

Part I: Listening and Note-Taking (10 points)

Instructions (for Instructor)

- Hand out the note-taking page.
- Tell the students that they are going to hear a lecture twice.
- Introduce the passage. Tell them that it is about **Lies**.
- Hand out the note-taking page (page 1) to the students.
- Give them 1 minute to study the note-taking page.
- Do the first reading at normal speed.
- Give them 2 minutes to complete their work.
- Do the second reading at normal speed.
- Give them 2 minutes to complete what they have been writing.
- Hand out the listening questions (page 2) to the students.
- Give them the remaining time (8 to 10 mins) to answer.
- Collect the listening and note-taking papers.
- Hand out the rest of the exam (Core, Reading and Writing parts).
- After the Listening Comprehension Part of the exam is over, you should give 2 hours and 45 minutes for the rest of the exam. Check the time and write the ending time on the whiteboard.
- When the exam is over, collect each part of the exam and the answer sheets. While you are collecting students' papers, make sure that all the students have written their names, numbers and departments on the first pages of each part of the exam except for the Writing Part. Only the booklet number should be written on the Writing Part. Make sure that they have written their names, numbers, and departments on the answer sheet for Parts I, II and III.

Listening and Note-Taking Text (for Instructor)

We lie. We all do.

Webster's definition of lie is specific:

1. Lie is a false statement or action especially made with the purpose of deceiving.
2. Lie is anything that gives or is meant to give a false impression.

We lie in many different forms. We justify lying to big institutions, we minimize, we avoid the truth, we conveniently forget and we keep secrets. Like most people, we tell small lies and still think of ourselves as honest people.

But can we live without lies? Try going a whole week without telling a lie and you will see that it is paralyzing. You will discover that telling the truth all the time is nearly impossible. It means living with some serious consequences.

There are many, many ways to lie. Here are just a few examples:

The first one is the white lie. The white lie assumes that the truth will cause more damage than a simple, harmless untruth. Making a compliment is a good example. When you tell a friend she looks great when she doesn't, you decide that the friend needs a compliment instead of a frank opinion. So, it is the liar deciding what is best for the person lied to.

Yet, not all circumstances are quite so simple. In another example of white lies a sergeant in Vietnam who knew one of his men was killed in action listed him as missing because he wanted the man's family to receive regular compensation money instead of a single payment that the military gives widows and children. His intent was honourable. Yet for twenty years this family kept their hopes alive, unable to move on to a new life.

Another way of lying is ignoring the plain facts. One example is about an American priest.

In the 60's, the Catholic church in a state in the USA began hearing complaints that Father Porter was sexually harassing children. Rather than relieving him of his duties and sending him to prison, the authorities simply moved him from one church to another for 7 years. This provided him with a fresh supply of unsuspecting families and innocent children to abuse. Ignoring the facts in this situation created irreparable consequences.

Omission is also a way of telling a lie. Omission involves leaving out a factual detail deliberately.

It is telling most of the truth minus one or two key facts whose absence changes the story completely. You break a pair of glasses that are guaranteed under normal use. Without mentioning that the first pair broke during a game of basketball, you get a new pair. Who hasn't tried anything like that?

In another example the adult asks, "Who broke this lamp?" and the child answers, "The dog did when it ran through the room."

What the child doesn't say is that he was after the dog, in other words; the dog was being chased by the child. This is an example of the lie of omission. Strictly speaking, everything the accused has said is true. When the important information is left out, it becomes a lie.

The final way of lying is called "delusion". Delusion is the tendency to see excuses as facts. It's a powerful tool of lying because it filters out information that contradicts what we want to believe. Alcoholics believe that the problems in their lives are valid reasons. Delusion uses the mind's ability to see things in countless ways to support what it wants to be the truth.

These are only a few of the ways we lie. Or are lied to. It's not easy to entirely eliminate lies from our lives. No matter how honest we may try to be, we still lie.

Listening and Note-Taking Sheet (for Students)

Take notes on the outline while listening to the lecture. REMEMBER! You are going to answer a set of questions using your notes.

NOTE-TAKING

Webster's Definition of Lie

Different Forms of Lying

Living without Lies

Ways to Lie

The White Lie

Examples 1. Making a Compliment

The Sergeant in Vietnam

Ignoring the Plain Facts

Example

Omission

Definition

Examples

Delusion

Definition

Example

Listening and Note-Taking Questions (for Students)

Choose the best answer for each question. Then fill in the correct space on your answer sheet.

1. According to Webster's definition the purpose of lie is _____.
 - a. specific
 - b. false
 - c. deceiving
 - d. impressing

2. We do all of the following as forms of lying EXCEPT _____.
 - a. justifying
 - b. maximizing
 - c. avoiding the truth
 - d. keeping secrets

3. Telling the truth all the time is _____.
 - a. hurtful
 - b. relieving
 - c. impossible
 - d. harmless

4. In telling "the white lie", the liar decides what's best for the person lied to.
 - a. True
 - b. False

5. As the consequence of the white lie that the sergeant in Vietnam told, the dead soldier's family _____.
 - a. listed him as missing
 - b. paid regular money to the government
 - c. received a single payment
 - d. could not move on to a new life

6. In the example of "ignoring the plain facts", the authorities _____.
 - a. complained about the father
 - b. relieved the father of his duties
 - c. sent him to prison
 - d. moved him from one church to another

7. Omission involves _____.

- a. leaving out a factual detail
 - b. telling the plain truth
 - c. omitting the story
 - d. mentioning the details
8. In the second example of “omission” the lamp was broken _____.
- a. when the dog ran through the room
 - b. when the child ran through the room
 - c. while the child was chasing the dog
 - d. while the dog was chasing the boy
9. Delusion is the tendency to see excuses as facts.
- a. True
 - b. False
10. Which of the following is given as an example for delusion?
- a. workaholics
 - b. alcoholics
 - c. chocoholics
 - d. shopaholics

Part II: Structure and Use of English (30 points)

Choose the best answer for each question. Then fill in the correct space on your **answer sheet**.

A. Questions 1-7 (7 points)

The explorers and great travellers __ (1) __ to be hard headed and practical. However, many of them have sensed a ghostly companion on their travels. Marco Polo was the first explorer __ (2) __ this ghostly companion. During the thirteenth century, he crossed the Lop Nor Desert on the way to China and told the following spooky tale: “When a man is riding by night through this desert, something happens to make him stop and lose touch with his companions, then he hears spirits __ (3) __ sometimes; indeed, they call him by name.”

Explorer Steve Martin had a similar story. While he __ (4) __ Greenland with his two team mates, they made ‘the fourth man’ an official member of the party. There were only three men on the expedition but they felt a fourth presence __ (5) __ always walked with the party. They called him Fletch and he even got into the record books. __ (6) __ feeling his presence constantly, Martin never actually saw Fletch. It’s unlikely that so many serious explorers were liars. Maybe, their minds __ (7) __ by the difficult conditions during their travels or could there be another more mysterious explanation?

- 1.
- a. are known

- b. know
 - c. have known
 - d. are being known
- 2.
- a. describing
 - b. to describe
 - c. describe
 - d. described
- 3.
- a. to talk
 - b. talk
 - c. talking
 - d. talked
- 4.
- a. crossed
 - b. was crossing
 - c. had crossed
 - d. had been crossing
- 5.
- a. who
 - b. whom
 - c. —
 - d. whose
- 6.
- a. Even if
 - b. Despite
 - c. Although
 - d. Whereas
- 7.
- a. affected
 - b. were affected
 - c. have affected
 - d. have been affected

B. Questions 8-12 (5 points)

Visitors to Copenhagen Zoo are oddly reluctant to stare too long at the latest specimens in the monkey pavilion. The latest primates (human beings) are Malene Botoft, 27 and Henrik Lehmann, 35. They are making an exhibition of themselves in a plastic cubicle which __ (8) __ by thousands of people so far. An acrobat and a newspaper administrator in real life, they wanted to place homo sapiens in context in the animal kingdom and they hoped to raise environmental awareness.

Their cubicle is supposed to look like a typical Danish home. The couple are in their natural environment: reading books, drinking coffee and inviting guests, but all taking place in front of the daily zoo visitors.

Botoft and Lehmann believe that there are __ (9) __ many taboos regarding privacy that people do not question it. Kids are the ones __ (10) __ the border. They glue their noses to the cage and watch them closely. “Once we are inside the cubicle, we don’t notice the people outside. We simply get on with our daily lives as if they __ (11) __. This is the first time a zoological park’s showcased the human being. It’s about time people __ (12) __ more aware of their anthropological heritage,” says Lehmann.

- 8.
- a. has visited
 - b. has been visited
 - c. has been visiting
 - d. is visited
- 9.
- a. so
 - b. much
 - c. very
 - d. too
- 10.
- a. cross
 - b. being crossed
 - c. crossed
 - d. crossing
- 11.
- a. don’t exist
 - b. won’t exist
 - c. didn’t exist
 - d. wouldn’t exist
- 12.
- a. become
 - b. will become
 - c. became
 - d. have become

C. Questions 13-20 (8 points)

After the dreadful night in a village near Santa Cruz, the inhabitants were devastated. “Never __ (13) __ rain like this before,” said Barbara North, one of the survivors. She __ (14) __ soundly when the family dog alerted her. “I heard the dog, so I went to see what the matter was. The river was already up into our garden.” Barbara grabbed her young children and hurried them up to higher ground __ (15) __ the house was flooded. It was impossible to see anything. You could only see when there was a flash of lightning. Her neighbour, Bob Barnes __ (16) __ climb onto the roof of their home with his wife and two small daughters. The Barnes family was lucky. “We __ (17) __ but fortunately the flood washed away only some parts of our house and we survived,” he added. __ (18) __ throughout the night and the next day, the rescue teams succeeded in rescuing all the

residents and having all the houses __ (19) __. “Luckily, the area isn’t highly populated,” said a spokesperson. “But if the people __ (20) __ so quickly, there __ (20) __ many dead people now.”

- 13.
- a. I had seen
 - b. had I seen
 - c. I saw
 - d. did I see
- 14.
- a. has slept
 - b. had slept
 - c. has been sleeping
 - d. had been sleeping
- 15.
- a. if
 - b. unless
 - c. in case
 - d. during
- 16.
- a. was able to
 - b. might not
 - c. ought to
 - d. needn’t
- 17.
- a. must have all died
 - b. could have all died
 - c. shouldn’t have all died
 - d. can’t have all died
- 18.
- a. Working
 - b. Worked
 - c. Having worked
 - d. Having been worked
- 19.
- a. evacuate
 - b. evacuating
 - c. to evacuate
 - d. evacuated
- 20.
- a. hadn’t reacted / would be
 - b. hadn’t reacted / would have been
 - c. didn’t react / would be
 - d. didn’t react / would have been

D. Questions 21-25 (5 points)

The night before our trip to Portsmouth, my friend rang me up to remind me __ (21) __ on time. “Of course I’ll get there on time. It’s always you who __ (22) __ late for things,” I replied somewhat annoyed. Surprisingly, we both arrived at the station in time. We __ (23) __ get on the bus when we heard the announcement. “We regret __ (24) __ you that the bus drivers went on strike last night, so there will be no bus services today.” “Oh, no!” I cried out in disbelief and said “I wish I __ (25) __ to the news this morning.” We looked at each other and groaned in despair.

- 21.
- a. be
 - b. to be
 - c. was
 - d. being
- 22.
- a. takes up
 - b. turns down
 - c. turns up
 - d. takes over
- 23.
- a. were about to
 - b. were bound to
 - c. were likely to
 - d. were sure to
- 24.
- a. telling
 - b. having told
 - c. to tell
 - d. told
- 25.
- a. listened
 - b. could listen
 - c. would listen
 - d. had listened

E. Questions 26-30 (5 points)

26. In the company you are currently working, the sales are not as good as they should be. You think advertising helps. You try to convince your boss and you say: _____
- a. One of the most striking piece of information is the incredible high rate of unemployment.
 - b. How about hearing my presentation on the latest changes in advertising?
 - c. I think we should be more concerned about the financial crisis in the European zone.

- d. The more we advertise the product, the higher the sales figures become.
27. Your boss wants you to join a meeting at three o'clock this afternoon. But you have to deal with something else, so you say: _____
- a. I'll have been working on it for three hours by then
 - b. I'm sure I'll have replied all the e-mails by three
 - c. The meeting is to be held in the conference hall
 - d. I'm afraid I can't. I'll be seeing a client then
28. Your father has been diagnosed with diabetes and he should cut down on sugar. He's not willing to do so. His doctor says _____.
- a. It may seem difficult at first but you'll get used to limiting your sugar intake
 - b. You might not believe it but I didn't use to be addicted to sugar
 - c. There didn't use to be as many diabetics in the past as there are today
 - d. People weren't used to consuming artificial sweeteners in the past
29. Chris: Have you heard the news?
Gillie: No, what is it?
Chris: Sam has been accepted to Oxford University.
Gillie: _____
- a. He must be extremely disappointed!
 - b. He might be in the library studying for the test.
 - c. You can't be serious! That's great!
 - d. You mustn't give up studying!
30. Sam: Did you watch the film last night?
John: No, I didn't. I don't watch films on TV anymore.
Sam: Oh, why is that?
John: _____. They're on every 20 minutes.
Sam: You're right. That's really annoying.
- a. After *The Exorcist*, I stopped watching horror films
 - b. I don't mind seeing action films
 - c. I can't imagine standing in the queue for hours for film tickets
 - d. I can't stand watching the commercials

Part III: Reading Comprehension (40 points)

Choose the option which best completes the meaning of the following paragraphs. Then fill in the correct space on your answer sheet.

A. Questions 1-5 (5 points)

1. _____ It can create a cycle of fear and defeat for individuals with math problems. Anxieties about mathematics can lead to mental blocks and confusion when solving a problem. These feelings of loss of control prevent the individual from making any progress. Failure to arrive at an answer creates even greater anxieties and fears. And so the cycle goes on and on.
 - a. What are the effects of this math avoidance?
 - b. Math avoidance also may be keeping you from participation in a whole range of activities.
 - c. If math skills are necessary for daily routines, they become more essential for career.
 - d. Math anxiety has several major effects on people.

2. Writers can use language in very creative ways and the words that they use reflect this creativity. When writing, writers select words to express their ideas effectively. _____. Instead, they add new meaning to words or they use the word in such a way that it bears more meaning than just the meaning of the word as reported in the dictionary.
 - a. Literal meaning refers to dictionary meaning, usually the first meaning in the list
 - b. However, to increase the power of expression it's common for writers to use this technique in expository texts
 - c. When they do so, they do not necessarily adhere to the dictionary meaning of words
 - d. Good readers are alert to this word play of writers

3. Listening is more difficult than reading in many ways. One of the reasons for this is that the person who reads has the chance to stop. For example, if he doesn't understand a word, he can look it up in the dictionary. He can also stop and think about what he is reading. He can go back and refresh what he has read. _____.
 - a. It is important to understand the main idea of the text
 - b. It is necessary to understand every single word in the text
 - c. On the other hand, a person who listens lacks all of these advantages
 - d. These are the disadvantages of reading

4. _____. There are various types of dictionaries available designed to serve the several needs of different types of users. The kind of information that a dictionary presents about words increases as its size increases.
 - a. Some useful dictionary types and examples of entries in these dictionaries are given below
 - b. Monolingual dictionaries usually present more elaborate information about words such as usage and origin
 - c. For university students who need to read academic and more advanced texts, a more comprehensive dictionary is a must
 - d. Dictionaries are the best sources to look up the precise meanings and uses of a particular word

5. The wild turkey existed in great numbers when the settlers first arrived in America. _____. The ax, the plow and the gun are blamed for the decline of the wild turkey.

Recent laws prohibit the shooting of anything but the bearded animals, usually males, to protect the boarding hens.

- a. This great number seems to be the result of a combination of factors
- b. These days, however, their numbers have decreased so much that they can no longer be found in some states
- c. It is said that this particular breed of turkey is still found in abundance in many states of America
- d. This breed of turkey owes a lot to the settlers who attempted to increase the size of its population

Choose the best answer for each question. Then fill in the correct space on your answer sheet.

B. Questions 6-13 (8 points)

No name is more associated with Spanish literature – and perhaps with classic literature in general – than **that** of Miguel de Cervantes Saavedra. He was the author of *El ingenioso hidalgo don Quijote de la Mancha*, which is referred to as the first European novel and which has been translated into nearly every major language, making it one of the most widely distributed books after the Bible.

Despite his immense contributions to world literature, Cervantes never became wealthy as a result of his work, and not much is known about the early parts of his life. He was born in 1547 as the son of surgeon Rodrigo de Cervantes in Alcalá de Henares, a small town near Madrid; it is known that his mother, Leonor de Cortinas, was a descendant of Jews who had converted to Christianity.

As a young boy he moved from town to town as his father sought work; later he would study in Madrid under Juan Lopez de Hoyos, a well-known humanist, and in 1570 he went to Rome to study.

Ever loyal to Spain, Cervantes joined a Spanish regiment in Naples and received a wound in a battle at Lepanto that permanently injured his left hand. As a result, he picked up the nickname of *El manco de Lepanto (the cripple of Lepanto)*.

His battle injury was only the first of Cervantes' troubles. He and his brother Rodrigo were on a ship that was captured by pirates in 1575. It wasn't until five years later that Cervantes was released – but only after four unsuccessful escape attempts and after his family and friends raised 500 escudos, an enormous sum of money that would drain the family financially, as ransom. Cervantes' first play, *Los tratos de Argel (The Treatments of Algiers)*, was based on his captivity experience, as was the later *Los banos de Argel (The Baths of Algiers)*.

In 1584 Cervantes married the much younger Catalina de Salazar y Palacios; they had no children although he had a daughter from an affair with an actress. A few years later, Cervantes left his wife, faced severe financial difficulties, and was jailed at least three times (once as a murder suspect, although there was insufficient evidence to try him). He eventually settled in Madrid in 1606, shortly after the first part of *Don Quijote* was published.

Although publication of the novel didn't make Cervantes rich, it **eased** his financial problems and gave him recognition and the ability to devote more to writing. He published the second part of *Don Quijote* in 1615 and wrote dozens of other plays, short stories, novels and poems.

Cervantes' final novel was *Los trabajos de Persiles y Sigismunda* (*The Exploits of Persiles and Sigismunda*), published three days before his death on April 23, 1616.

6. **that** (line 2) refers to _____.
 - a. name
 - b. Spanish
 - c. literature
 - d. classic

7. Which of the following is NOT true about *El ingenioso hidalgo don Quijote de la Mancha*?
 - a. It was written by a Spanish author.
 - b. It's considered to be the first novel in Europe.
 - c. It's been translated into many languages.
 - d. It's the most widely distributed book.

8. Cervantes _____.
 - a. became rich after his contribution to literature
 - b. had a mother who had changed her religious belief
 - c. published a book about the early parts of his life
 - d. was born in 1547 in Barcelona

9. As a young boy Cervantes moved from town to town _____.
 - a. because his father had to find work
 - b. to follow Juan Lopez de Hoyos
 - c. because he wanted to become a humanist
 - d. to raise money for his study in Rome

10. Cervantes picked up the nickname of "El Manco de Lepanto" because of _____.
 - a. his loyalty to Spain
 - b. joining a Spanish regiment in Naples
 - c. joining a battle at Lepanto
 - d. having a permanent injury on the left hand

11. All of the following are related with his captivity in 1575 EXCEPT the fact that _____.
 - a. his captivity by pirates lasted for four years
 - b. he had four unsuccessful escape attempts during this time
 - c. his family and friends paid an enormous sum of money
 - d. he wrote a play based on his captivity experience

12. Before settling in Madrid in 1606, Cervantes did all of the following EXCEPT _____.
 - a. leaving his wife
 - b. facing financial difficulties
 - c. being jailed

d. publishing the second part of *Don Quijote*

13. **eased** (line 27) probably means _____.

- a. shortened
- b. worsened
- c. lessened
- d. strengthened

C. Questions 14-19 (6 points)

When biofeedback was first developed a number of years ago, it caused a lot of excitement. People hoped that biofeedback could be used to cure all kinds of physical and mental problems.

Biofeedback is the name for a medical technique that helps people treat certain problems by becoming more aware of their own bodies. In biofeedback, instruments that measure bodily functions such as muscle tension, temperature, and blood flow are attached to the body. The instruments produce signals – for example, a series of sounds (beeps) or a flashing light – that the person can hear or see. The patient then uses the information to help gain control over the function.

The most widely used biofeedback instrument is the electromyograph, or EMG. The EMG is used to measure muscle tension. It is made up of several electrodes, which are placed on the skin near a particular area, depending on the symptom. For example, for headaches, a symptom often caused by excessive tension in the neck muscles, the electrodes are placed on the forehead or near the back of the neck. When the tension is present, the EMG produces a signal and the patient is taught to respond by relaxing the appropriate muscles. In many cases, the relaxation of these muscles causes the headache to go away.

While biofeedback has not turned out to be a cure-all, it has been used successfully to treat a limited number of problems – especially those caused by chronic tension.

14. Biofeedback was first approached with doubt.

- a. True
- b. False

15. Biofeedback _____.

- a. is an ancient medical technique
- b. can treat all physical problems
- c. can treat all mental problems
- d. helps people become more conscious of their bodies

16. All of the following are true about instruments used in biofeedback EXCEPT the fact that _____.

- a. they measure some functions of the body like muscle tension, temperature and blood flow
- b. they are attached to the body of the patient
- c. they produce only visual signals such as a flashing light

d. they provide the patient with the information to help gain control over the function

17. The EMG _____

- a. checks muscle tension
- b. consists of a few electrodes
- c. depends on the symptom
- d. is always placed on the same area

18. A headache _____.

- a. is generally caused by normal tension in the neck muscles
- b. goes away when the tension is present
- c. can be relieved by the help of electromyograph
- d. cannot be cured by relaxing the appropriate muscles

19. Biofeedback is used to cure all medical problems except chronic tension.

- a. True
- b. False

D. Questions 20-27 (8 points)

If you happen to be walking in your local park tomorrow and you find an abandoned book with a label inside saying 'Read and Release Me', don't just treat it as a joke. You've probably come across an example of 'bookcrossing', a book-sharing movement started in 2011 by American software developer Ron Hornbaker, whose stated aim is to make the whole world a library.

Bookcrossers release books either by passing them onto friends or else by leaving them in public places for others to pick up or 'catch' and then read before **they** in turn release them into the wild.

The person finding it is suggested to record the event by logging on to the bookcrossing website and entering the book's ID number written on the label. That way, both the original owner and the **subsequent** readers of the book can keep track of its progress.

Anyone who wishes to officially participate in 'releasing' books, must register on the BookCrossing.com website although there is the option to hide your name when 'catching' or recording a book. BookCrossing.com users can 'go hunting', where a member will go to the website to view a list of books that have recently been 'released', then go to the location it was left to 'catch' it. Over half a million people worldwide participate in bookcrossing, releasing books in a wide range of locations including cafés, airports, bus stations, telephone boxes and even underwater in public fountains. Books may also be left at Official BookCrossing Zones (OBCZs), which are located in certain coffee shops, cafés, restaurants. Often a book is left in a place which is relevant to its title or content: Agatha Christie's *Murder on the Orient Express*, on a train, for example, or a biography of an artist in an art gallery.

20. 'Read and Release Me' is _____.

- a. book
- b. a joke

- c. a treatment
- d. a movement

21. Which of the following is NOT true about Ron Hornbaker?

- a. He started a new movement in 2011.
- b. He develops software products.
- c. He built the biggest library in the world.
- d. His movement is called 'bookcrossing'.

22. **they** (line 6) refers to _____.

- a. bookcrossers
- b. books
- c. friends
- d. Public places

23. Bookcrossers do all of the following EXCEPT _____.

- a. recording the events in the book
- b. registering on a website
- c. picking up a book from a public place
- d. releasing the books back into the wild

24. **subsequent** (line 10) means _____.

- a. experienced
- b. registered
- c. following
- d. relaxing

25. You must give your name when catching or recording a book.

- a. True
- b. False

26. Official BookCrossing Zones are located in all of the following EXCEPT _____.

- a. coffee shops
- b. cafés
- c. restaurants
- d. fountains

27. A bookcrosser is likely to leave an archeology book _____.

- a. in a telephone box
- b. in a museum
- c. at a department store
- d. at a train station

E. Questions 28-35 (8 points)

Lifelong learning is the concept that it's never too soon or too late for learning, a way of thinking that many different organisations now believe in. Albert Einstein, the famous scientist, summed up this way of thinking when he said, "Learning is not a product of schooling, but the lifelong attempt to acquire it."

Lifelong learning provides adults with learning opportunities at all ages and in various contexts: at work, at home and through leisure activities, not just through formal channels such as school and higher education. In recent years, participation in adult education has increased in most European countries. In Britain, for example, 44 percent of adults participated in adult education programmes in 2004, compared with 40 percent in the year 2000.

Lifelong education is a form of teaching often carried out through distance learning or e-learning, continuing education, homeschooling or correspondence courses. **It** includes postgraduate programmes for those who want to improve their qualifications, bring their skills up to date or retrain for a new line of work. Internal corporate training has similar goals.

One of the reasons why lifelong education has become important is the **acceleration** in the progress of science and technology. Despite the increased length of primary, secondary and higher education, the knowledge and skills gained there are usually not sufficient for a professional career over three or four decades. As an American educator has said, "Learning prepares us for change."

More importantly, lifelong learning is about an attitude – that you can and should be open to new ideas, decisions, skills or behaviours. Lifelong learning does not accept the saying 'You can't teach an old dog new tricks.'

28. According to Albert Einstein, learning _____.
- can only be possible when one goes to a school
 - can be achieved at a certain period of life
 - needs an effort all throughout your life
 - is a summed up way of thinking
29. All of the following are true about lifelong learning EXCEPT the fact that _____.
- lifelong education can be carried out through free-time activities
 - lifelong education can only be obtained through formal channels such as schools and higher education
 - even staying at home, you can have lifelong learning
 - adults from all ages can get lifelong learning
30. In 2004, participation in adult education in Britain _____.
- was more than the other European countries
 - was less when compared with the number in 2000
 - was 4% more than the number in 2000
 - decreased when compared with the previous years
31. **it** (line 11) refers to _____.
- lifelong education

- b. distance learning
- c. continuing education
- d. homeschooling

32. All of the following are the goals of postgraduate programmes EXCEPT _____.

- a. improving one's qualifications
- b. bringing one's skills up to date
- c. retraining for a new line of work
- d. training internal corporates

33. **acceleration** (line 14) is closest in meaning to _____.

- a. delay
- b. idea
- c. interest
- d. speed

34. The knowledge gained in primary, secondary and higher education is enough for a successful career.

- a. True
- b. False

35. The motto of the supporters of lifelong education is "You can't teach an old dog new tricks."

- a. True
- b. False

F. Questions 36-40 (5 points)

One variety of singing whale is the blue whale. Like humpbacks, blue whales sing songs that marine biologists describe as 'probably the most complex in the animal kingdom.' Although **they** are the largest whales in the ocean, blue whales can move as fast as 48 kilometers per hour when interacting with other whales. However, this speed couldn't help them escape from their human enemies, who hunted them until they nearly disappeared last century.

Happily, laws now protect blue whales, and their numbers are increasing again. To **delve** deeper into the world of blue whales, to learn more about them, National Geographic scientists have connected cameras to blue whales in the ocean. The cameras, which don't hurt the whales, have given scientists valuable information about the ways blue whales swim, eat, and sing. This information helps scientists better understand and protect blue whales.

36. Blue whales are the only whales which sing songs.

- a. True
- b. False

37. **they** (line 2) refers to _____.

- a. humpbacks
- b. blue whales
- c. songs
- d. marine biologists

38. Which of the following is NOT true about blue whales?

- a. They are the largest whales in the ocean.
- b. They can move fast.
- c. They can talk with each other.
- d. They can escape from all their enemies.

39. **delve** (line 6) is closest meaning to _____.

- a. examine
- b. broadcast
- c. protect
- d. transfer

40. Cameras on blue whales _____.

- a. don't hurt them
- b. give useless information about them
- c. help them communicate with each other
- d. help us feed them

Part IV: Writing (20 points)

Choose **one** of the topics below and write an essay of minimum 200 words.

1. What are the causes of being a part of a social networking site such as Facebook?
2. Education is the most important factor in the development of a country. What do you think?

i For the final exam, the types of essays can change according to the program. This will be announced by writing teachers.

Keys

Part I: Listening and Note-Taking

1. C
2. B
3. C
4. A

5. D
6. D
7. A
8. C
9. A
10. B

Part II: Structure and Use of English

1. A
2. B
3. C
4. B
5. A
6. B
7. B
8. B
9. A
10. D
11. C
12. C
13. B
14. D
15. C
16. A
17. B
18. C
19. D
20. A
21. B
22. C
23. A
24. C
25. D
26. D
27. D
28. A
29. C
30. D

Part III: Reading Comprehension

1. D
2. C
3. C
4. D
5. B
6. A

- 7. D
- 8. B
- 9. A
- 10. D
- 11. A
- 12. D
- 13. C
- 14. B
- 15. D
- 16. C
- 17. A
- 18. C
- 19. B
- 20. D
- 21. C
- 22. A
- 23. A
- 24. C
- 25. B
- 26. D
- 27. B
- 28. C
- 29. B
- 30. C
- 31. A
- 32. D
- 33. D
- 34. B
- 35. B
- 36. B
- 37. B
- 38. D
- 39. A
- 40. A

Part IV: Writing

Essay Writing Assessment Criteria		
GROUND RULES	Word Limit	<ul style="list-style-type: none"> ● If the word limit is not achieved, 1 pt. from the final grade will be deducted.
	Task Achievement	<ul style="list-style-type: none"> ● If the student has written a well-developed paragraph including all the elements of an essay, 5 pts. from the final grade will be deducted. ● If both the topic and type of essay are irrelevant to the task given, the paper will get 1 pt. ● The paper will be evaluated as it is, and 50% from the final grade will be deducted:

			<ul style="list-style-type: none"> ○ if the student has attempted to write a relevant type of essay although the topic is wrong; ○ if the student has attempted to write on a relevant topic although the type of essay is wrong.
	ELEMENTS	POINTS	VALUE
FORMAT (2 pts.)	Mechanics (2 pts.)	2	VERY GOOD: There are almost no problems with the title, margin, indentation, spelling, capitalization, and punctuation.
		1	AVERAGE: There are a few problems with the margin, indentation, spelling, capitalization, and punctuation. Even if there is a title, it might not be proper or be formatted right.
		0	POOR: There are a lot of problems with the margin, indentation, spelling, capitalization, and punctuation. There is no title.
CONTENT AND LANGUAGE (18 pts.)	Thesis Statement (2 pts.)	2	VERY GOOD: Thesis statement is strong, well-developed, and accurate.
		1	AVERAGE: Thesis statement has some minor mistakes and it should be developed.
		0	POOR: Thesis statement is weak or is not assessable, or there is no thesis statement.
	Introduction & Conclusion (2 pts.)	2	VERY GOOD: Introductory paragraph has an original hook sentence and well-developed background information. & Concluding paragraph summarizes the main points and paraphrases the thesis statement and leaves the reader with a suggestion, opinion, or prediction.
		1	AVERAGE: Hook sentence and background information are not strong enough in meaning and contain several major errors. & Concluding paragraph does not summarize the main points sufficiently, or the thesis statement is found in the same wording as in the introduction.
		0	POOR: Hook sentence and background information are not assessable, or there is no hook or background information. & The essay is not summed up, or the thesis statement is not referred to in the conclusion.
	Body Paragraphs (6 pts.)	6-5	VERY GOOD: All the body paragraphs have well-developed topic sentences, which are different from each other but related to the thesis statement. Ideas stated in the paragraphs are clear, to the point, and enriched by details. All the elements of the paragraphs are positioned accurately. There are no problems with

			unity, coherence, and cohesion in the paragraphs, so there is a remarkable consistency within the whole essay.
		4-3	AVERAGE: Main ideas stand out, but details seem somewhat inconsistent or repetitive, so they should be developed. There are some problematic transitions among the ideas, and this harms the unified structure of the essay occasionally.
		2-0	POOR: There are no assessable topic sentences in the body paragraphs. Ideas stated are mostly unclear, repetitive, or irrelevant to the thesis statement. The paragraphs lack logical sequencing; lapses lead to misunderstanding; and unity, coherence, and cohesion cannot be assessed.
	Vocabulary (4 pts.)	4	VERY GOOD: There is a considerable variety and range of words in choice, usage, form, and appropriateness to content and the student's level.
		3-2	AVERAGE: Word choice and usage seem appropriate but still need to be developed especially in terms of forms.
		1-0	POOR: The student uses very limited range of vocabulary to express his/her ideas properly. Choice, usage, and forms need much to be developed.
	Use of English (4 pts.)	4	VERY GOOD: Grammar of the essay is clear, accurate, and appropriate for the student's level; mistakes are negligible; attempted sentence constructions are achieved.
		3-2	AVERAGE: The student does not have control over level-appropriate grammatical structures at times. It's easy to understand the essay, though.
		1-0	POOR: There are considerable and frequent grammatical errors; sentences are too simple for the student's level.