

APEX

Atılım University Proficiency Exam

NAME : SURNAME :

ID NUMBER :

Section 2 and 3

Reading and Use of English

(50 Points)

## INSTRUCTIONS:

1. Write your name and surname on the TEST BOOKLET and the OPTIC FORM.
2. Mark your answers on the TEST BOOKLET during the listening and then transfer your answers to the OPTIC FORM in the last two minutes of the listening section.
3. Do not tear or separate the sheets of the exam booklet.
4. You may NOT use a dictionary during the exam.
5. You may NOT leave the exam room in the first 60 minutes.
6. You must return the test booklet to the instructor on your way out.
7. Do not ask the instructors any questions about the content of the exam.

Students who cheat; let someone cheat or attempt to cheat in the exam get “0” (zero) as their score and disciplinary investigation is conducted as well. (**Exam Regulation: Article 20**). Mark your answers on the optic part as in the sample coding below. If you fail to do so, your paper will not be marked.

Sınavlarda kopya yapan, yaptıran, ya da kopyaya teşebbüs eden öğrencilere o sınavdan “0” (sıfır) notu verilir. Ayrıca öğrenci hakkında disiplin soruşturması yapılır. **(SınavYönetmeliğiMadde 20)** Optik kısmı örnekte görüldüğü gibi işaretleyiniz. Optik forma işaretleme yapmamanız durumunda, sınav kağıdınız değerlendirilmeyecektir.

I have read and understood the terms and the conditions mentioned above. / Yukarıda yazılı kuralları okudum ve anladım.

Student’s Signature/Öğrencinin imzası:


# **SECTION 2 - READING (30 POINTS)**

# ***Read the following texts and choose the best answer according to the texts.***

***(1,5 pts. each / 30 pts.)***

**FOOD FOR THOUGHT**

Companies are always looking for ways to make their employees happy and productive. That is why they go to the trouble and expense of sending them away on training courses. Some courses have a direct connection to work, such as computer training, language skills and time management. Other activities are said to help employees develop so-called ‘soft-skills’, a popular example is team building. Climbing, canoeing, treasure hunts and sailing are just a few of the ways on offer to get employees together out of the office to discover new things about themselves and one another.

Companies can now forget rope courses and golf outings. The cooking class approach to corporate team-building has **caught on**. As a result, cooking schools across the country are expanding to meet demand. Last year, Hands On Gourmet, a company in San Francisco, tripled the number of chefs it has on call to 32. Cooking by the Book, a company based in New York, did 178 team-building events last year, a 24% increase over the previous year.

‘This is a wonderful way to break the ice and get people familiar with each other while getting them to do something as basic as cooking,’ said Stephen Gibbs, a co-owner of Hands On Gourmet, whose corporate team-building business in the last year has increased to twenty events a month from an average of twelve. ‘Cooking events serve as an equaliser,’ Mr Gibbs said, ‘where the hierarchies of the office do not always translate. In the kitchen, it’s not about top-down structure,’ he said.

Bibby Gignilliat, the owner of Parties That Cook said the change of scenery makes people see their colleagues in a different light. ‘It breaks down your stereotype of people in the office,’ Ms Gignilliat said. ‘You might not especially like someone you work with, but suddenly you’re working on a recipe with them and see they’re a really good cook.’ This is true of other team-bonding pursuits, of course.

And fortunately most people are willing to give cooking a try, as the minimal level of competence in the kitchen is relatively low. What’s more, the kitchen can represent a microcosm of the working world, with a deadline, limited resources to work with and a requirement for team work. Ms Gignilliat said that unlike the corporate world, where co-workers might be collaborating on a project for a year, in the cooking class ‘they can see results after an hour.’

1. According to paragraph 1, soft skills courses \_\_\_\_\_\_\_\_\_.
2. aren’t preferred by employers due to their cost
3. address employees’ individual working abilities
4. are generally held outside the place of work
5. don’t have any relation to the world of business
6. It is stated in paragraph 3 that cooking classes \_\_\_\_\_\_\_\_.
7. make everyone work on the same level
8. are a good example of hierarchical modelling
9. are mostly found too basic to attend
10. are made available 12 times a year
11. Gignilliat says with the help of cooking classes, people \_\_\_\_\_\_\_\_.
12. usually become confident about cooking
13. form better relationships with their colleagues
14. become courageous to change their professions
15. maintain their attitude towards their colleagues
16. Which is **FALSE** about cooking classes according to paragraph 5?
17. You get the end product in a very short time.
18. You can try it despite your inexperience.
19. You have the chance to work without pressure.
20. You need to cooperate with other members.
21. “**caught on**” in paragraph 2 means \_\_\_\_\_\_\_\_.
22. become advanced
23. turned out to be useless
24. become popular
25. started to solve problems

**THOMAS CORYAT**

Thomas Coryat was not one of those famous explorers who found new trade routes or mapped unexplored territory. However, in his time, he was an extremely well known traveller and writer. In fact, his writings about his extensive tours of Europe and parts of Asia opened the eyes of many readers to the geography and customs of other countries.

Born in England 1577, Coryat was educated at Winchester College and Oxford. Not long after he finished his education, he was employed by Prince Henry, the eldest son of King James I, as a royal entertainer. This is evidence of his intelligence and sense of humour, which later became more widely known through his travel writing. In 1608, Coryat began a long tour of Europe, partly on foot. The book that he published about the tour in 1611 gives a lively picture of European life at that time. His book was extremely popular, partly because people were very curious about life in other countries. They also preferred reading about someone else’s adventures to travelling, since travel was challenging and dangerous at the time. Later, in the same year, Coryat published a second book giving more detail about his journey.

Unable to settle down for long, in 1612 Coryat started on another tour. This time he decided to go beyond Europe, and eventually travelled to the eastern Mediterranean, Persia and India. He sent his parents detailed letters describing his experiences and observations. These were published while he was still travelling in foreign lands. If he had lived longer, he would certainly have published a book about this trip, but he passed away from an illness in 1617. Not only were Coryat’s writings entertaining and popular, but they also influenced society in unexpected ways. People say that he brought the table fork to the attention of English society, and that he introduced the word ‘umbrella’ into the English language. His work is also important to music historians - a lot of their knowledge of Venetian musicians and composers of the time depends on his accountsalthough he wasn’t musical in any way. At about this time, rich people began to send their sons to Europe to see great monuments and works of art. Today, historians call this journey ‘the Grand Tour’ and they think that the tradition began because of Coryat’s books.

1. Thomas Coryat \_\_\_\_\_\_\_\_\_\_ .
2. was the first person to map Europe
3. resembled the great explorers of his time
4. discovered Europe on his own
5. taught the public about foreign lands
6. Coryat was employed by Prince Henry \_\_\_\_\_\_\_\_\_.
7. thanks to his travel writings
8. because of his connection to King James I
9. soon after he graduated from Oxford
10. because he was a talented actor
11. Coryat’s first book became a favourite among the public as it \_\_\_\_\_\_\_\_\_.
12. made walking tours popular
13. showed ways to travel safely
14. portrayed how other people lived
15. encouraged people to start travelling
16. Coryat couldn’t publish a book about his 1612-1617 trip because \_\_\_\_\_\_\_\_\_.
17. his focus shifted to the genre of letter writing
18. he wanted to experience more before he published
19. his life was cut short before he could write it
20. he wanted to write books about his homeland
21. Which one is FALSE about Coryat according to paragraph 3?
22. He added to the history of music.
23. He started a travel tradition with his works.
24. He affected the type of food people ate.
25. He broadened the English language.

**PET MIRACLES**

Some people sometimes wonder how different our lives would be without animals. However, it is now evident that animals are in our life for more than just company and entertainment. They are the new caretakers. They are now being taken into hospitals on a regular basis and obviously not as patients but as therapists which is a ground-breaking idea.

Apparently, the medical profession has realised the potential benefits of using various kinds of pets, especially rabbits, as part of children’s treatment. Some doctors in the USA even say that they are ‘medicine on four legs as they contribute so much to a patients’ well-being’. Bedford Children’s Hospital in the UK is aware of the benefits of having rabbits around children and they have started a project in which they are asking their neighbouring kids to bring over their rabbits to the hospital. Seeing the transformation those lovely creatures brought about in the children assures everyone that it is an immensely worthwhile project. At the end of each animal visit, the children are no longer lying pale and listless in their beds. Rather, they are out of bed with an indescribable look of joy on their faces, as they beg to spend just a few more minutes with the animals. It is understood that the overworked nurses also welcomed the light relief provided by the rabbits during work hours. In fact, they were so much in favour with the hospital staff that the neighbours are asked to bring over the rabbits on a regular basis. The nurses explain that they have the magical powers to break down the emotional barriers in unresponsive children. Some children have spent a great part of their lives occupying hospital beds, which understandably has made them lose their self-confidence and this project might help them to feel better.

There are of course other animals besides rabbits that are thought to have healing powers. People unfortunate enough to have been born with either mental or physical disabilities have benefited greatly from riding therapy. Horses, apart from being magnificent creatures to look at, usually have mild temperaments and are very good with children. There are now a fair number of riding schools that let people use their horses for a form of physiotherapy, giving riders with muscle problems help with physical development. In fact, riding therapy can even prove advantageous to people who are normally confined to a wheelchair. The horse’s wide back stimulates the patient’s back muscles, which enables them to sit independently.

1. Some American doctors believe that \_\_\_\_\_\_\_\_\_\_.
2. only four-legged animals have healing powers
3. it is best not to use modern medicine in some cases
4. an animal’s well-being depends on some patients
5. animals add to the process of a patients’ recovery
6. The nurses \_\_\_\_\_\_\_\_\_\_.
7. had to work overtime to look after the animals
8. visited the neighbours’ rabbits on a regular basis
9. worked a little bit less thanks to the rabbits
10. spent just a few minutes with the animals
11. Children who are in the hospital for a long time \_\_\_\_\_\_\_\_\_\_.
12. find it difficult to believe in themselves
13. suffer only from emotional problems
14. do not respond to the animals
15. believe that nurses are magical
16. Riding therapy is great for people \_\_\_\_\_\_\_\_\_\_.
17. with restriction of movement
18. who have wide backs
19. who have ridden horses before
20. with mild temperaments

**THE ENGLISH LANGUAGE**

Both native English speakers and non-native speakers find the spelling of English one of its most difficult characteristics. The link between sound and spelling in English is not phonetically exact for two main reasons. First, spelling changes did not keep pace with changes in the sound system after the development of printing and traditions for spelling. For example, the ‘k’ in *knife* and the ‘gh’ in right come from the Middle English period (from about 1100 to about 1500), when they were pronounced as separate sounds. Second, there are some spelling rules that are based on other languages. For example, during the 16th century the ‘b’ was added into the word *doubt* (formerly spelled *dout*). This reflected the Latin word, *dubitare*, even though the ‘b’ was not pronounced in English.

Two further influences contributed to the illogical system of spelling. When books began to be printed in England, the newly invented spelling system was **undermined** because nearly all the early London printers were foreign. They were usually paid by the line and often added additional letters into words to earn more. They regularly also added extra letters to the last word of a line to make the whole text look in order. Many of their spelling errors eventually became accepted English spellings. When Samuel Johnson wrote the first English dictionary in 1755, he did not try to reform the system. Instead, he based **it** on the printed material that was available at the time. As a result, most of the errors that were common at the time became accepted as correct.

There have been many attempts to reform English spelling. The author and playwright George Bernard Shaw proposed a completely new alphabet, but this had very limited success. American English has developed some of its own spelling styles, largely as a result of the work of spelling reformer Noah Webster. Webster attempted to remove some of the irregularities from the English spelling system and distance American English from British English. Nevertheless, the system as a whole remains particularly complex, and English is widely regarded as having the worst spelling of any language in the world.

1. After the Middle English period, \_\_\_\_\_\_\_\_\_\_.
2. Latin did not influence the English language
3. sound and spelling link became stronger
4. changes in spelling did not affect pronunciation
5. printing was developed for correct pronunciation
6. Which is TRUE about the printers in London?
7. They worked on an English dictionary.
8. They were mostly native speakers of English.
9. They contributed to the absurd spelling of English.
10. They had some other motivations than earning money.
11. With the work of Samuel Johnson, \_\_\_\_\_\_\_\_\_\_.
12. spelling of some words became much easier
13. many misspellings became inherent in English
14. the use of dictionaries became a common activity
15. a reform started in the English spelling system
16. George Bernard Shaw and Noah Webster \_\_\_\_\_\_\_\_\_\_.
17. worked together to rival Samuel Johnson in 1775
18. tried to get rid of the inconsistencies of English spelling
19. thought British and American English should be separated
20. established a new alphabet to solve the spelling problems
21. “**undermined**” in paragraph 3 is close in meaning to \_\_\_\_\_\_\_\_\_\_.
22. shared
23. supported
24. prevented
25. damaged
26. “**it**” in paragraph 3 refers to \_\_\_\_\_\_\_\_\_\_.
27. the system
28. the dictionary
29. the whole text
30. the printed material

**SECTION 3 - USE OF ENGLISH (20 POINTS)**

***Choose the best answer for questions 41-60. Mark your answers on your optic form.***

***(1 pt. each / 20 pts.)***

Pizza, as a popular dish, has a long history. The ancient Greeks first (**41**) \_\_\_\_\_\_\_\_\_ the idea of putting vegetables on large flat pieces of bread and ‘pizza ovens’ have been (**42**) \_\_\_\_\_\_\_\_\_\_ in the ruins of Roman cities. But for centuries one (**43**) \_\_\_\_\_\_\_\_\_ ingredient was missing- the tomato. The first tomatoes (**44**) \_\_\_\_\_\_\_\_\_\_ to Europe from South America until the 16th century, and they became the must-have ingredient in pizza after that. In 1889, a baker from Naples (**45**)\_\_\_\_\_\_\_\_\_ the Margarita pizza to the world when the Italian Queen Margarita wanted a special pizza in her name made of only tomatoes and cheese. This pizza (**46**)\_\_\_\_\_\_\_\_\_ international popularity during the 2nd World War as American soldiers returned home from Italy with the taste of a wonderful snacking item - the pizza! Soon there were (**47**) \_\_\_\_\_\_\_\_\_ pizzerias all over the USA, and American chains like Pizza Hut spread the idea around the world.

1. A. grew apart B. came up with C. called off D. put up with
2. A. discovered B. concealed C. received D. invented
3. A. shallow B. artificial C. vital D. outgrown
4. A. brought B. were brought C. didn’t bring D. weren’t brought
5. A. introduced B. lasted C. formed D. faced
6. A. gained B. hired C. heard D. lent
7. A. a little bit B. too many C. plenty of D. very few

**HOGMANAY**

If you’ve ever been to Scotland around the Festive season, you might be aware that their New Year celebrations, or ‘Hogmanay’, (**48**)\_\_\_\_\_\_\_\_\_\_ Christmas, which means Hogmanay is more important than Christmas.

Christmas itself doesn’t come with a lot of traditions in Scotland, yet Hogmanay comes with its own unique set of rituals, one of which is known (**49**)\_\_\_\_\_\_\_\_\_\_ ‘First Footing’. This takes place on New Years’ Day, and (**50**)\_\_\_\_\_\_\_\_\_\_ that the first person over the threshold has to come bearing a very specific set of gifts. A lump of coal, shortbread, a black bun and a dram of whisky are on the menu for this luck-bringing ritual and the gifts should be (**51**)\_\_\_\_\_\_\_\_\_\_ the person who is to be bringing them because these gifts should reflect their personality. Tradition dictates the person coming over the threshold should be a tall, dark man.

Why a tall dark man? It’s thought this superstition (**52**)\_\_\_\_\_\_\_\_\_\_ to the Viking Invasion around the year 1100. History warns the Scots that a big blonde man on their threshold is sure to bring bad luck.

1. A. outweighs B. persuades C. refuses D. develops
2. A. in B. as C. over D. about
3. A. admits B. competes C. reminds D. requires
4. A. as specific as B. the most specific C. the least specific D. less specific than
5. A. went back B. goes back C. had gone back D. is going back

**CURIOUS MINDS**

Children are born natural scientists – curious and eager to learn about the world around them. But often in the teenage years, this natural interest can seem (**53**)\_\_\_\_\_\_\_\_\_\_ and teenagers begin to think of science as boring, confusing or difficult. You can help encourage your teen’s interest in science with these simple tips!

Children are (**54**)\_\_\_\_\_\_\_\_\_\_ asking questions – motivate your teen to keep doing this as they get older! Having an inquiring mind is (**55**)\_\_\_\_\_\_\_\_\_\_ important to science, \_\_\_\_\_\_\_\_\_\_ is a valuable trait to carry through life. Push your teen to think critically, explain their reasoning, experiment and evaluate – science skills that are essential in all areas of life and occupations.

Teens can often get more engaged with science (**56)\_\_\_\_\_\_\_\_\_\_** they can see how it applies in the real world. Visit places where your teen can experience science in action – such as the planetarium, observatory, aquarium, zoo, museums and galleries. (**57**)\_\_\_\_\_\_\_\_\_\_, you can look out for interactive websites, science fairs, and science holiday programs (**58**)\_\_\_\_\_\_\_\_\_\_ content may attract the attention of your teen.

Science (**59**)\_\_\_\_\_\_\_\_\_\_ more interesting for teens if they \_\_\_\_\_\_\_\_\_\_ how it impacts on our daily lives. Watch the news to keep on top of the latest developments in all fields of science, (**60**)\_\_\_\_\_\_\_\_\_\_ medical breakthroughs to new technologies – and take the opportunity to talk to your teen about what they think about them.

1. A. disappearing B. disappear C. to disappearing D. to disappear
2. A. furiously B. constantly C. lively D. rarely
3. A. not only / but also B. neither / nor C. whether / or D. either / or
4. A. until B. when C. while D. by the time
5. A. Also B. Still C. Otherwise D. Thus
6. A. that B. when C. whose D. which
7. A. would be / could understand

B. may be / had to understand

C. have been / will understand

D. had been / might understand

1. A. in B. from C. on D. around