are now well aware of these tastes. When I go to London or New York, I don't have to explain to people what a *caffè macchiato* is. Twenty years ago people would have stared at me blankly. Food also has a very important function in Italian society. It's what brings the family together in the evening, or on Sundays. It's also often the necessary glue for a business deal. Many Italians will tell you that they only really trust somebody in a deal when they've sat down and had a meal with them and shared a bottle of wine. And the foundation of Italian food is still the family. The idea of how to make a particular dish is carried on from one generation to the next and becomes part of the identity of the family.

Interviewer : Mrs. Hooper, now one last question. You might find it a bit too personal and you may not want to answer. It is no problem. As an American you've lived in Italy for many years. What do you love and dislike most about Italy?

Hooper : It is no problem in fact. 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 remember once being in a restaurant, and a young woman in a white dress was going up a flight of stairs. She tripped and spilled an entire plate of spaghetti and tomato sauce all over her beautiful white dress. Her reaction was to stand there and laugh. That shows the belief that no matter how bad things get, you've got to put a brave face and not take it too seriously. I find that a very adorable characteristic of the Italians. The thing I like least about them is another aspect of the idea of joy, which is a tendency to turn away from whatever is ugly. They don't like to talk about illnesses, accidents or disability. So, two aspects of the same thing: the joy of life, both seen and unseen.





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Interviewer : Thank you very much Mrs. Hooper. It has been really a great pleasure to have you here on WHD Community Radio

Hooper : Thank You. Grazie.

## **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 11-15.**

Christmas is celebrated on December the 25th and is both a religious holiday and a worldwide cultural and commercial phenomenon. How did Christmas emerge as a celebration in the first place? Let's have a look at its evolution throughout history.

To begin with, 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- the shortest day of the year- when the worst of winter was behind them and they could look forward to longer days and hours of sunlight in the spring. The purpose of these celebrations might have stayed the same, but the way people celebrated has changed. Over the years, however, one thing we are sure of is that regardless of the harsh weather conditions, people have always preferred to be outdoors rather than indoors while celebrating.

In mediaeval Scandinavia, people began winter celebrations starting from December the 21st, the winter solstice, throughout January. In recognition of the return of the sun, 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, which could take as many as 12 days. Scandinavians believed that each spark from the fire represented a new pig or calf that would be born during the coming year to be able to survive in the harsh climate. They wished for productivity and fertility.

Moving south, to Rome, where winters were not as harsh as those in the far north, a holiday called Saturnalia was celebrated in honor of Saturn. It was named Saturnalia, after the planet Saturn, which was believed to be the god of agriculture. Saturnalia was a time of pleasure, when food and drink were plentiful. At this time of year, most cattle in the country were slaughtered so there would be enough meat for everyone to eat. In addition, most wine and beer which had been made during the rest of the year was ready for drinking at last. The ordinary social order was turned upside down. For a month, slaves would become masters and peasants were in command of the city. Business and schools were closed so that everyone could join in the fun.

Why do we celebrate Christmas on the 25<sup>th</sup> of December? Before answering this question, it is important to note that Christmas celebrations haven't always been the highlight of Christian belief. In the early years of Christianity, Easter was the main holiday; the birth of Jesus was not celebrated at all. In the 4th century; church officials decided to institute the birth of Jesus as a holiday in addition to Easter. However, 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 way, people would easily embrace Christmas as a continuation of their older tradition. And they were right. By the end of the eighth century, the celebration of Christmas was widespread not only in Northern countries, but all around Europe.



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When it comes to Christmas celebrations after Christianity was born, things got a little different. People of mediaeval times had their own ways of celebrating the holiday. At Christmas time, believers attended church, then celebrated the event mostly in a drunken, carnival-like atmosphere in the streets, enjoying themselves outrageously, not caring about disturbing others. The poor would go to the houses of the rich and demand their best food and drink. If owners failed to meet their demands, the visitors would terrorize them. In short, Christmas became the time of year when the upper classes could repay their “debt” to society by pleasing and giving what they wanted to the less fortunate citizens.

**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 1 minute to look at questions 16-20.**

**Now, listen.**

In the early 17th century, a wave of religious reform changed the way Christmas was celebrated in Europe. The military leader Oliver Cromwell took over England. He believed in a more simplistic practice of religion. He thought Christmas celebrations were wild and had no place in Christianity. Therefore, he banned the celebrations. However, although Christmas was officially 'banned', many people still celebrated in quiet. In fact, there were riots in several big towns between the supporters and opponents of Christmas.

While such developments were taking place in Europe, new-born America was starting its own traditions regarding Christmas. In 1620, English separatists, who were called Puritans, arrived in America. These Puritans were an extremist Protestant group who were opposed to the practices of the Church of England. They were more conservative in their religious beliefs than Cromwell. As a result, they, too, prohibited the celebration of Christmas. It was not a holiday in early colonial America. In fact, for 20 years, Christmas celebrations were forbidden in Boston.

It wasn't until the 19th century that Americans began to adopt Christmas and converted it from a carnival holiday into a family-centered period of peace and reconciliation. The idea is best depicted by the American author Washington Irving in 1829. In one of his stories, he wrote about the celebration of Christmas in a farm house. The drawings that accompanied his story feature a wealthy landowner who invited farm workers into his home for the holiday. In contrast to the problems faced in American society at that time, the two groups united effortlessly. The book was considered a symbol of an ideal Christmas experience, a peaceful and warm-hearted holiday.

It was around this time when Christmas celebrations gained popularity in America.

At the beginning of the 1800s, as Americans began to embrace Christmas as a family holiday, they started a Christmas custom that included decorating trees, sending holiday cards, and gift-giving. The family was also becoming less disciplined and more sensitive to the emotional needs of children. Christmas provided families with a day when they could offer children attention, along with gifts without appearing to “spoil” them. Everybody made Christmas their own. Without being aware of it, Americans re-invented a holiday to fill the cultural needs of a growing nation.

Another thing associated with Christmas is colors. Culturally, colors are very symbolic in Christmas tradition. So, what do these colors represent? In many parts of Europe during the middle Ages, stories from the Bible were acted out. There was always a tree in the play, which was mostly a pine tree with red





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apples tied to it. This explains the idea of red decorations on a green tree. The color green also reminded people that spring would soon come and that winter wouldn't last forever.

**This is the end of listening 2.**

**You now have 1 minute to check your answers.**

**This is the end of section 1 part 2, academic listening.**

### ***TAPESCRIPT - GLOBALIZATION***

Hello, everyone and welcome to our radio show. Today, we are going to take a look at an indisputable fact of the modern age: globalization, and particularly how globalization has affected the Turkish eating habits. Shall we begin? (pause)

First of all, the way people eat in Turkey has changed dramatically. While, in the past, people used to eat on the ground and from the same plate, today they eat around a table and use their own plates. The introduction of such Western customs has led to this change and apart from the rural areas of the country; most Turkish people have adopted this new eating style. Today, the traditional practice of eating on the floor is usually considered old-fashioned and people from urban areas sometimes make fun of people who eat like this and find it uncomfortable. What else....hmmm.... Oh, yes.... Another eating habit that has changed since the past is that presently, modern Turkish people are much busier and they don't have time to gather around the same dinner table every night anymore. Because everyone comes from work or school at different hours, they tend to eat at their own pace instead of waiting for others. In the past, the dinner used to be served when the father of the household came home at night and the family ate dinner altogether while talking about their day. I guess, though, this is not a local change. I mean, modern families in various countries have experienced something similar. I believe, eating styles and habits have changed around the world due to factors related to the modern lifestyle that we have adopted thanks to globalization.

As a second effect of globalization, we are now able to access a great variety of foods and beverages. Formerly, the types of fruits and vegetables we could eat were limited to the local ones that we could grow in Turkey. However, over time, more varieties have become available thanks to increased trading activities between countries. For example, until a few decades ago, there used to be no tropical fruits in Turkey. However, today we are able to enjoy a wide range of them such as coconuts, dragon fruits or avocados as we now import them from tropical countries. Consequently, the food culture has changed. To illustrate, it was nearly impossible to eat sushi or tacos in Turkey around 30 years ago. However, today there are a number of cool Japanese or Mexican restaurants in Turkey where people can enjoy quality sushi or tacos and these places are very popular among Turkish people.

The final effect of globalization on Turkish eating habits might be the decline in our health for a number of reasons. As you know, there are global fast food restaurant chains at every corner these days. As these chains sell unhealthy food and they are very common, people are getting more diseases related to their weight. They could suffer from heart disease, diabetes or breathing problems. In the past, the obesity rate in Turkey used to be significantly lower. However, the introduction of these global fast food chains has altered our eating habits and health significantly. We could also give frozen or ready-made foods that we buy at supermarkets as another example of global food products that have negatively affected our health. In Turkey, there used to be no frozen or industrially-produced foods before. However, as we interacted more with other countries, we started to buy foods from them such as frozen fish or factory-made canned goods. We bought them from supermarkets every



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week. However, I believe that these foods are generally unhealthy and manufactured under unsanitary conditions. Therefore, these affect our health negatively.

We are getting closer to the end of my talk; so to summarize my thoughts, I would say that Turkish eating habits and cuisine have been impacted by various factors. Most of these factors result from globalization and the growing influence of cultures on each other. Even though some of these influences are positive such as convenience and multiculturalism, they mostly bring negative changes to our lives such as losing our traditions and habits as well as losing our health along the way. We need to be more careful and preserve the way we do things. Tomorrow, we will talk about how globalization affects the way we dress. See you then.

SAMPLE