



**TURKISH REPUBLIC OF NORTHERN CYPRUS  
THE MINISTRY OF NATIONAL EDUCATION AND CULTURE  
ENGLISH EXAMINATION JULY 2020**

Answer all questions ON YOUR ANSWER SHEET IN PENCIL. Fill in the circle that corresponds to the letter of the answer you have chosen. Fill in the circle so that the letter inside the circle cannot be seen.

A

B



D

If you want to change your answer, erase the wrong answer completely and fill in the circle of your new answer choice.

**Part 1**

**You will have two hours to complete Sections A and B**

Section A: Reading Comprehension and Vocabulary	(72 marks)
Section B: Structure and Written Expression	
Grammar and Usage	(26 marks)
Composition	(55 marks)

**Follow the instructions on the tape for Section C**

Section C: Listening Comprehension	
Short Conversations	(72 marks)

**Part 2**

(Will be administered at a later date to candidates who are successful in Part 1)

Section D: Form gap Filling	(25 marks)
Section E: Conversation	(50 marks)

**For those who complete both parts, certificates are awarded in three grades:**

Grade A	: 240-300 marks
Grade B	: 195-239 marks
Grade C	: 150-194 marks

**Section A. READING COMPREHENSION AND VOCABULARY** (24 x 3 = 72 marks)

**Part 1**

**Questions 1-7 refer to the following passage.**

- (1) Don't let anyone tell you that it's absolutely impossible nowadays to get a job without any special qualifications: I can tell you that it's not, because I've got two jobs at the moment and I'm not officially 'qualified' for either of them.
- (2) I haven't always done two jobs, of course. Until six months ago, I was happily employed. Full time as a private secretary to the Managing Director of quite a large and apparently very successful firm of accountants in our nearest town. I added the word apparently, since when financial trouble hit the firm, it hit hard and fast, and most of the employees knew nothing about it until we were given a week's notice to leave. When you've been earning an extremely good salary, as I had, a thing like that comes hard.
- (3) However, once I had got over the **initial** shock of the firm going out of business and of my losing my livelihood with it, I felt quite confident that I would have little difficulty in quickly finding a similar position with another company. After all, I told myself, I was very well qualified, and having worked for the MD for ten years, felt that I was quite experienced. It wasn't until I had been searching for a month with no success that it began to dawn on me that finding the same kind of job was not going to be easy after all.
- (4) That was when I began to get a little worried, and started to look for other jobs. Since I didn't really want to move away from the area - all my friends live and work around here - I concentrated on scanning the Situations Vacant columns in the local evening newspapers. I also visited the local Job Centre and put my name on file with one or two private employment agencies. I applied for a few jobs, but was told on more than one occasion that I was too experienced and too 'qualified', and anyway, they couldn't possibly pay me anything like the salary I had earned before. I decided at that point to apply for anything that looked interesting, even if it was only a part-time job, and to say as little as I could about my previous employment.
- (5) I had been out of work for almost two months when I spotted a small ad in the paper one evening which read; "wanted by clothing manufacturer. Mature ladies to model clothes for foreign buyers. Minimal hours. Good remuneration. Apply in writing, with a photograph." Well it certainly sounded different and interesting, so I applied. I wasn't quite sure that I understood or liked the adjective 'mature' - did it mean 'middle-aged' or 'large' or what? - but that didn't matter, as long as the money was good, as the ad had said, and the hours were not too long. To cut a long story short, I was given an interview and have been doing the job ever since. I do three or four afternoons a week modeling dresses and coats for foreign buyers, as the advert said, and occasionally doing photographic sessions for the catalogues. Without any experience or qualifications, I had found a very pleasant job.
- (6) But I told you I had two jobs at the moment. The other, which I do now two mornings a week, is as a 'milkmaid', if I can use a somewhat old-fashioned word, on a local farm where I help with the milking of a herd of fifty Friesian cows. And how I got **that** job is quite a long story.

1. **The writer thought she would be able to get another job easily because**
  - a. she had worked for one firm for 10 years
  - b. she was qualified and experienced
  - c. her boss had promised to find her one
  - d. there were plenty of similar vacant jobs
  
2. **What kind of jobs did the writer finally start to look for?**
  - a. Anything interesting in the area where she lived.
  - b. Jobs she was qualified for.
  - c. Those where experience was needed.
  - d. Jobs with local newspapers.
  
3. **When the writer saw the small ad, she hoped the job would**
  - a. give an interview
  - b. have good pay and short hours
  - c. have good pay and long hours
  - d. give dresses and coats
  
4. **What's so surprising about the writer's second part-time job?**
  - a. It's quite different from her other job.
  - b. Some people think it's 'old-fashioned'.
  - c. She has to milk fifty cows on her own.
  - d. She had the right qualifications for it.
  
5. **The best title for the passage would be**
  - a. Problems at work
  - b. Secretaries and their life
  - c. A company
  - d. Two different jobs
  
6. **"that" in paragraph (6) refers to**
  - a. herd
  - b. farm
  - c. milkmaid
  - d. story
  
7. **"initial" in paragraph (3) probably means**
  - a. small
  - b. usual
  - c. first
  - d. minor

## Part 2.

Questions 8-15 refer to the following passage.

- (1) Palaces are known for their beauty and splendor, but they offer little protection against attacks. It is easy to defend a fortress, but fortresses are not designed with the comfort of a king or queen in mind. When it comes to structures that are both majestic and wellfortified, the classic European castle is the pinnacle of design. Across the ages castles changed, developed, and eventually fell out of use, but they still command the fascination of our culture.
- (2) Castles were originally built in England by Norman invaders in 1066. As William the Conqueror advanced through England, he fortified key positions to secure the land he had taken. The castles he built allowed the Norman lords to retreat to safety when threatened by English rebellion. Castles also served as bases of operation for offensive attacks. Troops were summoned to, organized around, and deployed from castles. In this way castles served both offensive and defensive roles in military operations.
- (3) Not limited to military purposes, castles also served as offices from which the lord would administer control over his fiefdom. That is to say, the lord of the land would hold court in his castle. Those that were socially beneath the lord would come to report the affairs of the lands that they governed and pay tribute to the lord. They would address disputes, handle business, feast, and enjoy festivities. In this way castles served as important social centers in medieval England. Castles also served as symbols of power. Built on prominent sites overlooking the surrounding areas, castles constantly loomed in the background of many peasants' lives and served as a daily reminder of the lord's strength.
- (4) The first castles constructed in England were made from earth and timber. Those who constructed **them** took advantage of natural features, such as hills and rivers, to increase defenses. Since these castles were constructed from wood, they were highly susceptible to attacks by fire. Wooden castles were gradually replaced by stone, which greatly increased the strength of these fortifications; however, being made from stone did not make these castles entirely fireproof. Attackers could hurl flaming objects into the castle through the windows or ignite the wooden doors. This led to moving the windows and entrances off of the ground floor and up to the first floor to make them more difficult to access.
- (5) As the nobility accumulated wealth, England became increasingly attractive to those who sought to plunder. Raids by Vikings and other marauders increased in regularity. In response to these attacks, castle defenses were updated and improved. Arrow-slits were added. These were small holes in the castle, large enough for an arrow to fit through, which allowed defenders to fire from nearly invulnerable positions. Towers were built from which defenders could provide flanking fire. These towers were connected to the castle by wooden bridges, so that if one tower fell, the rest of the castle was still easy to defend. Multiple rings of castle walls were constructed, so that even if attackers made it past one wall, they would be caught on a killing ground between inner and outer walls. Advances such as these greatly increased the defense of castles.
- (6) The demise of castles can ultimately be attributed to gunpowder. Gunpowder was first introduced to Europe during the 14th century, but the first gunpowder weapons were unreliable, inaccurate, and weak by later standards. During the 15th century, artillery became powerful enough to break through stone walls. This greatly undermined the military role of castles. Castles were then replaced by artillery forts that had no role in civil administration, and country houses that were indefensible. Though castles no longer serve their original purposes, remaining castles receive millions of visitors each year from those who wish to experience these **majestic** remains of a time long passed.

8. Which of the following is not a function of castles as expressed in the text?

- a. Castles served both offensive and defensive purposes militarily.
- b. Castles served as symbols of power.
- c. Castles were important social centers in medieval England.
- d. Castles were places where knights would keep their best horses.

9. Which of the following best describes the main idea in paragraph 2 ?

- a. It describes how and why William the Conqueror took control of England.
- b. It explains why castles were first built in England and the military purposes they served.
- c. It shows how Norman lords were often scared and frequently retreated.
- d. It details all of the purposes that English castles served.

10. Which best explains why the original castles were first made from earth and timber?

- a. It takes a lot more time and energy to build a stone castle.
- b. It did not occur to people to build castles out of stone.
- c. People did not realize how weak wooden castles would be against fire.
- d. Wooden castles were prettier than dirty stone castles.

11. Which best explains why wooden castles were converted to stone castles?

- a. Wooden castles take a long time to build.
- b. Wooden castles are uncomfortable.
- c. Stone castles offer better defense.
- d. Stone castles stay cooler in the summer.

12. Which is not described in the text as an improvement in castle defenses?

- a. Towers attached to the main castle by wooden bridges
- b. Deep ditches dug around the castle walls and filled with water
- c. Multiple castle walls providing layers of defenses
- d. Windows and entrances raised off of the ground floor

13. What does “*them*” in paragraph 4, line 2 refer to?

- a. first castles
- b. invaders
- c. natural features
- d. earth and timber

14. What does the word “*majestic*” in paragraph 6 mean?

- a. royal
- b. defensive
- c. dangerous
- d. great

15. Which of the following titles would best describe the content of this passage?

- a. William the Conqueror: Bringing Castles to England
- b. Defending the Castle: Techniques Used to Defend Medieval Castles
- c. A Short History of Castles: The Rise and Fall of Castles in Norway
- d. Fancy Living: Learning about Castles, Palaces, and Fortresses

### Part 3.

Questions 16-24 refer to the following passage.

#### 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 centralised and directive. Too much debate can indicate a lack of decisiveness. Subordinates take orders from the 'big boss'. Many westerners see this as a lack of initiative on the part of middle managers, but in actual fact, middle managers have little power. Most delays occur because the question has not been presented to actual decision-maker. However, things are changing in Russia. The old regime is gradually being replaced by western business style, and younger managers will have a much more modern approach than their older counterparts.

#### 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. The Korean saying 'make a friend first and a client second' sums this up exactly.

#### 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 Australian 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. Australian managers like to be seen as 'one of the boys' and they are more likely to socialise with their team than segregate themselves and just mix with other managers.

#### UK

In the last half century, Britain, like many industrialised 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. They cultivate a close and humorous relationship with subordinates, which may be considered too soft. Giving direct orders can be seen as impolite, so managers often make indirect requests rather than explicit instructions, which is sometimes confusing for non-British people.

*Which country is being referred to in these statements?*

16. "The people I deal with keep moving on to new jobs."  
a. Russia                      b. South Korea                      c. Australia                      d. UK
17. "Unless you're friends, they may not honour your agreement."  
a. Russia                      b. South Korea                      c. Australia                      d. UK
18. "It's frustrating because the official regulations keep changing."  
a. Russia                      b. South Korea                      c. Australia                      d. UK
19. "I thought the manager had the authority to make a decision, but it turned out that he didn't."  
a. Russia                      b. South Korea                      c. Australia                      d. UK
20. "I expected the manager to have more technical knowledge than he actually did."  
a. Russia                      b. South Korea                      c. Australia                      d. UK
21. "The manager kept asking me about my wife and children. I don't know why it was so important to him."  
a. Russia                      b. South Korea                      c. Australia                      d. UK
22. "I didn't realise I was expected to do it this way. I thought the manager was just offering a tip."  
a. Russia                      b. South Korea                      c. Australia                      d. UK
23. "The managers sat with the junior workers at lunch. I expected them to have their own table."  
a. Russia                      b. South Korea                      c. Australia                      d. UK
24. "The junior workers do what their boss wants them to do without question."  
a. Russia                      b. South Korea                      c. Australia                      d. UK

**Section B. GRAMMAR AND USAGE**

(26 x 1= 26 mark)

**Part 1.**

1. The Big Bang is \_\_\_\_\_ as the oldest explosion on the galaxy.  
a. accepted      b. regarded      c. invited      d. loaded
  
2. "I'm sorry but \_\_\_\_\_ Ms. Kelly \_\_\_\_\_ Ms. Griggs are available at the moment. Could you call again later, please?"  
a. both / and      b. both / or      c. either / or      d. neither / nor
  
3. The \_\_\_\_\_ of Covid-19 will be dangerous in the lungs.  
a. affects      b. effects      c. strength      d. association
  
4. Tim: "I'm going to call the agency and book the tickets tomorrow."  
Tim said that \_\_\_\_\_  
a. he going to call the agency and book the tickets the previous day.  
b. is he going to call the agency and book the tickets tomorrow.  
c. he was going to call the agency and book the tickets the following day.  
d. he had been going to call the agency and book the tickets the next day.
  
5. The thieves \_\_\_\_\_ by the local police a few days ago.  
a. were arrested  
b. will be arrested  
c. have arrested  
d. should be arrested
  
6. In recent years there has been a large increase \_\_\_\_\_ the number of people who take no regular exercise.  
a. of      b. in      c. for      d. at
  
7. Jenny seems \_\_\_\_\_ very happy these days.  
a. being      b. be      c. to be      d. been

8. A: "I haven't seen Mark for weeks."

B: "Well, I \_\_\_\_\_ him this afternoon. Why don't you come along?"

- a. am meeting
- b. have met
- c. meet
- d. met

9. You don't have to get a Visa \_\_\_\_\_ you are from outside of the UK.

- a. so
- b. either
- c. whether
- d. unless

10. The restaurant \_\_\_\_\_ we went yesterday was the best restaurant in the city.

- a. where
- b. which
- c. what
- d. who

11. \_\_\_\_\_ of us liked the film. It was fantastic.

- a. Both
- b. Neither
- c. Either
- d. None

12. The woman, who has been missing for 10 days, is believed \_\_\_\_\_ .

- a. to be abducted
- b. to be abducting
- c. to have been abducting
- d. to have been abduct

13. A: "Paul lost his watch."

B: "Well, if he had looked after it, he \_\_\_\_\_ it."

- a. won't lose
- b. wouldn't have lost
- c. wouldn't lose
- d. wouldn't lost

14. My boss told me to \_\_\_\_\_ the good work. He was extremely pleased with me.

- a. keep up
- b. send in
- c. push ahead
- d. pay back

**Part 2.**

**Questions 15-26 are based on the following paragraph. Decide which answer A, B, C or D best fits each space.**

Earthquakes are among the most destructive (15) \_\_\_\_\_ disasters. They usually occur without any (16) \_\_\_\_\_ warning and often result in a (17) \_\_\_\_\_ of life and the collapse of buildings. In addition, earthquakes may cause (18) \_\_\_\_\_ landslides or create gigantic tidal waves. Such a disaster happened in 2004, when an earthquake (19) \_\_\_\_\_ the coast of Indonesia (20) \_\_\_\_\_ a massive tsunami that killed over 200,000 people.

Earthquakes (21) \_\_\_\_\_ mostly where the earth's tectonic plates meet. Massive amounts of energy are (22) \_\_\_\_\_ when two plates push towards, pull apart from or slide past each other. (23) \_\_\_\_\_ millions happen every year there are only a small number that (24) \_\_\_\_\_ and very few that cause damage.

In many cases, an earthquake (25) \_\_\_\_\_ 30 to 60 seconds. There is hardly any time to (26) \_\_\_\_\_ once the shaking starts. The brutal forces of an earthquake start a dense chain reaction in a building's structure when it is shaken. A building's height, shape and construction materials are significant factors when it comes to its inhabitants surviving such a disaster.

- |                       |                   |                 |                 |
|-----------------------|-------------------|-----------------|-----------------|
| 15. a. naturalistic   | b. natural        | c. nature       | d. native       |
| 16. a. ahead          | b. former         | c. past         | d. prior        |
| 17. a. cost           | b. damage         | c. harm         | d. loss         |
| 18. a. devastating    | b. overwhelming   | c. disturbing   | d. shocking     |
| 19. a. of             | b. off            | c. in           | d. at           |
| 20. a. generated      | b. set            | c. triggered    | d. activated    |
| 21. a. occur          | b. are occurring  | c. occurred     | d. are occurred |
| 22. a. emitted        | b. loosened       | c. escaped      | d. released     |
| 23. a. Although       | b. In spite of    | c. However      | d. Nevertheless |
| 24. a. are being felt | b. should be felt | c. must be felt | d. can be felt  |
| 25. a. keeps on       | b. lasts          | c. happens      | d. remains      |
| 26. a. divert         | b. discard        | c. escape       | d. abandon      |

**Part 3.**

Choose **ONE** of the following topics and write about 250 words on the chosen topic. Write in **INK**.

1. **What To Eat**, a popular nutrition magazine has asked young readers about their opinion on being a vegetarian. The best essays will be published in the next edition of the magazine.

You have decided to send in an essay. In your essay you should

- state reasons for or against being a vegetarian
  - write about what the effects of choosing a vegetarian or mixed diet might be
  - describe your own eating habits
  - suggest ways in which people could eat in a healthier way.
2. You recently stayed at the home of an English speaking friend, Elizabeth, in her country. Write a letter to Elizabeth thanking her and saying how you feel about being home and what aspects of the visit you particularly enjoyed.
  3. You have just received a laptop you purchased from a company's online shopping site. However, the item which has been sent to you has a crack on its screen. Write an e-mail to the company informing them about the issue and ask for an exchange or refund.
  4. You have decided to enter a short story competition. The competition rules say that the story must **begin or end** with the following sentence.

**“As soon as I closed the door behind me, all the lights came on.”**

Write your story for the competition.

**This is the end of the reading and writing test.**



**MISINTRY OF NATIONAL EDUCATION AND CULTURE**  
**ENGLISH CERTIFICATE EXAMINATION (E.E.M.N.E.C.) JULY 2020**  
**ANSWER KEY**

<b>NAME-SURNAME</b>	<b>CANDIDATE NUMBER</b>	
<b>EXAM CENTER</b>	<b>ROOM</b>	<b>IF STUDENT SCHOOL NAME</b>

<b>Reading Comprehension and Vocabulary</b>	<b>Structure and Usage</b>
1. (A) <input checked="" type="radio"/> (C) (D)	1. <input checked="" type="radio"/> (B) (C) (D)
2. <input checked="" type="radio"/> (B) (C) (D)	2. (A) (B) (C) <input checked="" type="radio"/>
3. (A) <input checked="" type="radio"/> (C) (D)	3. (A) <input checked="" type="radio"/> (C) (D)
4. <input checked="" type="radio"/> (B) (C) (D)	4. (A) (B) <input checked="" type="radio"/> (D)
5. (A) (B) (C) <input checked="" type="radio"/>	5. <input checked="" type="radio"/> (B) (C) (D)
6. (A) (B) <input checked="" type="radio"/> (D)	6. (A) <input checked="" type="radio"/> (C) (D)
7. (A) (B) <input checked="" type="radio"/> (D)	7. (A) (B) <input checked="" type="radio"/> (D)
8. (A) (B) (C) <input checked="" type="radio"/>	8. <input checked="" type="radio"/> (B) (C) (D)
9. (A) <input checked="" type="radio"/> (C) (D)	9. (A) (B) (C) <input checked="" type="radio"/>
10. (A) (B) <input checked="" type="radio"/> (D)	10. (A) <input checked="" type="radio"/> (C) (D)
11. (A) (B) <input checked="" type="radio"/> (D)	11. <input checked="" type="radio"/> (B) (C) (D)
12. (A) <input checked="" type="radio"/> (C) (D)	12. <input checked="" type="radio"/> (B) (C) (D)
13. <input checked="" type="radio"/> (B) (C) (D)	13. (A) <input checked="" type="radio"/> (C) (D)
14. (A) (B) (C) <input checked="" type="radio"/>	14. <input checked="" type="radio"/> (B) (C) (D)
15. (A) <input checked="" type="radio"/> (C) (D)	15. (A) <input checked="" type="radio"/> (C) (D)
16. (A) (B) (C) <input checked="" type="radio"/>	16. (A) (B) (C) <input checked="" type="radio"/>
17. <input checked="" type="radio"/> (B) (C) (D)	17. (A) (B) (C) <input checked="" type="radio"/>
18. <input checked="" type="radio"/> (B) (C) (D)	18. <input checked="" type="radio"/> (B) (C) (D)
19. <input checked="" type="radio"/> (B) (C) (D)	19. (A) <input checked="" type="radio"/> (C) (D)
20. (A) (B) (C) <input checked="" type="radio"/>	20. (A) (B) <input checked="" type="radio"/> (D)
21. (A) <input checked="" type="radio"/> (C) (D)	21. <input checked="" type="radio"/> (B) (C) (D)
22. (A) (B) (C) <input checked="" type="radio"/>	22. (A) (B) (C) <input checked="" type="radio"/>
23. (A) (B) <input checked="" type="radio"/> (D)	23. <input checked="" type="radio"/> (B) (C) (D)
24. (A) <input checked="" type="radio"/> (C) (D)	24. (A) (B) (C) <input checked="" type="radio"/>
	25. (A) <input checked="" type="radio"/> (C) (D)
	26. (A) (B) <input checked="" type="radio"/> (D)

