

# AKFA University

## Scholarship Entrance Examination

The exam consists of two parts: Part 1 – Use of English; Part 2 – Reading

Time: 60 minutes

### PART 1. Use of English

- I. For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0). Please, transfer all the answers onto the answer sheet.

Example:

0 A make B take C do D have

Questions	Answers
0	B

#### Long hours and health don't mix

Women are much healthier when they (0) ..... it easy, (1) ..... a new survey. Those who work long hours are more likely than men to indulge in unhealthy behaviour such as eating snacks, smoking and drinking caffeine. (Long hours have no such (2) ..... on men.) One positive benefit of long hours for both sexes, however, is that alcohol (3) ..... is reduced.

The study, funded by the Economic and Social Research Council, is part of a wider study by psychologists from the University of Leeds, into the effects of stress on eating. 'Stress causes people to (4) ..... for unhealthy high-fat and high-sugar snacks in preference to healthier food choices,' says researcher Dr Daryl O'Connor of the University of Leeds. 'People under stress eat less than usual in their main meals, including their vegetable (5) ..... , but shift their preference to high-fat, high-sugar snacks instead.

'Our (6) ..... are disturbing in that they show stress produces harmful changes in diet and leads to unhealthy eating behaviour,' continues Dr O'Connor. An overwhelming (7) ..... of evidence shows the importance of maintaining a balanced diet in (8) ..... of reducing the risk of cancer and cardiovascular diseases - and that means eating a low-fat diet and five portions of fruit and vegetables a day.

- |                  |               |               |                |             |
|------------------|---------------|---------------|----------------|-------------|
| 1 A betrays      | B sustains    | C reveals     | D conceals     | E No answer |
| 2 A contact      | B clash       | C conflict    | D impact       | E No answer |
| 3 A beverage     | B consumption | C expenditure | D acceptance   | E No answer |
| 4 A choose       | B select      | C design      | D opt          | E No answer |
| 5 A intake       | B influx      | C emission    | D immersion    | E No answer |
| 6 A instructions | B rulings     | C findings    | D institutions | E No answer |
| 7 A lump         | B body        | C sack        | D packet       | E No answer |
| 8 A moments      | B sessions    | C terms       | D senses       | E No answer |

- II. For questions 9-16, read the text below and think of the word which best fits each gap. Use **only one word** in each gap. There is an example at the beginning (0).

Example:

Questions	Answers
0	EVER

### The breath of life

Anyone who has (0) ..... been to a yoga or meditation class will know the enormous benefits of something as simple and natural as breathing. Inhale slowly and steadily, and you can relax your entire body. Stop and focus on the flow of (9) ..... breath you take in and out, and you can quieten and focus your mind. In (10) ..... , positive breathing will help you feel calmer, bring down your blood pressure and increase your mental alertness and energy levels.

Yet, breathing is so instinctive that most of the time we're hardly even aware of it. Of course, that's (11) ..... why it's easy to develop bad habits and why many of us don't do it as well as we (12) ..... But with a little practice, (13) ..... it right can bring instant health benefits. These include feeling more relaxed and being more mentally alert. You may also find that there's an improvement in (14) ..... physical symptoms, such as bloating and stomach pains, dizziness, headaches, pins and needles and low energy.

Learning to breathe correctly can dramatically improve your wellbeing and quality of life. Most people think that poor breathing means that you don't get enough oxygen, but it's (15) ..... the carbon dioxide you're missing out (16) .....

- III. For questions 17-22, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

Example: 0 George should have worked harder if he wanted to pass the exam.  
**succeeded**

Had George worked harder, ..... passing the exam.

Questions	Answers
0	HE WOULD HAVE SUCCEEDED IN

17 Paul tends to play his music loudly when he's not feeling very happy.

**habit**

Paul is ..... his music loudly when he is not feeling very happy.

18 They could easily win the game.

**chance**

They ..... the game.

19 Of course I did not agree to lend them the money.

**saying**

It ..... not agree to lend them the money.

20 Did anything about his behaviour seem unusual to you?

**strike**

Did anything about his behaviour ..... unusual?

21 I can barely cook a meal for myself, so I certainly couldn't cook for eight people.

**alone**

I would struggle .. for eight people.

22 The reporter said that the blast was so forceful that the car was blown right across the street.

**such**

According to the reporter, ..... the blast, that the car was blown right across the street.

## PART 2. Reading

You are going to read an article in which a young journalist talks about using social media to find a job. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

### Using Social Networking Sites to Find a Job

*Having secured her own first job recently, Patty Meissner looks at young people's use of social networking when looking for work.*

In many countries, a growing number of people in their twenties are turning to social media in the hope of finding work. Services like the social networking site Twitter and the professional networking site LinkedIn offer the chance for more direct contact with would-be employers than has previously been the case. But with greater access comes a greater chance to make mistakes.

Take the case of a young jobseeker in the US who contacted a senior marketing executive via LinkedIn. The marketing executive in question had an impressive list of influential people in her contact list; people whom the young jobseeker felt could help him land a job. The marketing executive, however, had other ideas. Indignant at the suggestion that she would willingly share a list of contacts painstakingly built up over many years with a complete stranger who'd done nothing to deserve such an opportunity, she not only rejected his contact request, but sent a vicious and heavily sarcastic rejection note that has since gone viral. Those who saw the note online were appalled, and the sender probably now regrets the tone of her note, if not the message it conveyed. But if the incident makes young people think more carefully about how they use social media in a professional capacity, she may have actually ended up doing them a favour. She has drawn attention to an unfortunate truth. Social media is a potentially dangerous tool for job hunters who don't know how to use it. And a worrying number are getting it wrong.

There's a horrible irony here, because in many countries social networking sites like Facebook and Twitter have been the bread and butter of twenty-somethings' social lives for years. When my generation were teenagers, social media was our escape from the prying eyes of parents and teachers. It was a cyber extension of the playground pecking order - a place to impress, to embellish and experiment. It was a world based largely on fantasy. You could find yourself in a three-hour conversation with someone online and then completely ignore them at school. With careful picture/song selection for your Facebook page, you could become a completely different and much more intriguing person overnight. And if you couldn't be bothered with conversation, 'poking' people on Facebook were a legitimate alternative.

However, when it comes to using social media for professional networking, our very knowledge and experience of sites like Facebook may actually be a hindrance. Using social media in a professional capacity is a completely different ball game, but for some twenty-somethings, the division is not clear cut. We first earned our online presence by being bold and over-confident, which could explain why some of us still come across like this. Just because a lot of people 'liked' your posts on Facebook, it doesn't mean you'll be able to use LinkedIn to show potential employers that you're someone worth employing. We need to realise that what we learned about social networking as teenagers no longer applies, and we must live up to employers' standards if we want to get on in the world of work.

One of the most common complaints from employers regarding young jobseekers on professional networking sites is that they're over-familiar in their form of address, and appear arrogant. This serves to perpetuate older generations' perceptions of us as an 'entitled generation'. In fact, we're very far from this; in many countries we're increasingly desperate about finding employment, which is why many of us are turning to social media in the first place. This impression of arrogance hurts the employment prospects of young people who – despite their communication errors - actually possess the skills and drive to become a valuable part of the workforce.

So what's the right way to contact someone on a professional networking site? Firstly, explain clearly who you are, and let the person you're writing to know what's in it for them - maybe you could offer to do a piece of research for them, or assist in some other way. This approach gives you a much better chance of getting a useful reply. Refrain from sending impersonal, blanket emails, and keep the tone humble if you want to avoid leaving a sour taste in the recipient's mouth. Remember - social media can be a great way to make useful contacts, but it needs careful handling if you don't want the door slammed in your face.

**1. How did the senior marketing executive feel about the jobseeker who contacted her?**

- A annoyed by the timing of his message
- B regretful that she had to reject his request
- C furious at his assumption of her cooperation
- D surprised that he offered her nothing in return
- E No answer

**2. What does the writer say about the senior marketing executive?**

- A Her note was an attempt to gain publicity.
- B Her attitude is not unusual on social networking sites.
- C She has unintentionally helped those looking for work.
- D Someone of her experience should treat jobseekers better.
- E No answer

**3. What point does the writer make about social networking sites as used by her own generation?**

- A They gave teenagers the impression that real conversation wasn't necessary.
- B Teenagers used them to avoid having to engage with people they didn't like.
- C They gave teenagers the chance to escape from their boring lives.
- D The personalities and relationships teenagers had on them didn't reflect reality.
- E No answer

**4. As regards professional networking, the writer believes that many people of her generation**

- A have exaggerated opinions of their own employability.
- B over-estimate the use of social media in the world of work.
- C fail to distinguish between social networking for pleasure and for work.
- D are unaware of the opportunities that professional networking sites can offer them.
- E No answer

**5. In the fifth paragraph, the writer says that young jobseekers feel**

- A certain that they are entitled to good jobs.
- B concerned that they may not be offered work.
- C certain that they have the ability to be useful as employees.
- D concerned that they are giving the wrong impression to employers.
- E No answer

**6. What does the writer advise jobseekers to do?**

- A tell prospective employers what they may gain in return
- B research the recipient carefully before they make contact
- C give careful consideration to the type of work they are seeking
- D approach only people they have a real chance of hearing back from
- E No answer

**Scholarship Entrance Examination 2021**

**ANSWER KEY**

**PART 1. Use of English**

<b>Task 1</b>	<b>Task 2</b>
<b>1.C</b>	9. each/every
<b>2. D</b>	10. fact/short
<b>3.B</b>	11. precisely/exactly
<b>4. D</b>	12. could/should
<b>5.A</b>	13. getting/doing
<b>6.C</b>	14. some
<b>7.B</b>	15. actually/really
	16. on

**Task 3**

17. in the habit of playing
18. have every/a good chance of winning
19. goes without saying that I did
20. strike you as (being)
21. to cook for myself, let alone
22. such was the force of

**PART 2. Reading****Answers**

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