



ORDU  
ÜNİVERSİTESİ

**ORDU UNIVERSITY  
ENGLISH LANGUAGE PROFICIENCY EXAM**

**PART I**

**Use of English / Reading**

**PART II**

**Listening / Writing**

**ORDU ÜNİVERSİTESİ**  
**YABANCI DİL YETERLİK SINAVI**

**Genel Bilgi**

Sevgili Öğrenciler,

İngilizce Yabancı Dil Yeterlik Sınavı sizlerin üniversite eğitim hayatınıza hazırlık sınıfında ya da 1. sınıfta başlayacağınızı belirleyecektir. Bu yüzden cevabını bilmediğiniz soruları lütfen boş bırakınız. Cevaplarınızı kitapçıkta işaretledikten sonra, size verilen test sınavı optik cevap formuna işaretlemeyi unutmayınız. Sorulara birden fazla cevap vermeyiniz. Birden fazla cevap verilen sorular geçersiz sayılacaktır.

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**Başarılar dileriz.**

**ORDU UNIVERSITY**  
**ENGLISH LANGUAGE PROFICIENCY EXAM**

**General Information**

Dear Students,

English Proficiency Exam determines whether you will start your education in Preparatory Class or 1<sup>st</sup> Grade. Therefore, please leave the questions unanswered if you do not know certain answer. After marking your answers in the booklet, do not forget to mark them on the optical answer form of the test exam given to you. You cannot choose more than one option for the same question. Questions which are answered more than once will be considered invalid.

**IMPORTANT: It is a must for the questions to be remained in confidentiality. It is strictly forbidden to replicate questions illegally. It is compulsory to turn off your electronic devices such as mobile phone, camera etc. during the exam.**

**We wish you success for the exam.**

## PART I

### Use of English / Reading

1. They adopted the little girl \_\_\_\_\_ parents died in a plane crash.  
A) who B) whose C) that D) where
2. \_\_\_\_\_ some cancers, the best therapy is a combination \_\_\_\_\_ surgery, radiation, and chemotherapy.  
A) With / through B) About / in C) For / of D) At / within
3. \_\_\_\_\_ the Europeans, who seem to prefer instant coffee, the Turks drink Turkish coffee.  
A) Unlike B) Whereas C) Despite D) Likewise
4. \_\_\_\_\_ car is out of order so they want to come with us in \_\_\_\_\_.  
A) Their/ours B) His/my C) Hers/theirs D) Her/your
5. Her score on the university entrance exam is \_\_\_\_\_ to attend Ordu University.  
A) too good B) very good C) good enough D) so good
6. Some laws forbid hunting certain kinds of animals such as deer \_\_\_\_\_ prevent them becoming extinct.  
A) for to B) in order to C) so that D) owing to
7. Linda \_\_\_\_\_ a baby, so by their next anniversary, she \_\_\_\_\_ a mother for about two months.  
A) will expect/is going to be  
B) expects/ will be  
C) was expecting/ would be  
D) is expecting/will have been
8. 70 percent of the Earth's surface is liquid, \_\_\_\_\_ water scarcity affects more than a billion people each year.  
A) as if B) yet C) given that D) instead
9. Adaptation to a new environment may be a long \_\_\_\_\_ for some people.  
A) image B) convince C) process D) conduct
10. If you need \_\_\_\_\_ advice about your studies, call me on my mobile \_\_\_\_\_ time.  
A) lots of/some B) some/any C) a few/every D) a lot of /all

11. I wish I \_\_\_\_\_ a ticket for the concert – now I would be enjoying myself with others.

- A) were finding
- B) found
- C) had found
- D) have found

12. Generally, social media platforms can be thought of as virtual meeting places which function to encourage the exchange of media content among users who are \_\_\_\_\_ producers \_\_\_\_\_ consumers.

- A) both / and
- B) more / than
- C) just / like
- D) so / that

13. If I'd accepted their offer, I \_\_\_\_\_ earning much more money now.

- A) had been
- B) would be
- C) were
- D) would have been

14. \_\_\_\_\_ historians cannot agree on when gold was first discovered, there is some evidence to suggest that the Egyptians were the first to mine it.

- A) Now that
- B) Just as
- C) Even though
- D) As long as

15. \_\_\_\_\_ the excellent meals, the hotel provides superb entertainment.

- A) Besides
- B) Because of
- C) Despite
- D) As well

16. He doesn't talk much and he doesn't listen much \_\_\_\_\_.

- A) too
- B) neither
- C) either
- D) as well

17. North Korea still \_\_\_\_\_ a vast police state that \_\_\_\_\_ a network of concentration camps spanning the country.

- A) was maintaining / has included
- B) has maintained / would include
- C) is maintaining / had included
- D) maintains / includes

18. Had you finished the project on time, you \_\_\_\_\_ a passing grade.

- A) would have got
- B) could get
- C) got
- D) had got

**19. By the time the students \_\_\_\_\_ to the classroom, the teacher \_\_\_\_\_ all the topics of the day on the blackboard.**

- A) come/has written
- B) had come/was writing
- C) came/had written
- D) will come/will have written

**20. Excluding minor skin cancers, breast cancer is the single most common type of cancer \_\_\_\_\_ women based \_\_\_\_\_ American Cancer Society data.**

- A) in / from
- B) with / for
- C) among / upon
- D) within/ about

**21. \_\_\_\_\_ what may happen, he will never change his mind.**

- A) No matter
- B) However
- C) Despite
- D) In case

**22. It's time you \_\_\_\_\_ another job. You can't live on such a low salary.**

- A) will look for
- B) have looked for
- C) are looking for
- D) looked for

**23. The more crowded a family gets, \_\_\_\_\_.**

- A) the easier a family can meet its basic needs
- B) it becomes more and more difficult to meet each member's basic needs
- C) the more difficult it becomes to meet each member's basic needs
- D) meeting basic needs of each member becomes more difficult

**24. The Romans greatly respected Greek culture; \_\_\_\_\_ .**

- A) in fact, they liked Greek sculpture so much that they made actual copies
- B) however, they borrowed lots of different concepts from Greeks
- C) in addition, Greeks focused on idealism, making visually perfect sculptures
- D) therefore, the two cultures had some different approaches to their art

**25. Karen cooks \_\_\_\_\_ than most people, but not \_\_\_\_\_ my mother.**

- A) better/as well as
- B) well enough/better than
- C) the best/ so good as
- D) too good/so well as

**26. The children all rushed out to meet their father \_\_\_\_\_ they heard his car in the drive.**

- A) while      B) by the time      C) until      D) as soon as

**For questions 27 – 36, Choose the correct option according to the text.**

### FUNCTIONAL FOODS

For most of us, the idea of a soup that stops us from 27) \_\_\_\_\_ ill, or crisps that relax us seems like something from a science-fiction film. However, these foods are no longer 28) \_\_\_\_\_ they sound. In fact, they are part of a new group of food products called ‘functional foods,’ and most probably we 29) \_\_\_\_\_ them on all supermarket shelves soon. Since we learnt the potential positive and negative effects of eating habits on our health, most of us have been watching what we eat. Food companies have taken 30) \_\_\_\_\_ of this fact. Companies not only produce functional foods that 31) \_\_\_\_\_ our health, but they also add ingredients that help us become 32) \_\_\_\_\_ to deal with the challenges of daily life. For instance, there is now a chewing gum that can improve your memory and help your brain process information more quickly. There is also another amazing product: St John’s Wort crisps! Especially, if you 33) \_\_\_\_\_ a busy life, you \_\_\_\_\_ them. They make you 34) \_\_\_\_\_ relaxed and less stressed. And these two are only a few examples of functional foods that food engineers are working on. Of course, there are many people that believe functional foods are a bad idea. They claim that products like these can be dangerous as people 35) \_\_\_\_\_ consuming more vitamins than they need and harm their bodies 36) \_\_\_\_\_. No matter what they say, the idea of functional foods seems to gain popularity among people of all ages.

**27.** A) get    B) to get    C) to getting    D) getting

**28.** A) more fictional than    B) as fictional as    C) the most fictional    D) less fictional than

**29.** A) have seen    B) will see    C) may have seen    D) must see

**30.** A) profit    B) preference    C) advantage    D) convenience

**31.** A) are improved    B) is improving    C) improves    D) improve

**32.** A) enough strong    B) strong enough    C) too strong    D) a bit strong

**33.** A) lead / should try    B) had lead / should have tried    C) led / will try    D) had lead / would try

**34.** A) felt    B) to feel    C) feeling    D) feel

**35.** A) may end up    B) should end up    C) must have ended up    D) can’t have ended up

**36.** A) meaningfully    B) temporarily    C) irreversibly    D) symmetrically

For questions 37 – 41, choose the sentence which is the closest in meaning to the given one.

**37. “I will never again take your iPad without your permission,” said my sister.**

- A) I warned my sister not to take my iPad again without telling me.
- B) My sister promised not to take my iPad without asking me.
- C) I agreed to give permission to my sister when she asked for my iPad.
- D) My sister threatened to take my iPad without getting permission.

**38. Jack is very creative about drawing beautiful pictures. I’m sure he has excellent artistic skills.**

- A) It is possible that Jack’s artistic skills are excellent, so he is able to create beautiful pictures.
- B) If Jack were really creative with great artistic skills, I’m sure he would draw beautiful pictures.
- C) Having great artistic skills is probably enough for Jack to make beautiful and creative drawings.
- D) Jack must have excellent artistic skills because he can create beautiful drawings.

**39. If Karen wants to pass the final exams, she needs to focus more on her studies.**

- A) When Karen passes the final exams, she does not need to focus on her studies any more.
- B) Karen needs to focus more on her studies unless she wants to fail the final exams.
- C) If Karen passes the final exams, she will need to focus more on her studies.
- D) Passing the final exams is the only way for Karen to focus more on her studies.

**40. Not only the general populace, but also those who work in the field of economics find it difficult to understand the differences and the relationships between theory and practice.**

- A) The general population, including those working in the field of economics, can understand the theory, but cannot grasp the practice of economics.
- B) Understanding the differences and the relationships between theory and practice in economics is challenging for those who do not specialize in economics.
- C) Both the general public and the people working in the area of economics fail to fully comprehend how theory and practice differ from and relate to each other.
- D) Ordinary people have difficulty in understanding the theory and practice of economics but the people working in the field can see them clearly.

**41. It was rather hard for me to get this job as I had a lot of difficulties at first, but in the end I was offered to work here.**

- A) Despite all the hardships I had in the beginning, I finally got the job.
- B) Because it was not that hard to get the job, I was offered to work here.
- C) Since I had too many difficulties in the beginning, I got the job.
- D) Although working here was easy for me, it was quite hard in the beginning.

Read the texts below and answer the questions that follow.

### CETACEAN INTELLIGENCE

- I. We often hear that whales, dolphins, and porpoises are as intelligent as humans, maybe even more so. Are they really that smart? There is no question that cetaceans are among the most intelligent of animals. Dolphins, killer whales, and pilot whales in captivity quickly learn tricks. The military has trained bottlenose dolphins to find bombs and missile heads and to work as underwater spies.
- II. This type of learning, however, is called conditioning. The animal simply learns that when it performs a particular behavior, it gets a reward, usually a fish. Many animals, including rats, birds, and even invertebrates, can be conditioned to perform tricks. We certainly don't think of these animals as our mental rivals. Unlike most other animals, however, dolphins quickly learn by observations and may spontaneously imitate human activities. One trained dolphin watched a diver cleaning an underwater viewing window, seized a feather in its beak, and began imitating the diver—complete with sound effects! Dolphins have also been seen imitating seals, turtles, and even water-skiers.
- III. Given the seeming intelligence of cetaceans, people are always likely to compare them with humans and other animals. Studies on discrimination and problem-solving skills in the bottlenose dolphin, for instance, have concluded that its intelligence lies "somewhere between that of a dog and a chimpanzee." Such comparisons are unfair. It is important to realize that intelligence is a very human concept and that we evaluate it in human terms. After all, not many people would consider themselves stupid because they couldn't locate and identify a fish by its echo. Why should we judge cetaceans by their ability to solve human problems?
- IV. Both humans and cetaceans have large brains with an expanded and uniquely folded surface, the cortex. The cortex is the dominant association center of the brain, where abilities such as memory and sensory perception are centered. Cetaceans have larger brains than ours, but the ratio of brain to body weight is higher in humans. Again, direct comparisons are misleading. In cetaceans it is mainly the portions of the brain associated with hearing and the processing of sound information that are expanded. The enlarged portions of our brain deal largely with vision and hand-eye coordination. Cetaceans and humans almost certainly perceive the world in very different ways. Their world is largely one of sounds, ours one of sights.
- V. Contrary to what is depicted in movies and on television, the notion of "talking" to dolphins is also misleading. Although they produce a rich repertoire of complex sounds, they lack vocal cords and their brains probably process sound differently from ours. Bottlenose dolphins have been trained to make sounds through the blowhole that sound something like human sounds, but **this** is very different from human speech. For the same reasons, humans cannot make whale sounds. We will probably never be able to carry on an **unaided** conversation with cetaceans.
- VI. As in chimpanzees, captive bottlenose dolphins have been taught American Sign Language. These dolphins have learned to communicate with trainers who use sign language to ask simple questions. Dolphins answer back by pushing a "yes" or "no" paddle. They have even been known to give spontaneous responses not taught by the trainers. Evidence also indicates that these dolphins can distinguish between commands that differ from each other only by their word order, a truly remarkable achievement. Nevertheless, dolphins do not seem to have a real language like ours. Unlike humans, dolphins probably cannot communicate very complex messages.
- VII. Instead of "intelligence," some people prefer to speak of "awareness." In any case, cetaceans probably have a very different awareness and perception of their environment than humans do. Maybe one day we will come to understand cetaceans on their terms instead of ours, and perhaps we will discover a mental sophistication rivaling our own.

**42. Why does the author give the example of a dolphin cleaning a window in paragraph II?**

- A) To compare it to a dolphin that imitates water-skiers.
- B) To describe that the imitating behaviour of dolphins resembles most other animals.
- C) To criticize that humans keep dolphins under poor conditions in captivity.
- D) To explain that dolphins are good at copying human behaviours.

**43. What can be concluded from the information in paragraph III?**

- A) It is unfair that cetaceans are more intelligent than chimpanzees.
- B) Evaluating the skills of cetaceans in human terms is sufficient to understand their intelligence.
- C) The intelligence of cetaceans should be measured in different ways.
- D) There are many people who are skilled enough to locate a fish by its echo.

**44. What is the importance of the cortex?**

- A) It is vital for keeping information and understanding the world.
- B) It enables cetaceans to use their eyes more effectively than humans.
- C) It is the portion of the brain that makes cetaceans the most intelligent sea animal.
- D) It causes the ratio of brain to body weight to be high.

**45. According to paragraph V, a movie about dolphins would probably include\_\_\_\_\_.**

- A) a scientific explanation of bottlenose dolphins' vocal cords
- B) humans that imitate dolphin movements but cannot succeed
- C) dolphins and humans that communicate with each other easily
- D) a rich repertoire of complex human sounds

**46. The word unaided in paragraph V is closest in meaning to \_\_\_\_\_ .**

- A) lacking the ability to make sounds
- B) without getting help
- C) lacking the notion of talking
- D) without the need to have a conversation

**47. Which of the following is TRUE according to paragraph VI?**

- A) Dolphins cannot give an answer if their trainers haven't taught that answer to them.
- B) Unlike bottlenose dolphins, chimpanzees fail to learn American Sign Language.
- C) Dolphins are not capable of giving and receiving complicated messages.
- D) Dolphins have the biggest problem in analysing word order.

**48. The word 'this' in paragraph V refers to\_\_\_\_\_ .**

- A) dolphin sound B) the blowhole C) human speech D) a rich repertoire

## ANNA DEL CONTE

Anna Del Conte is the woman who has had an important influence on the way British people see Italian food today.

- I. The 87-year-old Italian cookery writer wakes up early in the morning, drives to work and cooks until late in the evening every day. She has never eaten or bought a ready-made frozen meal in her life. She is quick and confident in her speech and gestures. She shows an interest in a range of different topics such as philosophy, literature and politics. She likes talking about other chefs. Although she sometimes expresses some minor criticism about their cooking, she mostly focuses on qualities that make them a good chef. The only thing that she has in common with the other old people is going to a church on Sundays.
- II. Anna was born into a rich and aristocratic Milanese family who enjoyed good food. Her parents were both young but they had serious personalities. Her father, Alexander, was a businessman and her mother, Maria, was an **erudite** woman: she knew much about art, music and literature. Anna received early childhood education at home and learnt a lot from her mother, but not cooking. Although Maria was a great cook, she didn't like the hurry of everyday meal preparation. Lucia, the family cook, was responsible for what was going on in the kitchen. "My mother was deeply interested in food. She used to take me to the bazaar, where we joyfully walked for hours to buy fresh vegetables," says Anna. "But it was Lucia who cooked for the family. I remember spending hours in the kitchen to help her, and this is when I started cooking," she adds.
- III. During Anna's childhood times, the kitchen was a forbidden place for upper-class English girls and discussing food was a social taboo for aristocrats in Britain. However, that was not the case for Italian girls. They were free to explore their kitchen. That's why, Anna could understand the relationship between food and culture, and gain an idea about the art and knowledge of preparing and eating good food. She also had the chance to enjoy Lucia's local dishes from Friuli besides the traditional food of her own region, Lombardy. Her food education was not limited to choosing the best food product in a local shop. **It** included a richer and more interesting experience. She was a city child, but she would hunt for wild mushrooms in the woods and pick wild flowers in the fields.
- IV. After Anna's family lost everything during World War II, life in Milan was far from being joyful for Anna. She started university in Italy, but then she decided to quit school and come to England as a babysitter. On her first days in England, she stayed with an English family with two kids. She was grateful for the kindness and skilful cooking of her hostess, but living in Britain after the war made it hard to produce anything that was as good as the meals in Italy. "I ate well every day of my life until I came to England. But the food in Britain was terrible. How can you make a pudding when you only have salted butter or prepare a bowl of salad without fresh vegetables?" she says.
- V. Anna didn't go back to Italy. She met Oliver and married him after a couple of years. She started to work part-time while she was bringing up her children. In 1973, during a private lesson session for Italian A-level, she casually told her student that her brothers were trying to encourage her to write a book of pasta recipes. That night, the girl's father, who was a publisher, rang up and they decided on Anna's first book, *Portrait of Pasta*, which came out in only one year after this phone call. It was a brave decision for the publisher because British people, in those days, did not care about what they ate. They were not interested in cooking pasta like an Italian. The publisher knew he could lose a lot of money. But it turned out to be a best-selling cookbook in a very short time. Anna's second book, *Gastronomy of Italy*, appeared in 1984. More books followed them in the following years.
- VI. Anna has done a lot for food in Britain and promoted the understanding of Italian food in Britain. She received the Lifetime Achievement Award of the British Guild of Food Writers in 2011 and the Order of Merit in 2010. However, she has a habit of changing the subject when people start to talk about her success and express their admiration for her. When she is asked if she is proud of herself, she simply says, "Well, it just happened. I was just there at the right time. I couldn't do it now, because it has all been done. I was extremely lucky. My 'cleverness' was in catching the right moment."

49. Anna is a cookery writer who \_\_\_\_\_.

- A) cannot work for long hours because of her age
- B) does not have any interest other than cooking

- C) does not avoid criticizing other cooks strongly
- D) is not a typical example of someone of her age

50. When Anna was a little girl, she \_\_\_\_\_.

- A) liked Lucia's meals more than her mother's
- B) learnt to cook from their cook, Lucia
- C) used to watch her mother cooking in the kitchen
- D) found it boring to do shopping for food

51. What do we learn about Anna's experience with food during her childhood?

- A) She attended some cookery classes.
- B) She used to go into the kitchen secretly.
- C) She tasted dishes from different regions.
- D) She disliked talking about food with her mother.

52. Anna thought the food in Britain was not good because \_\_\_\_\_.

- A) the dishes that British cooks made were similar to each other
- B) they did not have the necessary ingredients
- C) British people were not willing to cook with foreign ingredients
- D) there were very few good cooks in Britain

53. Which of the following is TRUE about Anna's first book?

- A) It was a risk to publish it.
- B) It was published in 1973.
- C) It took a long time to publish it.
- D) It was difficult to find a publisher.

54. It is clear from the last paragraph that Anna \_\_\_\_\_.

- A) is working on her next cookbook
- B) avoids talking about her achievements
- C) has always had ambitious plans for her job
- D) is the first woman cook to receive an award in Italy

55. "erudite," in paragraph II, is closest in meaning to \_\_\_\_\_.

- A) elderly
- B) pessimistic
- C) cultured
- D) amusing

56. "It," in paragraph III, refers to \_\_\_\_\_.

- A) traditional food
- B) her food education
- C) the best food product
- D) a local shop

**For questions 57&58, choose the correct sentence that completes the dialogue.**

**57.**

Steve: – **How come this new employee gets a raise in salary and I don't?**

David: – **He might be new, but he's already outperformed you in every area. That's why.**

Steve: – **OK! What am I supposed to do to get a raise, then?**

David: – \_\_\_\_\_

- A) I promise you'll get a promotion if you keep up the good work.
- B) He only received a small raise last month.
- C) Employees are expected to work very hard.
- D) Well, work as hard as he does and then you might get one too.

**58.**

Jane: – **A study I've recently read about claims that 65% of mothers and 70% of fathers exhibited a preference for one of their children. You've got two. Which one is your favourite?**

Anna: – **I don't have a favourite child! And I don't think any parent could say they have a favourite.**

Jane: – \_\_\_\_\_

Anna: – **That's ridiculous! Don't believe everything you read in magazines.**

- A) But do you treat your older child differently than your younger one?
- B) I suppose you're right. I've got only one daughter, so I can't really say.
- C) So you're saying that you love your son more than your daughter. Any reason why?
- D) You're doing exactly what the study claims. You're refusing to admit you favour one child over the other.

**For questions 59&60, choose the correct translation.**

**59. Researchers suggest that good memories remain longer than bad ones, helping to keep the human race happy and resilient.**

- A) Arařtırmacıların işaret ettiđi gibi iyi hatıralar kötü olanlara nazaran daha uzun kalırlar ve bu da insan ırkını mutlu ve dayanıklı hale getirebilir.
- B) İyi hatıralar kötü olanlara göre daha uzun kalırlar; arařtırmacılar bunun insanları daha mutlu ve dayanıklı yaptığını iddia ediyorlar.
- C) Arařtırmacılar, iyi hatıraların kötü olanlardan daha uzun süre kaldığını, bunun da insan ırkının mutlu ve dayanıklı kalmasına yardımcı olduğunu iddia ediyorlar.
- D) İnsanların daha mutlu olabilmeleri için arařtırmacıların da işaret ettiđi gibi iyi hatıralar kötülere göre daha uzun kalmalıdır.

**60. Beş Kuzey ülkesi; kadınların iş gücüne, erkeklerin de ailelerine katılımını destekleyen politikalar yoluyla hem işte hem de evde daha iyi bir iş bölümüne sahip olmayı mümkün kılmıştır.**

**A)** Five Nordic countries have made it possible to have a better division of labour both at work and at home through policies that encourage the participation of women in the labour force and men in their families.

**B)** Five Nordic countries had a better division of labour of women at home and men at work by amendments of different laws to encourage the participation of both men and women in the labour force.

**C)** All women and men in five Nordic countries demanded new laws that encourage radical changes in their roles within their families, and the governments have made this possible.

**D)** Five Nordic countries have changed the roles of women and men in society by developing policies to encourage them to participate in the labour force.

SAMPLE EXAM

## PART II

### Listening / Writing

#### LISTENING

**A Listen to Samuel and Jane talking about their holidays. Answer the questions. For questions 1–5, choose the correct answer. Choose A, B or C. You will hear the recording twice.**

- 1 Jane might visit Tokyo because
  - A her family lives there.
  - B her friend thinks it's good.
  - C she's been before and likes it.
  
- 2 What did Samuel like in Tokyo?
  - A the museums
  - B the shops
  - C the weather
  
- 3 Where did Samuel go on safari?
  - A South Africa
  - B Tanzania
  - C Kenya
  
- 4 What would Samuel like to do in northern Thailand?
  - A visit cities.
  - B buy presents.
  - C walk in the countryside.
  
- 5 Why did Jane really enjoy her holiday in Ireland?
  - A She thought the food was lovely.
  - B She thought the Irish people were very nice.
  - C She thought the weather was good at the time.

**B Listen to Anisa and Helen talking about their boyfriends. Complete the sentences. You will hear the recording twice.**

- 6 Anisa and Charlie have been going out together for over \_\_\_\_.
- 7 Anisa thinks it may be bad \_\_\_\_\_ to get engaged.
- 8 Helen and Raj are getting married in the \_\_\_\_\_.
- 9 Helen met her boyfriend on a \_\_\_\_\_.
- 10 Helen's \_\_\_\_\_ don't think Raj's job is good enough.

## WRITING

**A Write a blog for an online travel magazine entry about a place you visited.**

You must include:

- a description of the place
- what you did there
- what the food and the weather was like
- what you liked and didn't like about the place.

**Write at least 100 words.**

**B If you could choose, what are the three most important things you would like to do in your life? Use these ideas or ideas of your own to complete the sentences below.**

- Become famous
- Have children
- Earn a lot of money
- Have adventures
- Travel all over the world
- Get married

**Write at least 100 words.**

## ANSWER KEY

PART I					
<b>1-B</b>	11-C	21-A	31-D	41-A	51-C
<b>2-C</b>	12-A	22-D	32-B	42-D	52-B
<b>3-A</b>	13-B	23-C	33-A	43-C	53-A
<b>4-A</b>	14-C	24-A	34-D	44-A	54-B
<b>5-C</b>	15-A	25-A	35-A	45-C	55-C
<b>6-B</b>	16-C	26-D	36-C	46-B	56-B
<b>7-D</b>	17-D	27-D	37-B	47-C	57-D
<b>8-B</b>	18-A	28-B	38-D	48-A	58-D
<b>9-C</b>	19-C	29-B	39-B	49-D	59-C
<b>10-B</b>	20-C	30-C	40-C	50-B	60-A

PART II	
LISTENING	
<b>1</b>	B
<b>2</b>	B
<b>3</b>	A
<b>4</b>	C
<b>5</b>	B
<b>6</b>	two years
<b>7</b>	luck
<b>8</b>	summer
<b>9</b>	blind date
<b>10</b>	parents