ONDOKUZ MAYIS UNIVERSITY

ACADEMIC YEAR 2013-2014

PROFICIENCY AND PLACEMENT TEST

FOR PREP. CLASSES OF ELT

A

SECTION I: USE OF ENGLISH

SECTION II: READING COMPREHENSION

SEPTEMBER

Name:

Surname:

Student Number:

Signature:

SECTION I: USE OF ENGLISH

Part One

Read the text below and decide which answer A,B,C,D or E best fits each space. Circle the letter you choose (12x1).

Caving

Caving is an adventure sport that, quite literally, **(0)** ..**A**..... you to another world. But it's also quite a well **(1)** ..... secret, enjoyed by a relatively small group of devoted enthusiasts. Caving **(2)** ..... for a range of skills because it involves climbing, squeezing and squirming your way into openings in the Earth's rocks to discover the many fascinating, sometimes very large and beautiful, caverns that **(3)** ..... under the surface.

(4) ..... its rather dangerous image, largely **(5)** ..... thanks to rather sensationalist television programmes, the sport has an excellent safety **(6)** ....., so long as you go with a qualified instructor or caving club. Wearing a helmet and waterproof clothing, you're privy to a hidden world of stalagmites and stalactites, although you may have to **(7)** ..... through torrential underground rivers and negotiate thunderous waterfalls in order to **(8)** ..... the most impressive spots.

The challenge of entering the unknown in the **(9)** ..... dark can be, let's **(10)** ..... it, pretty terrifying, so it's as well to choose your location carefully. And there's also a conservation **(11)** .....behind the sport too, because caves are a very **(12)** ..... environment that is easily damaged. All cavers are encouraged to 'take nothing but photographs and leave nothing but footprints' .

0	**A**	takes	**B**	fetches	**C**	carries	**D**	brings
1	**A**	cared	**B**	held	**C**	kept	**D**	minded
2	**A**	demands	**B**	calls	**C**	asks	**D**	requires
3	**A**	stay	**B**	sit	**C**	rest	**D**	lie
4	**A**	Despite	**B**	Moreover	**C**	Nonetheless	**D**	Albeit
5	**A**	accepted	**B**	acquired	**C**	assumed	**D**	admitted
6	**A**	report	**B**	history	**C**	standard	**D**	record
7	**A**	amble	**B**	wade	**C**	stroll	**D**	hike
8	**A**	manage	**B**	arrive	**C**	achieve	**D**	reach
9	**A**	pitch	**B**	utter	**C**	full	**D**	pure
10	**A**	own	**B**	face	**C**	confront	**D**	grant
11	**A**	opinion	**B**	message	**C**	view	**D**	notion
12	**A**	flimsy	**B**	feeble	**C**	fragile	**D**	frail

Part Two

Read the text below and think of the word which best fits each space. Write only one word in each space. (15X0,5)

Early Stone Tools

A recent discovery has **(0)** .....**led**..... scientists to revise their ideas about the ancestors of early humans. It seems they started to **(1)** ..... use of stone tools nearly one million years earlier **(2)** ..... had previously been thought. Archaeologists revised the date **(3)** ..... spotting distinctive marks made by stone tools on animal bones dating **(4)** ..... nearly three and a half million years. The remains, including a rib from a cow-like creature and a thigh bone from an animal similar in size **(5)** ..... a goat, were recovered from an old river bed **(6)** ..... was being excavated in Ethiopia.

The use of simple stone tools to remove meat from bones represents a crucial moment in human history. **(7)** ..... a result of turning to meat for sustenance, the early humans developed larger brains, which **(8)** ..... turn enabled them to make more sophisticated tools. The bones unearthed in Ethiopia **(9)** ..... well represent the very beginning of that process.

(10) ..... scientists are still hoping to discover is whether the stone tools were manufactured specifically to meet a need **(11)** ..... whether they were natural stones that **(12)** ..... chance had the right shape and the necessary sharp edges. Either **(13)** ....., it seems likely that the early humans carried the tools around with them **(14)** ..... than relying on being able to find suitable ones **(15)** ..... the need arose.

Part Three

Read the text below and look carefully at each line. Some of the lines are correct, and some have a word that should not be there. If a line is correct, put a tick (✓) in front of the same numbered line. If a line has a word that should not be there, write the word in front of the same numbered line (15x0,5).

Running Water		
As according to research done at a	**0**	*As*
well-known university, drinking	**1**	
water in which contains ten times	**2**	
more oxygen than normal makes	**3**	
you to run faster. Researchers gave	**4**	
out twenty-five long-distance runners 1.2 litres	**5**	
of either oxygenated or ordinary bottled water	**6**	
every day and for a week. Then, on the	**7**	
seventh day the runners ran over a five-kilometre	**8**	
race. The researchers found that those athletes	**9**	
who had been drunk oxygenated water improved	**10**	
their race times by an average of fifteen	**11**	
seconds and were very more alert. Water that	**12**	
does contains extra oxygen is very easy	**13**	
to be produce: you just have to bubble	**14**	
the gas through the water.	**15**	

Part Four

Read the text and then write <u>the correct form</u> of the word in CAPITALS to complete the gaps(10x0,5).

The Inventor of the Bar Code

Although you may never have heard of Joe Woodland, you almost certainly use his invention on a **(0)** .....**daily**..... basis. For Joe was the man who	**DAY**
came up with the idea of the bar code – that little box containing parallel lines of **(1)** ..... width and	**REGULAR**
(2) ..... that you find on the packaging of most products that are offered for sale at	**LONG**
retail **(3)** ..... world wide. Joe Woodland actually invented the bar code way back in 1949, when the manager of a supermarket in	**LET**
Philadelphia asked him to design an electronic **(4)** ..... system which would be both simple and effective.	**CHECK**
The purpose of the bar code is to store **(5)** ..... information	**CODED**
about the product, which **(6)** ..... speeds up the process of recording sales and restocking the shelves.	**POTENTIAL**
Joe's **(7)** ..... came from Morse code and he formed his first barcode in the sand on the beach one day. The idea was way ahead of its time however,	**INSPIRE**
and didn't find any immediate practical **(8)**	**APPLY**
Convinced that the system was **(9)** ..... with further development, however, Woodland didn't give up.	**WORK**
It was the **(10)** ..... of laser gun technology decades later which allowed Joe's invention to come into everyday use.	**ARRIVE**

Part Five

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and six words, including the word given. (1x8)

0. Feel free to telephone if you have any further problems.
CALL
Do not **…….. *hesitate to call*……** if you have any further problems.

1. We were late arriving at the cinema and so missed the start of the film.
BY
The film had …… we arrived at the cinema.

2. Simon found the recipe book very hard to follow.
DIFFICULTY
Simon ……
……. in following the recipe book.

3. The trees blown down in the storm were not cleared away for weeks.
BEFORE
It ……
the trees blown down in the storm were cleared away.

4. There was very little paper left in the printer.
RUN
The printer had ……. paper.

5. Many people have blamed the hot weather for the rise in petty crime.
WIDELY
The hot weather …… for the rise in petty crime.

6. Sandra regrets not being able to visit her grandmother more often.
WISHES
Sandra …… visit her grandmother more often.

7. I want to say that I'm not at all satisfied with the service at this hotel.
MY
I want to express ……
with the service .

8. Diana complained that she hadn't had a good cup of coffee for ages.
SINCE
'It …… a good cup of coffee,' Diana complained.

SECTION II: READING COMPREHENSION

A. You are going to read an article about the effects of digital media on people's minds. For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text. (7X1).

Is the Internet Making Us Stupid?

In an article in *Science,* Patricia Greenfield, a developmental psychologist who runs UCLA's Children's Digital Media Center, reviewed dozens of studies on how different media Technologies influence our cognitive abilities. Some of the studies indicated that certain computer tasks, like playing video games, increase the speed at which people can shift their focus among icons and other images on screens. Other studies, however, found that such rapid shifts in focus, even if performed adeptly, result in less rigorous and "more automatic" thinking.

In one experiment at an American university, half a classroom of students was allowed to use internet-connected laptops during a lecture, while the other half had to keep their computers shut. Those who browsed the web performed much worse on a subsequent test of how well they retained the lecture's content. Earlier experiments revealed that as the number of links in an online document goes up, reading comprehension falls, and as more types of information are placed on a screen, we remember less of what we see.

Greenfield concluded that every medium develops some cognitive skills at the expense of others'. Our growing use of screen-based media, she said, has strengthened visual-spatial intelligence, which can strengthen the ability to do jobs that involve keeping a track of lots of rapidly changing signals, like piloting a plane or monitoring a patient during surgery. However, that has been accompanied by "new weaknesses in higher-order cognitive processes", including "abstract vocabulary, mindfulness, reflection, inductive problem solving, critical thinking and imagination." We're becoming, in a word, shallower.

Studies of our behavior online support this conclusion. German researchers found out that web browsers usually spend less than 10 seconds looking at a page. Even people doing academic research online tend to "bounce" rapidly between documents, rarely reading more than a page or two, according to a University College London study. Such mental juggling takes a big toll. In a recent experiment at Stanford University, researchers gave various cognitive tests to 49 people who do a lot of media multitasking and 52 people who multitasks much less frequently. The heavy multitaskers performed poorly on all the tests. They were more easily distracted, had less control over their attention, and were much less able to distinguish important information from trivia. The researchers were surprised by the results. They expected the intensive multitaskers to have gained some mental advantages. That wasn't the case, though. In fact, the multitaskers weren't even good at multitasking. "Everything distracts them," said Clifford Nass, one of the researchers.

It would be one thing if the ill effects went away as soon as we turned off our computers and mobiles, but they don't. The cellular structure of the human brain, scientists have discovered, adapts readily to the tools we use to find, store and share information. By changing our habits of mind, each new technology strengthens certain neural pathways and weakens others. The alterations shape the

way we think even when we're not using the technology. The pioneering neuroscientist Michael Merzenich believes our brains are being massively remodelled by our ever-intensifying use of the web and related media. In 2009, he said that he was profoundly worried out the cognitive consequences of the constant distractions and interruptions the internet bombards us with. The long-term effect on the quality of our intellectual lives, he said, could be "deadly."

Not all distractions are bad. As most of us know, if we concentrate too intensively on a tough problem, we can get stuck in a mental rut. However, if we let the problem sit unattended for a time, we often return to it with a fresh perspective and a burst of creativity. Research by Dutch psychologist Ap Dijksterhuis indicates that such breaks in our attention five our unconscious mind time to grapple with a problem, bringing to bear information and cognitive processes unavailable to conscious deliberation. We usually make better decisions, his experiments reveal, if we shift our attention away from a mental challenge for a time.

But Dijksterhuis's work also shows that our unconscious thought process don't engage with a problem until we've clearly and consciously defined what the problem is. If we don't have a particular goal in mind, he writes, "unconscious thought does not occur." The constant distractedness that the Net encourages is very different from the kind of temporary, purposeful diversion of our mind that refreshes our thinking. The cacophony of stimuli short-circuits both conscious and unconscious thought, preventing our turn into simple signal-processing units, shephering information into consciousness and then back again. What we seem to be sacrificing in our surfing and searching is our capacity to engage in the quieter, attentive modes of thought that underpin contemplation, reflection and introspection.

1	What do we learn about Patricia Greenfield's research in the first paragraph? a. It focused on problems resulting from use of media technologies. b. It did not produce consistent patterns in connection with computer use. c. It involved collating the results of work done by other people. d. It highlighted differences between people when using computers.
2	Two of the experiments mentioned in the second paragraph concerned a. the amount of attention people pay to what they see on computers. b. the connection between computer use and memory. c. the use and non-use of computers for studying. d. changes that happens if people's computer use increases.
3	One of the Greenfield's conclusions was that a. certain claims about the advantages of computer use are false. b. computer use has reduced a large number of mental abilities. c. people do not care about the effects of computer use on their minds. d. too much emphasis has been placed on the benefits of computer use.
4	One of the pieces of research mentioned in the fourth paragraph indicated that a. some people are better at multitasking than others. b. "mental juggling" increases the mental abilities of only a few people. c. beliefs about the effectiveness of multitasking are false. d. people read online material less carefully than other people.

5	What is the writer's purpose in the fifth paragraph? a. to advise on how to avoid the bad effects of new media technology. b. to present opposing views on the consequences of use of new media technology. c. to warn about the damage done by use of new media technology. d. to summarize the findings of the previously-mentioned research.
6	The writer mentions Ap Djiksterhuis's research in order to make the point that a. not all research supports beliefs about the dangers of computer use. b. the mind functions in ways that computers cannot. c. problem-solving can involve very complex mental processes. d. uninterrupted concentration on something is not always a good thing.
7	The writer's main point in the final paragraph is that a. constant computer use makes people incapable of complex thought processes. b. the stimulation provided by computer use causes people to become confused. c. it is natural for some people to want to avoid thinking deeply about problems. d. both conscious and unconscious thought are affected by computer use.

B. You are going to read a magazine article about interns – young people doing work placements for a limited period, usually without pay. For questions 1-13, choose from the sections of the article (A-D). The jobs may be chosen more than once. (13x1)

The Intern's Tale

Many work places have interns. Is being an intern useful work experience or an unpaid waste of time? Sarah Barnes meets four young women trying to get a foot on the ladder.

A. Jessica Turner: intern at the film company Future Films

Working on scripts that you know are going to become films one day is really exciting. We get a broad variety of genres sent to us here. Personally, I love anything that's been adapted from a book, especially if I've read the book. I read scripts, sometimes I attend meetings with writers, and I've also researched potential writers and directors online. Also, I volunteer in my local theatre and help out as an auditorium assistant. It's a great way of seeing different aspects of the industry, meeting people and developing your career. My placement was due to come to an end this month, but I've just been offered the paid role of production and development assistant. I'm pleased to be able to stay- I didn't want to leave anyone. It's been tough getting to this point, but you can't expect too much because it's a competitive industry. Because my degree was in film theory, I didn't come away with the practical experience of being able to go on set and know what's what. Maybe I would have progressed more quickly if I had.

B. Rasa Abramaviciute: intern at the Vivienne Westwood fashion company

I work in the same department as Vivienne Westwood, so I see her almost every day. She treats everyone equally, whether they are paid staff or interns. My main task is tracing patterns. I was shocked by how big they are; so much fabric goes into making a Westwood dress. When I started, I was working on the archive, so I had the opportunity to see past collections up close. I work five days a week, 10 a.m. to 6p.m., but I expect the days to get longer and more stressful as we approach Fashion Week. I will stay for another three months, until we go to Paris for that, and then I will go straight back to university to complete my final year. In fashion, if you want to establish yourself over the competition, you have to work hard and for free, because that's what everyone else is willing to do.

C. Hannah Sanderson: intern at the emergency relief charity Merlin

Over the past few years, I've been doing volunteer work in Calcutta, Bogota and Teheran, so it's quite hard to adjust to being back in the UK. Most of my friends are buying houses and have cars and go on holidays. But I never feel I've missed out because I'm doing what I've always wanted to do. I work three days a week, receiving a small sum to cover expenses. Money from my father has gone towards funding my placement and I'm really fortunate that I can live

D. Paula Morison: intern at the Whitechapel Gallery

I came to London six months ago with no plans. I didn't know how long it would take to get a job. I had saved up some money and resigned myself to staying on a friend's sofa for a while, but luck was on my side and I found a job as a seamstress within a couple of weeks. My placement at the gallery came along a week later. I've helped install exhibition and create gallery publications. One of the most exciting tasks was helping the artist Claire Barclay create the installation that's

with my mum, although it does mean my commute can take up to two hours. Without my family, I don't think I could be doing this. Next month, I am starting a six-month placement in Myanmar, monitoring the health facilities the charity supplies there. After that, I might actually be in a position to earn a salary. If I was 35 and still working unpaid, I would think "What am I doing?"	now on display in gallery. Because some of the piece is sewn, my seamstress skills came in handy. The hardest thing is at the start, when you don't know anything. Someone asks: "Can you courier this?" and you have to ask so many questions, like "Which courtier company?" and "Where are the envelopes?" I'm about to finish my placement and I'm planning my own curatorial project with friend. It will be a lot of work but I think I have to go for these things now, otherwise I will regret it later. My parents know I'm sensible. If I couldn't afford my rent, I wouldn't just get into a spiral of debt. I would go and get a full time job and the rest would have to wait.

Which intern mentions		
her feeling when discovering something at work?	**0**	B
the fact that some of her work can be seen?	**1**	
having no idea how to carry out a certain tasks?	**2**	
her feeling about the people she works with?	**3**	
having no regrets about a choice she made previously?	**4**	
what is considered normal in her area of work?	**5**	
the outcome of some of the work she does?	**6**	
a desire not to be in the same situation in the future?	**7**	
something she regarded as unpredictable?	**8**	
a preference concerning the work she does as an intern?	**9**	
reasons why it is possible for her to be an intern?	**10**	
the attitude of her employer?	**11**	
the outcome if she found herself in a difficult situation?	**12**	
making useful contacts?	**13**	