

ANKARA YILDIRIM BEYAZIT UNIVERSITY



SAMPLE ASSESSMENT IN GENERAL ENGLISH

Listening, Reading, Writing, Speaking

SAMPLE QUESTIONS

SECTION	DURATION
LISTENING	50 minutes
READING	65 minutes
WRITING	45 minutes
SPEAKING	~10 minutes

LISTENING

PART I: For questions 1-8, you will listen to a talk about a course offered by the Physical Education Faculty. As you listen, fill in the following notes with ONE WORD or A NUMBER from the talk. You will hear the talk **TWICE** with a fifteen-second interval. Now, you have two minutes to read the notes before listening.

Physical Fitness Instructor's Course

- It's a six-month certificate course.
- Personal fitness is required; however, there are no (1) _____ entry requirements.
- Instructors work in health and fitness centers and prepare individual programs for people.
- Instructors also prepare exercise (2) _____ that fit the age and fitness level of individuals.

Sports Administrator's Course

- The course lasts (3) _____ months, and requires current employment in the field.
- Sport Administrators run clubs and sporting associations.
- Duties include booking playing fields, and scheduling games and sports events.
- Sport Administrators need good (4) _____ skills.

Sports Psychologist's Course

- It's a one-year diploma course only available to people with a degree in Psychology.
- If you don't have a degree in psychology, your (5) _____ won't be accepted.
- Duties include spending time with professional athletes, helping them have a positive mental attitude and therefore, enabling them to (6) _____ their goals.
- Sports Psychologists also assist athletes with stress management.

Physical Education (PE) Teacher's Course

- It offers a four-year degree course in education, and prepares students to teach at schools.
- Students can enter the course (7) _____, and there are no requirements.
- Duties include instructing students in exercising, playing a sport and doing recreational activities correctly.
- PE teachers also help students develop their (8) _____, balance, posture, flexibility and other basic skills and techniques.

PART II: For questions 9-13, you will listen to a lecture about memory. As you listen, choose the correct answer. You will hear the lecture TWICE with a fifteen-second interval. Now, you have two minutes to read the questions before listening.

9. Which is one quality of non-declarative memory?
- a) It is the most important memory system.
 - b) It is associated with facts and events.
 - c) It is about the “knowing how” function.
10. The Hippocampus is the brain area which _____.
- a) is involved in declarative memory function
 - b) stores all memories for skills and habits
 - c) is similar to a memory chip in computers
11. After the operation, Henry Molaison **COULD NOT** _____.
- a) remember his childhood memories
 - b) form memories for new vocabulary
 - c) teach any new skills and habits
12. Studies on Henry Molaison proved that memories _____.
- a) can be forgotten for a short time due to diseases
 - b) are generally activated in the frontal cortex
 - c) are stored in many different locations of the brain
13. Improving memory _____.
- a) does not seem possible in the near future
 - b) is not easy to achieve for the time being
 - c) is not a solution for memory disabilities

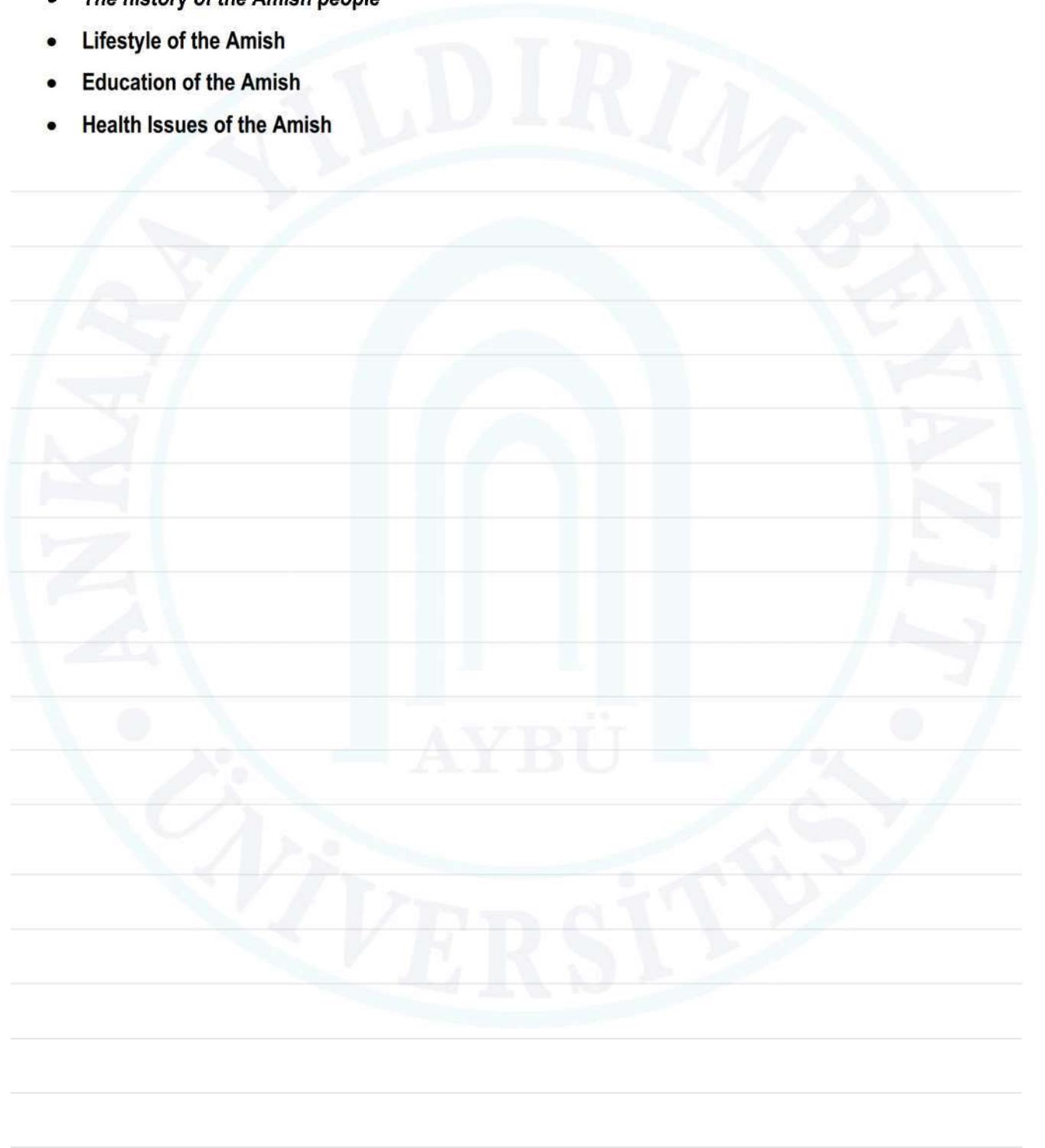
PART III: For questions 14-18, you will listen to an interview with Bear Grylls, a famous adventurer. As you listen, choose the correct answer. You will hear the interview TWICE with a fifteen-second interval. Now, you have two minutes to read the questions before listening.

- 14.** What did Bear Grylls do after the parachuting accident?
- a) He achieved his dream of climbing Everest.
 - b) He received a four-year medical treatment.
 - c) He became a soldier to serve in the army.
- 15.** What is Bear Grylls' advice for people who want to be adventurers?
- a) Improve your fighting skills in the army.
 - b) Find out what scares you most and do it.
 - c) Follow your dreams despite what others say.
- 16.** Bear Grylls says before you go to the Sahara Desert, you must _____.
- a) learn the right survival skills
 - b) contact a local rescue team directly
 - c) take a 3-day supply of water with you
- 17.** According to Bear Grylls, the key to survival is to _____.
- a) ask for help
 - b) keep trying
 - c) think fast
- 18.** When his boat sank, Bear Grylls _____.
- a) managed to swim to the other side of the river
 - b) was saved from drowning by a young man
 - c) was having an interview for a TV show

PART IV: NOTE-TAKING

For questions 18-25, you will listen to a lecture about Amish people. As you listen, take notes under the headings provided in the note taking sheet. After listening, you will be provided with questions about the lecture. Then you will answer the questions using your notes. Your notes will NOT be graded. You will hear the lecture TWICE with a fifteen-second interval. Now, you have 15 seconds to look at the headings in the note-taking sheet.

- The history of the Amish people
- Lifestyle of the Amish
- Education of the Amish
- Health Issues of the Amish



You have 6 minutes to answer the following questions using your notes.

19. When did the Amish first arrived in the North America?

20. Write **ONE** of the reasons why Baptism is important in the Amish society?

21. Write **TWO** of the reasons why Amish people reject technology?

a) _____

b) _____

22. The teachers in the Amish schools are generally _____.

23. Why do most Amish people **NOT** go to high school or college?

24. Write **TWO** health problems the Amish people suffer from?

a) _____

b) _____

25. According to the talk, what is "**inbreeding**"?

READING

PART I

Read part of an employee handout regarding working with businesses in other countries and match the statements with the countries. Then on your answer sheet, fill in the space that corresponds to the letter of the answer you have chosen.

Like most companies in an increasingly globalized world, our firm does business with other firms abroad. Company cultures vary worldwide, and it is important for delegates from our company to recognize how company culture overseas might be different from our own. This document will give you a brief guide to company culture in the countries we associate with.

Russia

Until recently, people and businesses were oppressed by the state and this has affected people's attitudes. It is not uncommon for laws to be ignored and taxes to go unpaid. In some cases, only contracts between close personal friends are acknowledged. Therefore, networking is vital for successful business. Presently, the legal situation in Russia is in a state of flux, with laws constantly being rewritten. Those that exist are often unenforceable. Most agreements are therefore made on a trust basis, so it is vital that personal relationships do not break down. The management style is centralized and directive. Too much debate can indicate a lack of decisiveness. Subordinates take orders from the 'big boss'.

South Korea

South Korea is one of the world's most successful economies, having seen five consecutive decades of high economic growth. When faced with adversity, South Koreans change direction quickly and effectively. Despite the frantic economic growth, South Korean society is still very conservative and conformist due to the influence of Confucian values. Companies are hierarchical and regimented and 'face' is very much valued. Consequently, change can sometimes be slow and painful. Managers are paternalistic, authoritative figures who expect their instructions to be carried out obediently and respectfully. In return, they give their subordinates support and help, not only in work issues but in home issues as well. Group harmony is important, so South Koreans avoid confrontation and blame, especially among people of equal rank. Friendship is therefore vital to business success.

Australia

Australia has a relatively small population in relation to its vast size. Its geographic isolation and its small domestic market mean that international trade is essential to guarantee future prosperity. Increasingly, this is done in countries in Asia rather than Commonwealth countries. Australian managers are not considered to have superior status to other workers. Their jobs are just different. Authoritative management styles are not appreciated among Australians workers. Instead, managers adopt a more consultative and inclusive style which encourages open debate. Challenging superiors is acceptable, indeed it is a sign of commitment and professionalism. Outsiders may consider such dialogues confrontational, but Australians regard them as effective ways to communicate ideas.

The United Kingdom

In the last half century, Britain, like many industrialized countries, has moved away from heavy engineering towards service and high-tech industries. With this has come a major shift in management style.

Hierarchical systems have been swept aside and replaced by modern business models, heavily influenced by the US. The 'job for life' is rare. Neither managers nor junior workers expect to climb the corporate ladder within one company; rather, they manage their own career paths by progressing from company to company. Such short-termism can be frustrating for outsiders. British managers tend to be generalists rather than specialists, and are not necessarily the most technically competent person in the team. Instead, they are expected to have the necessary interpersonal skills to ensure the team works together effectively.

Which country is being referred to in the statements below?

Australia: **AUS**

South Korea: **KOR**

Russia: **RUS**

The United Kingdom: **UK**

	AUS	KOR	RUS	UK
1. "The people I deal with keep moving on to new jobs."	a)	b)	c)	d)
2. "The managers sat with the junior workers at lunch. I expected them to have their own table."	a)	b)	c)	d)
3. "It's frustrating because the official regulations keep changing."	a)	b)	c)	d)
4. "I expected the manager to have more technical knowledge than he actually did."	a)	b)	c)	d)
5. "The manager kept asking me about my wife and children. I don't know why it was so important to him."	a)	b)	c)	d)

PART II

Read the text below and match the headings (A-E) with the paragraphs (6-10). Then on your answer sheet, fill in the space that corresponds to the letter of the answer you have chosen.

The Story of Titanic

6. _____

From the comfort of our modern lives we tend to look back at the turn of the twentieth century as a dangerous time for sea travelers. With limited communication facilities, and shipping technology still in its infancy in the early 1900s, we consider ocean travel to have been a risky business. But to the people of the time it was one of the safest forms of transport. At the time of the Titanic's maiden voyage in 1912, there had only been four lives lost in the previous forty years on passenger ships on the North Atlantic crossing. And the Titanic was confidently proclaimed to be unsinkable. She represented the pinnacle of technological advance at the time. Her builders, crew and passengers had no doubt that she was the finest ship ever built. But still she did sink on April 14, 1912, taking 1,517 of her passengers and crew with her.

7. _____

The RMS Titanic left Southampton for New York on April 10, 1912. On board were some of the richest and most famous people of the time who had paid large sums of money to sail on the first voyage of the most luxurious ship in the world. Imagine her placed on her end: she was larger at 269 metres than many of the tallest buildings of the day. And with nine decks, she was as high as an eleven storey building. The Titanic carried 329 first class, 285 second class and 710 third class passengers with 899 crew members, under the care of the very experienced Captain Edward J. Smith. She also carried enough food to feed a small town, including 40,000 fresh eggs, 36,000 apples, 111,000 lbs of fresh meat and 2,200 lbs of coffee for the five-day journey.

8. _____

Titanic was believed to be unsinkable because the hull was divided into sixteen watertight compartments. Even if two of these compartments flooded, the ship could still float. The ship's owners could not imagine that, in the case of an accident, the Titanic would not be able to float until she was rescued. It was largely as a result of this confidence in the ship and in the safety of ocean travel that the disaster could claim such a great loss of life.

9. _____

In the ten hours prior to the Titanic's fatal collision with an iceberg at 11.40pm, six warnings of icebergs in her path were received by the Titanic's wireless operators. Only one of these messages was formally posted on the bridge; the others were in various locations across the ship. If the combined information in these messages of iceberg positions had been plotted, the ice field which lay across the Titanic's path would have been apparent. Instead, the lack of formal procedures for dealing with information from a relatively new piece of technology, the wireless, meant that the danger was not known until too late. This was not the fault of the Titanic crew. Procedures for dealing with warnings received through the wireless had not been formalised across the shipping industry at the time. The fact that the wireless operators were not even Titanic crew, but rather contracted workers from a wireless company, made their role in the ship's operation quite unclear.

10. _____

Captain Smith's seemingly casual attitude in increasing the speed on this day to a dangerous 22 knots or 41 kilometres per hour, can then be partly explained by his ignorance of what lay ahead. But this only partly accounts for his actions, since the spring weather in Greenland was known to cause huge chunks of ice to break off from the glaciers. Captain Smith knew that these icebergs would float southward and had already acknowledged this danger by taking a more southerly route than at other times of the year. So why was the Titanic travelling at high speed when he knew, if not of the specific risk, at least of the general risk of icebergs in her path? As with the lack of coordination of the wireless messages, it was simply standard operating procedure at the time. Captain Smith was following the practices accepted on the North Atlantic, practices which had coincided with forty years of safe travel. He believed, wrongly as we now know, that the ship could turn or stop in time if an iceberg was sighted by the lookouts.

LIST OF HEADINGS

- a) Why was Titanic unsinkable?
- b) Captain's over-confidence
- c) Expectations versus reality
- d) Features of the ship
- e) Iceberg locations not studied

PART III

Read the text below and choose the best answer. Then on your answer sheet, fill in the space that corresponds to the letter of the answer you have chosen.

1 The French are famous for their sauces, the Italians praised for their pasta, the Germans celebrated for their sausages, but is there anything unique to eat in the United States? When you get right down to it, there is nothing quite as un-American as American food. Because the United States is mostly made up of immigrants, there is an amazing variety of foods, from clam chowder in Boston to chili con carne in Houston. The United States is a vast country influenced by many cultures and climates, and the traditional food of one area is often totally unlike that of another. New Mexico and Massachusetts are good examples of states that have very different traditional foods.

2 To understand and appreciate the food in any one region, it often helps to know the area's history. For example, New Mexico was once the home of the Pueblo Indians who lived in villages and grew native crops such as corn, beans, pumpkins, and squash. Later, Spanish settlers arrived in this area. These two groups exchanged ideas and customs and passed these customs on to their descendants. New Mexican meals use a lot of corn, which is served in a variety of ways—baked as tortillas, served fresh as corn on the cob, blended into soups and sauces, and mixed into salads or with other vegetables, especially red and green peppers. Many recipes also contain pinon or pine nuts, the small sweet seeds of the southwestern pine tree, once a staple food in the Pueblo diet.

3 A Spanish influence can be found in the sweet, anise-flavored cookies sold in New Mexican bakeries. They are prepared much like they were made in the kitchens of seventeenth-century Spain for the Christmas feast. Some traditional foods of New Mexico that show both a native American and Spanish heritage include enchiladas (corn tortillas stuffed with cheese, onions, tomatoes, and chilies, and sometimes chicken or beef), pinto beans, black beans, and hot and spicy salsa, an uncooked vegetable sauce.

4 Take a trip to Massachusetts and not a chili pepper nor a tortilla will you find in a traditional meal. Influenced by the cold climate and the English-speaking people who settled there, the New England kitchen gives off the aromas of soups and stews and of meat that is roasted for hours in the oven. Whereas beef and chicken appear in many New Mexican recipes, fish is very popular in Massachusetts because of the nearby seacoast. New England is famous for its clam chowder, lobster, cod, scallops, and fish cakes. English herbs and spices are the seasonings used in New England dishes, which might taste rather bland to people accustomed to hot and spicy New Mexican food.

5 Each region of the United States is unique. Louisiana has a French influence. Many Germans populate the Midwest. In traveling around America, a tourist has the opportunity not only to visit a variety of places and see diverse landscapes, but to taste a variety of foods as well. Some may be very different. Others will taste just like home.

11. To appreciate the food in a region, _____.
- a) a tourist should know the Spanish traditions only
 - b) having ideas about the region's history is useful
 - c) one should taste different recipes including pine nuts
 - d) a tourist has to travel to many areas to learn traditions
12. What does "**their**" refer to in paragraph 2?
- a) Indians and Hispanics
 - b) New Spanish settlers
 - c) Some New Mexicans
 - d) Most Pueblo Indians
13. In paragraph 3 "**heritage**" means _____.
- a) all the future generations, those who come after
 - b) a privilege or possession into which one is born
 - c) a tradition, passed down from preceding generations
 - d) habits that characterize a particular society or nation
14. In Massachusetts _____.
- a) fish is mostly preferred as it is a coastal area
 - b) beef and chicken always appear on the menu
 - c) the food is similar to New Mexican cuisine
 - d) hot and spicy food isn't cooked in restaurants
15. The **MAIN** goal of the text is to _____.
- a) compare the different cuisines of New Mexicans
 - b) describe the influence of different seasoning on food
 - c) present the Spanish influence on different regions
 - d) explain the effects of different cultures on food

PART IV

Read the text and the statements below and choose (A) if the statement is TRUE; (B) if the statement is FALSE; and (C) if the statement is NOT GIVEN in the text. Then on your answer sheet, fill in the space that corresponds to the letter of the answer you have chosen.

In a country where government and families alike are tightening their belts and trying to make do with less, you could be pardoned for thinking that private education would be in a bit of a jam right now. And yet, although fees at independent schools in Britain have approximately doubled over the last two and a half decades, pupil numbers are the highest since records started in 1974.

Although there are numerous reasons why parents might choose to fork out an average of £12,500 per year on their child's education, there is one which stands out more than any other: their reputation for getting their students into elite universities, such as the American Ivy League colleges and Britain's most prestigious universities: Oxford and Cambridge.

Private schools with experience in these admissions processes run like well-oiled machines. Their informed careers advisers have in-depth tactical knowledge of which colleges would best suit each candidate, and help them to edit their personal statements to reflect the qualities that elite universities are looking for. Interview training sessions guide young applicants through an interview system which has been described as being 'more reminiscent of an old-boy network than justice for society'. Those with family members and teachers who have successfully gone through the admissions process are at a considerable advantage to those who are the first to apply among their social group.

Consequently, the social mix of students at the top universities remains sadly biased towards the rich and privately educated – although thanks to increasing numbers of bursaries providing free private school education to academically gifted youngsters, it is possible to be one without the other. Even so, the fact is that 7% of British children go to private schools, while more than 40% of the intake at Oxford and Cambridge is privately educated, and this statistic depicts a worryingly skewed trend.

The proportion matters because, although there are obviously plenty of other universities offering excellent study programmes, an Oxbridge or Ivy-League degree undoubtedly enhances employability in the ruling professions. According to recent studies by the UK educational charity The Sutton Trust, over 30% of leading professionals in the United Kingdom, including almost 80% of lawyers, 47% of highflyers in financial services and 41% of top journalists attended Oxford or Cambridge. Every university-educated Prime Minister since 1937 except one, Gordon Brown, is an alumnus of one or the other, as are approximately two-thirds of the current government cabinet.

This bias is bad news not only for the clever but underprivileged students who have to settle for a less renowned university; it is bad news for Britain, as decisions that affect the whole nation are made by a select group with a narrow pool of experience, rather than one that is representative of society as a whole.

	TRUE	FALSE	NOT GIVEN
16. Numbers of pupils at private schools have doubled since 1975.	a)	b)	c)
17. The interview process at elite universities gives private and state-educated students an equal chance of success.	a)	b)	c)
18. Both Kate Middleton and Prince William applied to Oxford University.	a)	b)	c)
19. On average, the cost of tuition at a private school in the UK is £12,500 per child, per year.	a)	b)	c)
20. Universities must now adhere to quotas to ensure that they admit a socio-economic mix of students.	a)	b)	c)

PART V: Read the text and complete the summary on the next page with ONE WORD or A NUMBER from the text. (1 pt. each; 5 pts.)

With over 26 million people, Delhi is the heart and soul of Indian civilization containing many cultures, religions and traditions. Centuries of global trade and colonization have made Delhi one of the world's most multicultural cities. Residents who adapt to this ever-changing culture are named 'Dilliwalas', originating from the phrase '*Dillwalo ki Dilli*', which means 'the place where the people with big hearts live'. This diversity makes it easier for you to find out who you really are. "Delhi's unique atmosphere is a lot like the aroma of a nice coffee house," said Nishchal Dua from New Delhi, the capital of India. "You can smell multiple things the moment you enter and it's entirely up to you to pick the one you like."

The city is the country's political and fashion capital, and it is like a mix of New York City and Washington DC, according to Bais who lived in New Delhi for six years. Although this means Delhi has a lot to offer, you may find living there quite overwhelming when you first arrive. Delhi is more about who you are, where you come from, what you are wearing or driving, so it takes time to find out what it's like to be a real part of it.

Despite its diversity, Delhi's young and old unite over one thing: the love of a good party. Weddings here last from five to ten days and can have as many as 1,000 people attending the events, parties, and traditional ceremonies. While weddings around the country tend to be multi-day affairs, Delhi has gained a reputation for having as many as 60,000 weddings on a single day. Wedding prices have risen so high that lawmakers have even put forward bills to stop excessive spending. "It's not unusual to see the groom coming to the wedding in a helicopter," Dua said.

With more than a million weddings in the city every year, these extravagant and loud parties make up a huge part of residents' social life, but a younger, more Western scene also exists in many clubs and restaurants. The city has a longstanding food culture, with diverse flavors and new spots opening up all the time. Locals suggest *Social* in Hauz Khas Village, a classy café where you can both work and socialize, *Public Affair* which is a cocktail bar offering delicious international cuisine, and the European-inspired *Civil House Restaurant* in Khan Market.

Summary

With a population of more than 25 million, Delhi is home to different cultures, traditions, and religions, which makes it unique. The city is one of the most multicultural in the world, with a long history of culture and trade. People living in the city are called 'Dilliwalas', a word used to show they are nice people who welcome cultural changes. You can discover your true self in Delhi thanks to the (21) _____ in the city. According to a resident of New Delhi, the feeling the city gives you can be compared to the pleasant smell of a fine coffee house.

Bais, who lived in New Delhi for a while, says that Delhi is an important center not only for (22) _____, but also for politics. Therefore, the city provides many opportunities for those living there. However, people who are new to the city might find the experience pretty (23) _____ because one needs some time to understand what it is really like to live in Delhi.

Weddings in Delhi are multi-day social events which might host up to (24) _____ guests. Moreover, there are times when thousands of weddings are held on a single day. The wedding industry in Delhi is a huge one and people spend too much money on weddings. The government has even introduced some laws to prevent people from spending (25) _____ amounts of money on weddings.

Residents of Delhi enjoy extravagant and noisy wedding parties throughout the year. The city also offers many clubs and restaurants. Some good options include *Social*, an expensive place to work and socialize at the same time, a bar named *Public Affair*, and *Civil House*, which is a restaurant inspired by European culture.

(Total: 5 pts. / _____)

WRITING AN ESSAY

Writing: ____/25 pts.

Choose ONE of the topics below and write an OPINION ESSAY of 250-300 words on the topic. Do you agree or disagree with the statement? Use specific reasons and examples to support your opinion.

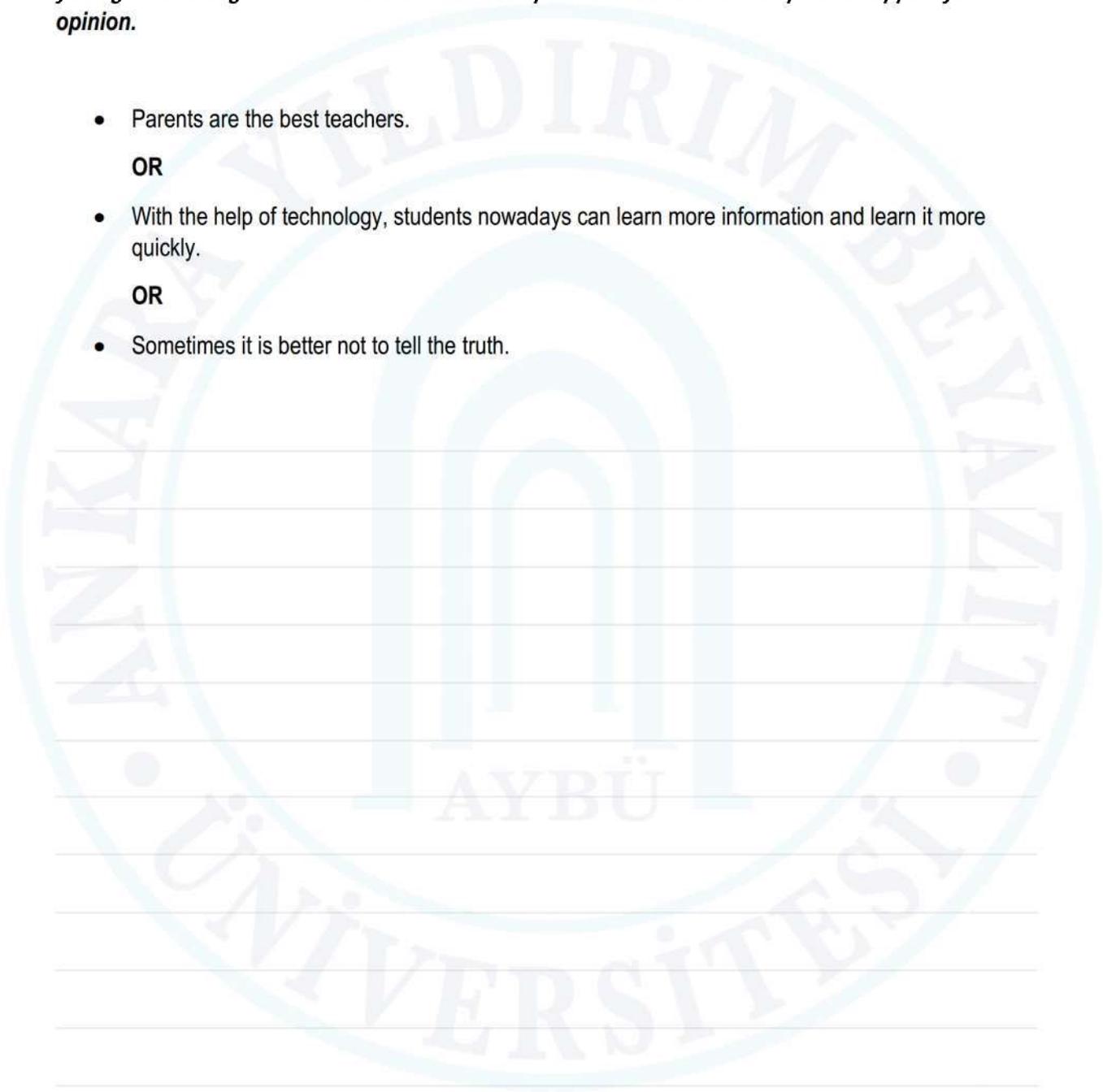
- Parents are the best teachers.

OR

- With the help of technology, students nowadays can learn more information and learn it more quickly.

OR

- Sometimes it is better not to tell the truth.



A large, faint watermark of the Ankara Yildirim Beyazıt University logo is centered on the page. The logo is circular and contains the text 'ANKARA YILDIRIM BEYAZIT ÜNİVERSİTESİ' around the perimeter and 'AYBÜ' in the center. Below the logo, there are several horizontal lines for writing.

2022 – 2023 AYBU SFL AGE SPEAKING EXAM TOPICS

AGE SPEAKING EXAM DIRECTIONS

PART 1: RESPONDING TO QUESTIONS

DIRECTIONS: In this part, you will answer three questions. Begin responding immediately after the interlocutor asks each question. You will have no preparation time for these questions. You will approximately have **three minutes** to respond to the questions.

PART 2: TALKING ON A GIVEN TOPIC

DIRECTIONS: In this part, you will be given a topic and asked to give your opinion on the topic. While speaking, be sure to provide valid details. You will have one minute preparation time, after which you will approximately have **two minutes** to speak.

STUDENT 1: DREAM JOB

PART 1: RESPONDING TO QUESTIONS

1. What is your dream job? Why?
2. What do you need to do to get your dream job?
3. What are some difficulties of your dream job?

PART 2: EXPRESSING YOUR OPINION

Do you agree or disagree with the following statement? Give specific details and examples to support your answer.

“Earning a high salary is more important than doing your dream job.”

STUDENT 2: HOLIDAYS

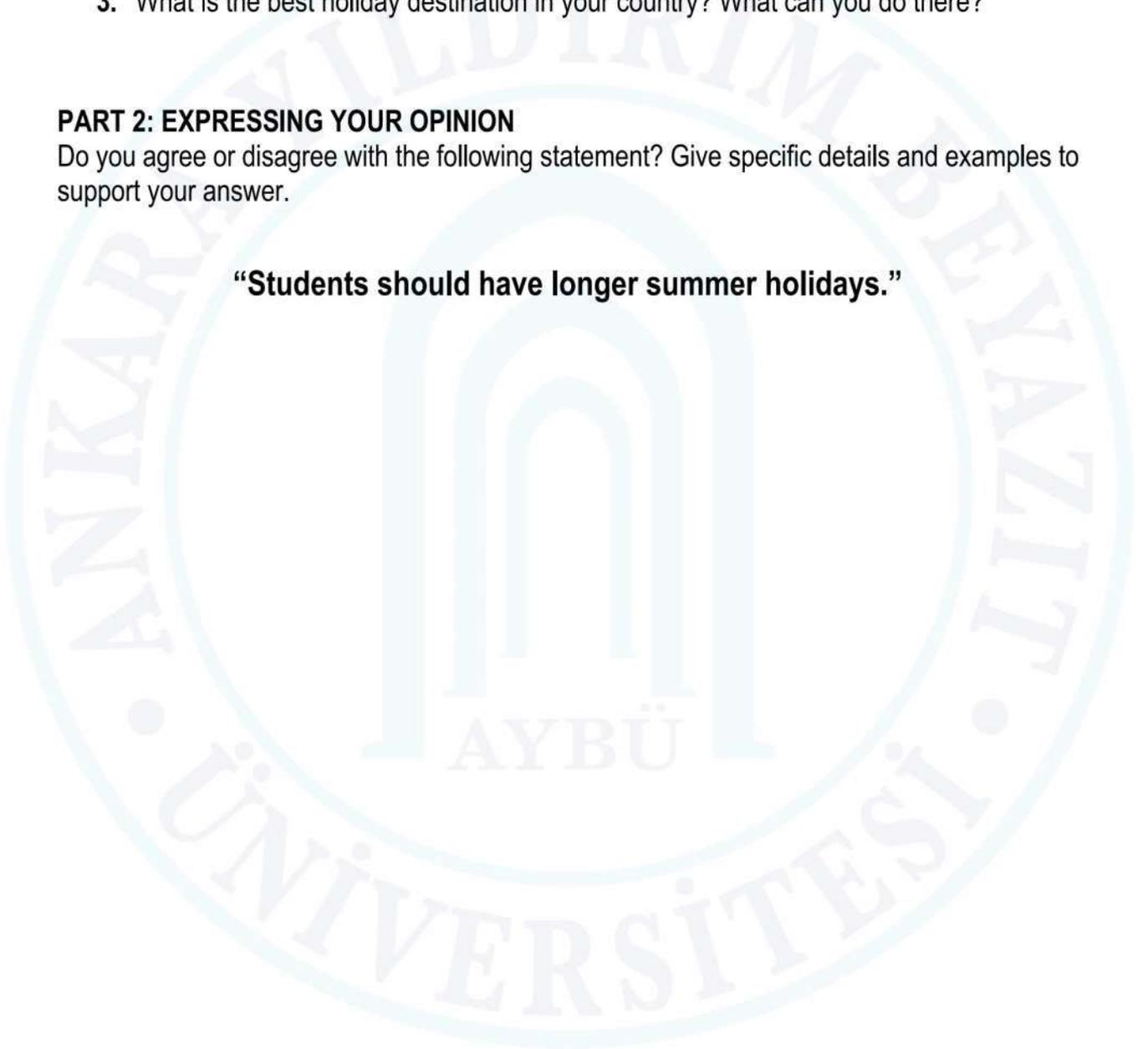
PART 1: RESPONDING TO QUESTIONS

1. How do you usually spend your summer holidays?
2. Which one is better? A holiday in the forest or a holiday by the sea?
3. What is the best holiday destination in your country? What can you do there?

PART 2: EXPRESSING YOUR OPINION

Do you agree or disagree with the following statement? Give specific details and examples to support your answer.

“Students should have longer summer holidays.”



STUDENT 3: COMPUTER GAMES

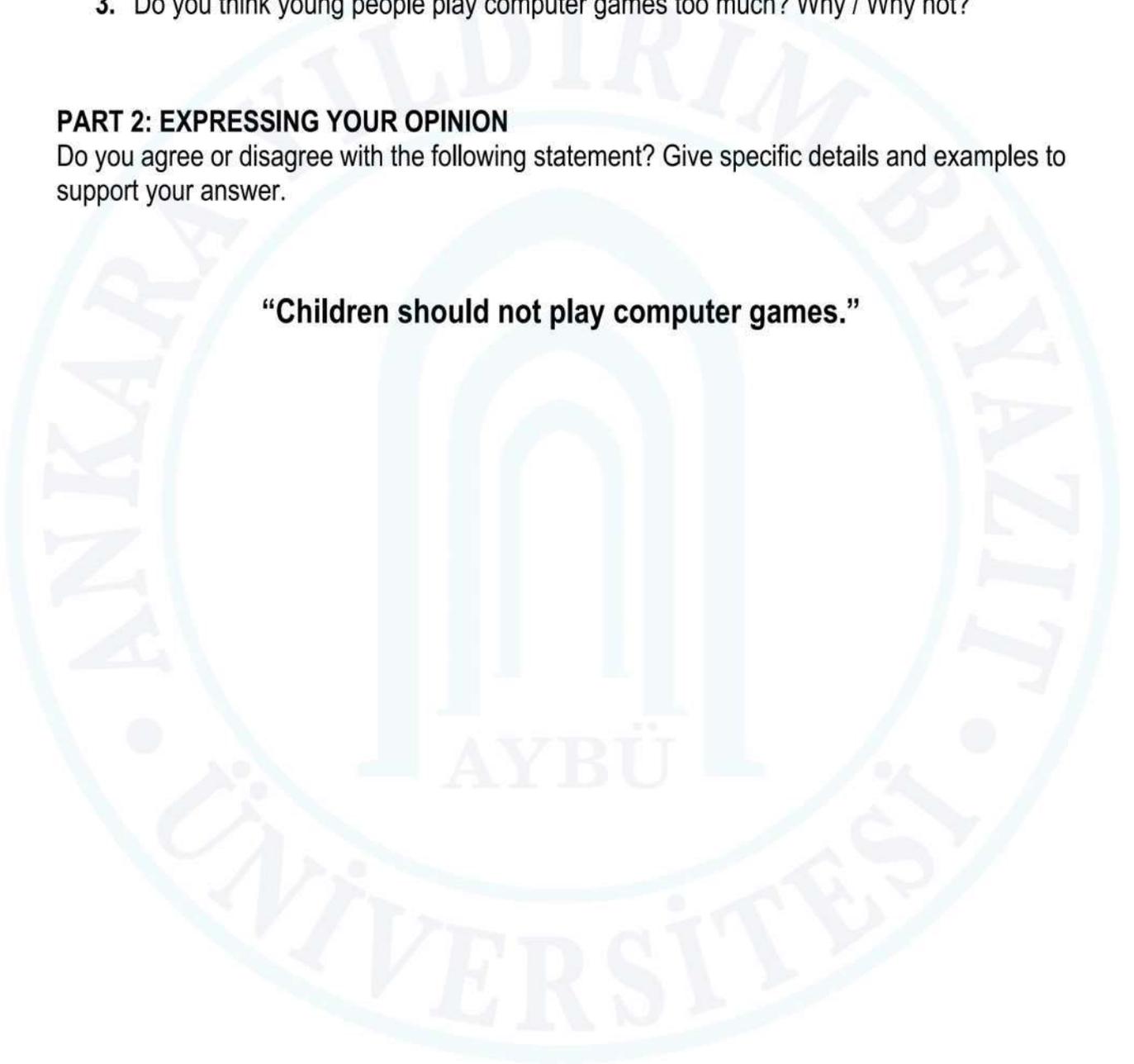
PART 1: RESPONDING TO QUESTIONS

1. Do you like playing computer games? Why? / Why not?
2. Do you think students can learn anything from computer games?
3. Do you think young people play computer games too much? Why / Why not?

PART 2: EXPRESSING YOUR OPINION

Do you agree or disagree with the following statement? Give specific details and examples to support your answer.

“Children should not play computer games.”



STUDENT 4: FRIENDS

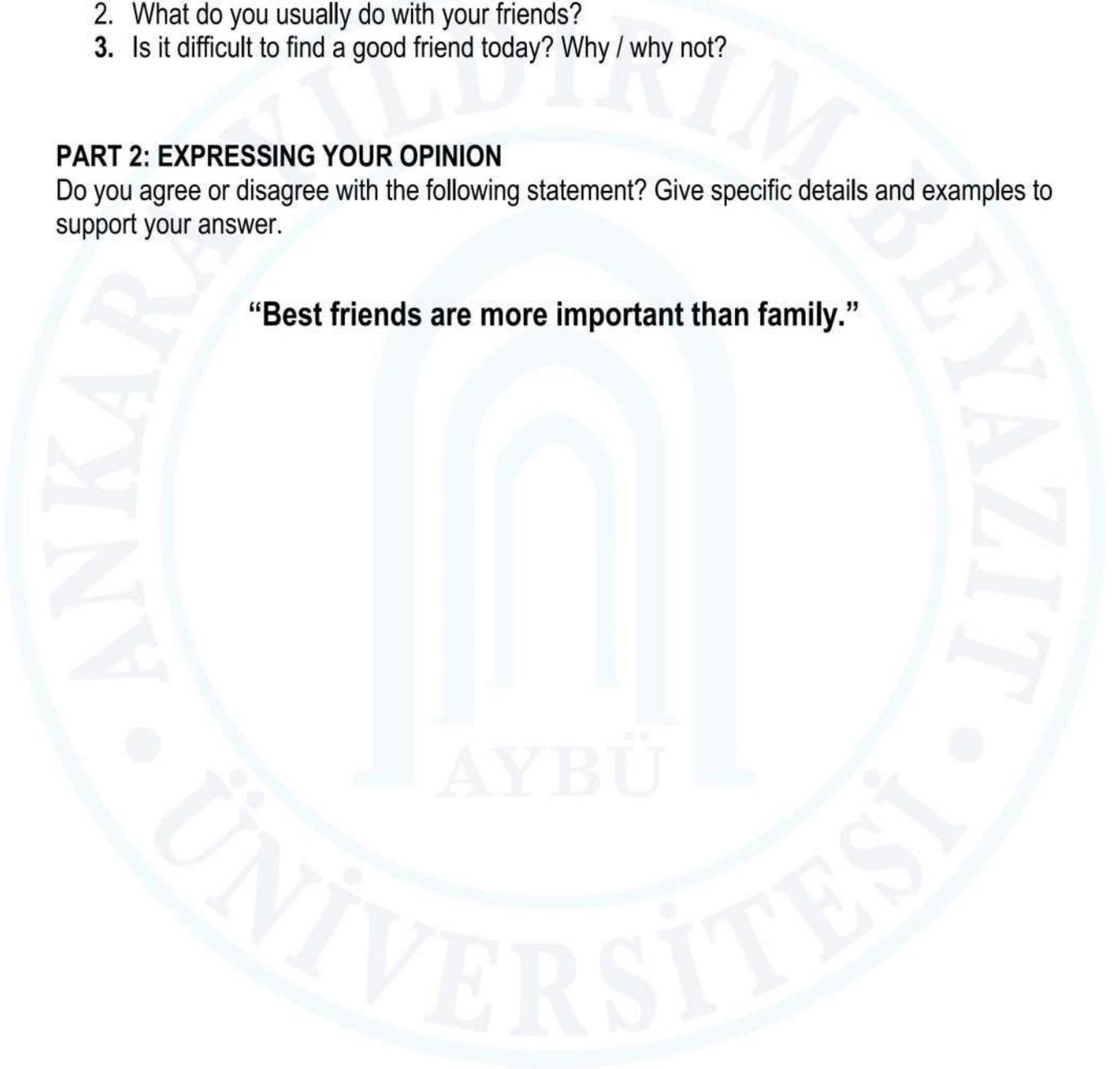
PART 1: RESPONDING TO QUESTIONS

1. Who is your best friend? Why is s/he your best friend?
2. What do you usually do with your friends?
3. Is it difficult to find a good friend today? Why / why not?

PART 2: EXPRESSING YOUR OPINION

Do you agree or disagree with the following statement? Give specific details and examples to support your answer.

“Best friends are more important than family.”



STUDENT 5: LIVING ABROAD

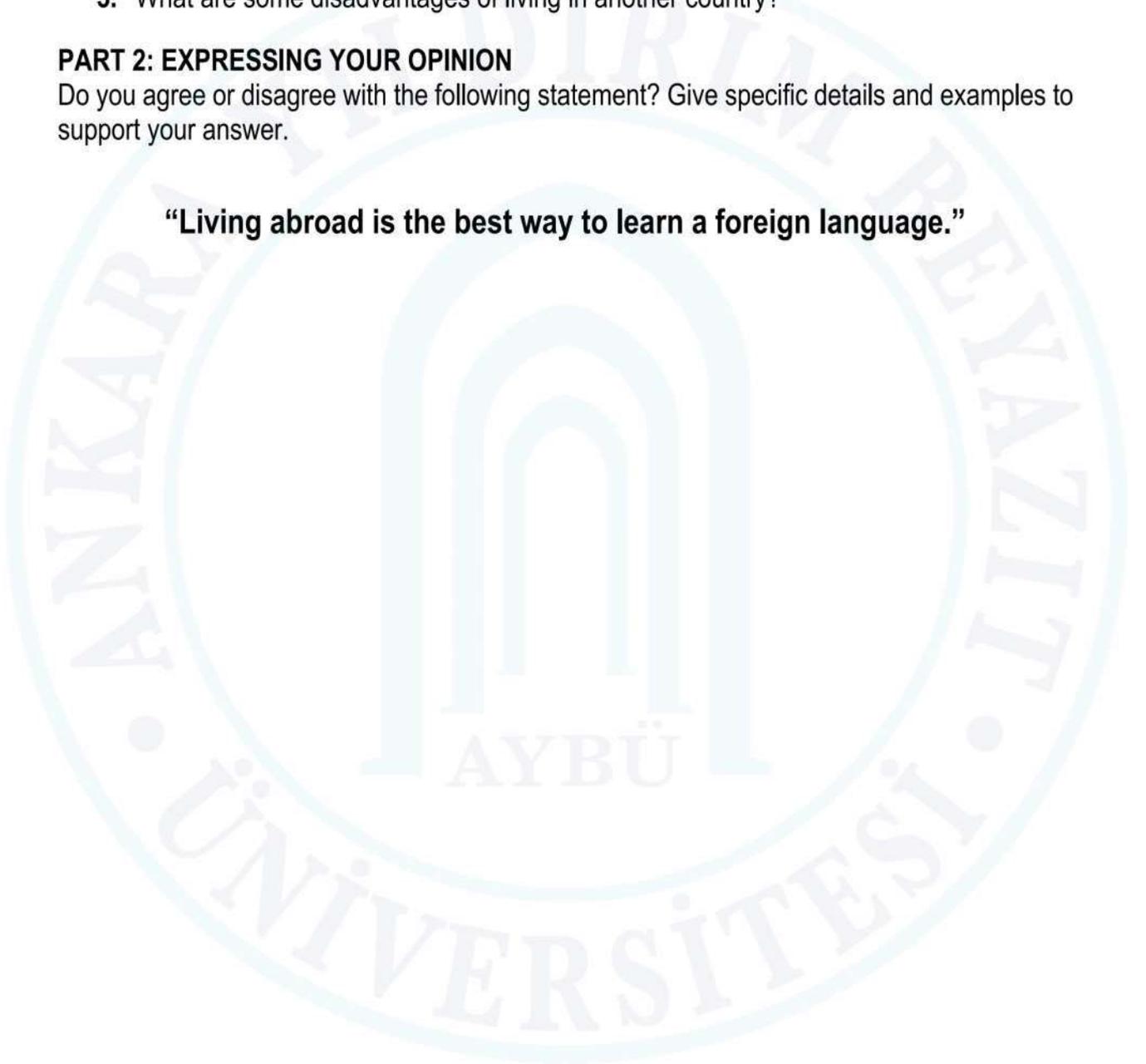
PART 1: RESPONDING TO QUESTIONS

1. Would you like to live abroad? Why / Why not?
2. In your opinion, what is the best country to live in? Why?
3. What are some disadvantages of living in another country?

PART 2: EXPRESSING YOUR OPINION

Do you agree or disagree with the following statement? Give specific details and examples to support your answer.

“Living abroad is the best way to learn a foreign language.”



LISTENING SCRIPTS

PART I

Good afternoon, ladies and gentlemen. Welcome to Further Education Information Week. This is the Physical Education Faculty's session and I'm the Head of the Faculty. During the session, I hope to give you a clear idea of what we offer in our training programs and we will look at the types of courses and the entry requirements for those courses. We train you so that you can take up a particular kind of job. So it is important that you know what the work is like and what kind of qualities you need to succeed at them. So, I will also give you some information about the main roles of the jobs. Some of these courses are open to recent graduates, but for some you need previous qualifications, or relevant successful employment.

All right. Let's get started. Firstly, I'm going to give you some information about the Physical Fitness Instructor's course. This is a six-month certificate course. The course requires personal fitness but there are no other specific entry requirements. Right? No specific entry requirements, except for personal fitness. Once he has earned the certificate, a Physical Fitness Instructor works in health and fitness centers preparing individual programs for the public. Physical Fitness Instructors also prepare exercise routines that suit the different age and fitness level of individuals.

Let me now talk about the course for Sports Administrators. For Sports Administrators, we provide an eight-month certificate course but you should be aware that the course is designed for those who are already employed. This employment must be current and must be related to sports administration. Sports Administrators run clubs and sporting associations. Their duties include things such as booking playing fields with local councils and scheduling games or sport events for clubs. So, Sport Administrators also need to have good organizational skills.

Any questions so far? No?.. OK. Let me move onto the Sports Psychologist's course. We offer a one-year diploma course, but this diploma course is available only to those who already have a degree in psychology. In other words, if you don't have a degree in psychology, your application will not be accepted. So, you need to make sure you have that before you apply for this course. Well, what do Sports Psychologists do? Sports Psychologists spend time with professional athletes and help them approach a competition with a positive mental attitude. This will enable the athletes to do their personal best and reach their goals. Sports Psychologists do this by improving motivation and concentration or by assisting athletes with stress management.

Now . . . for Physical Education Teachers, we offer a four-year degree in education. This course is designed for preparing students to teach in primary and secondary schools. Students can immediately enter the course, and we do not look for any previous experience in the field. PE teachers instruct young students in how to exercise, how to play a sport, and how to do other recreational activities correctly and safely. PE teachers also help students develop their coordination, balance, posture, and flexibility by teaching them things like simple catching and throwing skills. PE teachers are not expected to be experts in all sports, but they must be able to show students the basic techniques involved in a wide range of activities.

PART II: LECTURE

Today we will discuss three issues that are central to learning and memory. First, we will look at the different types of memory. Then we'll talk about where in the brain memory is located. Finally we'll have a look at an issue that is important to many people, especially as we age: How memory can be improved.

Ok. Let's get started. Memory systems are divided into two broad categories: declarative and non-declarative. The declarative memory system is the one that is perhaps the most familiar. It includes the memories of facts and events...A fact like 'Paris is the capital of France', or an event like 'your vacation to Paris'. On the other hand, non-declarative memory includes the types of memory systems that do not have a conscious component but are nevertheless extremely important. They include the memories for skills and habits such as riding a bicycle, driving a car, playing golf or tennis or the piano. In other words, declarative memory means "knowing what" while non-declarative memory is related to "knowing how".

Now let me turn to the issue of where memory is located. One possibility is that human memory is similar to a memory chip in a personal computer, which stores all the memory in one location. A second possibility is that our memories are distributed and stored in different regions of the brain. In discussions of memory, the *hippocampus* is mentioned repeatedly because it is a major part of the brain involved in declarative memory function. But as we will see soon, it is not where all memories are stored.

A classic study on where memory is located was the result of surgery performed on Henry Molaison. Henry Molaison is a famous patient in neuroscience literature. In the 1950s, he was diagnosed with epilepsy. In some cases, the only treatment for this disease is to remove the portion of the brain that is causing it. Consequently, Henry's hippocampus was removed. Before the operation, he had a fine memory, but after the operation, Henry had very severe memory problems. Specifically, after the operation, his ability to form any new memories for facts and events was seriously damaged; he had great difficulty learning any new vocabulary, and he could not remember what had happened the day before. This study clearly indicates that the hippocampus is critical for memory formation. Whereas Henry had great difficulty forming new memories for facts and events, he still had all of his old memories for facts and events. He had all his childhood memories and all of his memories before the operation. The studies on Henry clearly indicated that the hippocampus is critical for the formation of new memories, but it is not where the old memories are stored. It is now known that those old memories are stored in other parts of the brain such as the frontal cortex. Henry's case was also interesting in that while his ability to form new memories for facts and events was seriously damaged, he could form new memories for skills and habits. This finding clearly indicated that the memory for skills and habits are not formed in the hippocampus. In short, we learned from these studies on Henry and other patients that memory is distributed throughout the nervous system, and different brain regions are involved in storing and remembering different types of memories.

Finally, with the knowledge of some of the genes and proteins involved in memory, we can try to test specific proteins in memory and their roles in improving memory. Memory involves the engagement of multiple genes and proteins. So to improve memory further, it will be necessary to manipulate multiple genes. At the present time it is difficult to do so, but, it probably will become possible in the near future. The future for treating individuals with memory disabilities looks very promising.

All right folks. Any questions? Well... Class dismissed.

PART III: INTERVIEW

Interviewer: So Bear, did you always want to be an adventurer?

Bear Grylls: My dad taught me to climb when I was really young, about five or six, and I think at that age, it was one of the few things that felt natural to me and that I could do OK. But really, I think it was actually about wanting to be close to him.

Interviewer: How did you come to climb Everest?

Bear Grylls: I joined the Army when I was 19 and spent about four and a half years with them. Then I broke my back in a parachuting accident and spent a year in a hospital in the UK. I had to leave the Army and I suppose it was then when I realized that I wanted to climb Mount Everest more than anything else. I sort of felt like life had given me a second chance. Only 18 months after the accident, I reached the summit of Mount Everest.

Interviewer: Where have you learned all your survival tips?

Bear Grylls: I probably learned half of it growing up, it's just what I was always into, and then I improved my skills through my job in the Army, teaching combat survival. The training was very intensive and I did it for a long time.

Interviewer: Any suggestions for people who are interested in being an adventurer?

Bear Grylls: I think what matters is to have those dreams and not be scared to go for them and not be scared to fail along the way. Life is full of dream-stealers always telling you that you need to do something more sensible. I think it doesn't matter what your dream is, just fight the people who say "You can't do it" and don't let them steal your dreams.

Interviewer: What's the biggest threat you face on a journey?

Bear Grylls: Weather. It can kill you very quickly. The first priority of survival is getting protection from the extreme weather. I was dropped in the middle of the Sahara Desert once and the rescue guys told me, "If we dropped you here with no survival skills and no water, you would be dead in three hours..." Not in three days or three weeks - three hours, so if you want to make it out of the Sahara Desert alive, you'll have to develop the necessary survival skills before you actually need them.

Interviewer: What is survival to you?

Bear Grylls: Survival can be summed up in three words - never give up. That's the most important thing to survival, really. It's also important to use what's around you, be creative with it and think your way around situations. I killed an alligator once and used all its fat to keep mosquitoes away. There's no book that tells you that.

Interviewer: Have you ever been in a situation where you thought you might actually die?

Bear Grylls: Quite a lot. I think the parachuting accident was the biggest one. I also got caught in a fast-flowing river while we were filming for the reality show *Born Survivor* in the Sumatran jungle. I was on a small boat which suddenly sank entirely within just 30 seconds. I tried to swim, but the water was too cold and the heavy river dragged me away. Luckily, a 20-year-old man could see my hand just above the water and took me out of the river when I was about to drown.

Interviewer: What do you always take with you on trips?

Bear Grylls: Well, three things... a type of hard stone to start a fire, my faith is also a key part of it and it's such a strong part of survival, and then I take a photo of my family that I put in my shoe.

Interviewer: One last thing...Does anything scare you?

Bear Grylls: Lots of things. Big groups of people, personal interviews(!) and I always find cities frightening. I'm quite scared of heights as well, but I spend a lot of time up high on things.

Interviewer: Thank you, Bear, for this great interview.

PART IV: NOTE-TAKING

The Amish are among the most easily recognizable people in North America. For many people, they may seem living in extremely outdated ways. In fact, throughout their history Amish have suffered from religious problems, societal change, and other external influences. Over time, Amish society has evolved and changed while keeping their traditions and religious values. Where did the Amish come from, and why did they end up here?

The Amish are a product of a religious revolution in Europe. In the early 1500s, a group of Christians in Zurich, Switzerland developed a set of beliefs against the Catholic church. For their beliefs, they were persecuted—captured, tortured and in some cases killed—and were forced to worship in secret. Over time they found refuge in various locations throughout Europe, including parts of Switzerland, France, Germany, Holland, and even as far east as Poland and Russia. Amish first began arriving in America in the early-to-mid 1700's and settled in Pennsylvania. As more and more Amish arrived through the 18th and 19th century, Amish communities grew. Amish settled in new areas outside of Pennsylvania, including Ohio, Indiana, Iowa and Illinois.

The Amish are known for simple living and rejecting modern technology. Today we will have a look at the lifestyle, education and health issues in the Amish culture. Let's begin with their lifestyle. Amish values are based on their strict Christian church, and the Amish church membership begins with baptism, usually between the ages of 16 and 25. Baptism is important for two reasons. First, it is a requirement for marriage, and second, it is necessary to be formally accepted in the Amish community. If a person is not baptized, he or she cannot be called Amish yet and cannot get married.

The rules of the church, the Ordnung, must be obeyed by every member. These rules include

prohibitions or limitations on the use of electricity, telephones, and automobiles, as well as regulations on clothing. Members who do not conform to these expectations are excommunicated. Let me repeat that, excommunicated. In other words, they are rejected by the Amish society.

There are three major reasons behind their rejection of technology. The first is their anti-individualist orientation. It means they live a community life and everyone in this community depends on one another to survive. If they started using technology, the labor-saving devices would make them less dependent on community. They wouldn't need one another's help, and their values would die. The second reason is that technology harms the environment, which the Amish try to protect. More technology means more waste and they don't want to kill nature by dumping more waste. Finally, technology causes inequality within society. If people used technological devices, the ones who could afford to buy more expensive devices would have a higher status than the others, and this would be unfair.

Let's move on to the educational life in the Amish society. They typically operate their own one-room schools and stop formal education at grade eight. The teachers are usually unmarried females. The things they teach at school are church rules, family relationships, rural life, manual labor and humility. The Amish do not usually educate their children after the eighth grade, believing that eight years of education is sufficient to prepare one for the Amish lifestyle. Because they believe that eight years of education is enough to learn the lifestyle of the Amish, almost no Amish go to high school or college. Let's talk about health a little bit. Amish populations have particular genetic disorders, such as dwarfism, metabolic disorders, and unusual distribution of blood types. The reason for these genetic disorders is "inbreeding." Let's define inbreeding. The Amish people can marry only within the Amish society. Since they are not very populous, they have to marry people from their own families too. As a result, many genetic disorders occur. However, the majority of Amish accept these as "God's will"; they reject use of preventive genetic tests prior to marriage and genetic testing of unborn children to discover genetic disorders.

Answer Key

LISTENING

1. SPECIFIC
2. ROUTINES
3. 8 / EIGHT
4. ORGANIZATIONAL
5. APPLICATION
6. REACH
7. IMMEDIATELY
8. COORDINATION
9. C
10. A
11. B
12. C
13. B
14. A
15. C
16. A
17. B
18. B
19. in the 1700s
20. -for marriage
- necessary to be formally accepted in the community
21. - it would make people less dependent on others
- it harms the environment
- it causes inequality
22. unmarried females
23. They think 8 years of education is enough.
24. - dwarfism
- metabolic disorders
- unusual distribution of blood types
25. marrying someone from your own family

READING

1. D
2. A
3. C
4. D
5. B
6. C
7. D
8. A
9. E
10. B
11. B
12. A
13. C
14. A
15. D
16. C
17. B
18. C
19. A
20. A
21. DIVERSITY
22. FASHION
23. OVERWHELMING
24. 1000
25. EXCESSIVE/HIGH