

SAMPLE of the KELT EXAM

Part One: Reading

READING I

Theories and the Search for Understanding

¹In our quest to make sense of the world around us, we often turn to theories. A theory is an idea or set of ideas that aims to explain phenomena, events, or behaviors. Theories can come from scientific research, philosophical contemplation, or even creative imagination. They provide a framework for understanding complex topics and can help guide further investigation and discovery.

²One of the most well-known scientific theories is the theory of evolution, first proposed by Charles Darwin in the 19th century. This theory explains how species gradually change over time through the process of natural selection. **It** has become the foundation for our modern understanding of biology and the diversity of life on Earth. While the core principles of evolution are widely accepted by the scientific community, the theory continues to evolve as new evidence and insights emerge.

³Psychological theories, such as Sigmund Freud's psychoanalytic theory, offer perspectives on human behavior, emotions, and the inner workings of the mind. **His** ideas about the unconscious mind, defense mechanisms, and the development of personality have had a significant impact on our understanding of mental processes, even if some of his specific theories have been challenged or refined over time.

⁴In physics, theories like Einstein's theory of relativity have revolutionized our comprehension of the universe. By proposing that space and time are not absolute but relative, Einstein's work upended long-held beliefs and opened up new frontiers of scientific exploration. Subsequent theories, such as quantum mechanics, have further expanded our understanding of the physical world, from the smallest subatomic particles to the largest celestial bodies.

⁵Theories can also emerge from the realm of philosophy, where thinkers grapple with fundamental questions about the nature of reality, knowledge, and existence. The philosopher Immanuel Kant, for example, developed a theory of knowledge that explored how the human mind processes and organizes information. His ideas about the role of reason and the limits of empirical observation continue to be studied and debated by scholars.

⁶While theories can provide valuable insights, it's important to remember that **they** are not infallible. As our understanding of the world evolves, theories may be refined, revised, or even discarded in light of new evidence or alternative perspectives. The history of science and philosophy is full of examples of theories that were once widely accepted but later proven incomplete or inaccurate.

⁷The process of testing and refining theories is an essential part of the pursuit of knowledge. Theories serve as starting points for further investigation, guiding researchers and thinkers to explore new frontiers and challenge existing assumptions. By embracing the provisional nature of theories, we can continue to expand our understanding of the world and our place within it.

(446 words)

QUESTIONS

Please find True/False statements according to the text (2 pt. Each, total = 6 pts.)

1. The scientific community no longer accepts the theory of evolution. T / F
2. Sigmund Freud's psychoanalytic theory is still heavily debated and challenged today. T / F
3. Einstein's theory of relativity has never been questioned or revised. T / F

Please choose the correct option according to the text (1 pt. Each, total = 2 pts.)

4. What is the primary purpose of a theory?
 - a) To provide a framework for understanding complex topics
 - b) To offer definitive explanations for all phenomena
 - c) To solve practical problems in the real world
5. According to the passage, which of the following is an example of a philosophical theory?
 - a) The theory of evolution
 - b) Freud's psychoanalytic theory
 - c) Kant's theory of knowledge

Please fill in the blanks with ONLY ONE WORD according to text (2 pt. Each, total = 4 pts.)

6. Theories are ideas that aim to explain _____.
7. The _____ of theories is an essential part of the pursuit of knowledge.

Please find the references from the text (1 pt. each, total = 3 pts.)

8. In Paragraph 2, 'it' refers to _____.
9. In Paragraph 3, 'his' refers to _____.
10. In Paragraph 6, 'they' refer to _____.

Reading Text I Total / _____ 15

****Another text is given with similar question formats. The second text also consists of 15 points.**

Total = 30 pts.

Part two: While Listening & Note-Taking

MOD 4 KELT WHILE LISTENING EXAM

SORULAR / QUESTIONS

Please choose True or False according to the audio (1 pts., total = 2 pts.)

1. Some believe that all people have *Extra Sensory Perception* and we must develop it. T / F
2. ESP refers to the ability to read minds, foresee the future, or move objects without touch. T / F

_____/2

Please write **NO MORE THAN TWO WORDS** according to the listening audio. (0,5 pts., total = 2 pts.)

3. These special people are called psychics or “_____”.
4. Parapsychologists have identified _____ distinct types of ESP.
5. Clairvoyance describes the act of being able to obtain knowledge of a person or event without the use of the _____.
6. _____ is the process by which a person can read another person’s thoughts without the use of any of the normal senses.

____/2

Please choose the best option according to the audio (1 pts., total = 6 pts.)

7. What is the **ability** to influence a physical object just by thinking about it?
 - a) Psychokinesis
 - b) Parapsychologists
 - c) Prejudgement
8. What is the **term** applied when somebody can foresee future events?
 - a) Psychics
 - b) Teleportation
 - c) Precognition
9. Why are some people **skeptical** about ESP?
 - a) The lack of scientific evidence
 - b) Only magicians have this ability
 - c) Not being able to see ghosts
10. What is the **name of the published famous book** in 1934 by Joseph Banks Rhine, a botanist at Duke University?
 - a) “*Extra-Sensory Perception*”
 - b) “*Extra-Sensory Precognition*”
 - c) “*Extra-Sensitive Precaution*”
11. What is the **name of the experiment** in which “*Alleged psychics had their eyes covered and ears blocked while a ‘sender’ attempted to transmit messages*”?
 - a) The Extra Sensitive People Experiment
 - b) The Ganzfield Experiments

c) The Parapsychological Experiments

12. **Even though** there was a great deal of excitement and interest at the time _____.

- a) The research failed to produce convincing results.
- b) The sender did not understand the message
- c) This was the first solid evidence of ESP

LISTENING ____/6

WL TOTAL ____/10

NOTE-TAKING SHEET

*You are going to listen to the lecture about **ROBOTS**. You are going to listen to the lecture **ONCE**. The prompts in the note-taking sheet and the questions are in the same order as the listening audio. After the audio finishes, you will be given the Questions sheet.*

Research Aims to Give Robots Human-Like Social Skills**Introduction:**

- Main argument against robots measuring up to people

Study 1: MIT Research on Self-Driving Vehicles

- Researchers:
- Goal:
- Methods:
- Results:
- Lead researcher:
- Future plans:

Study 2: Carnegie Mellon University Experiment on Social Interaction

- Researchers:
- Objective:
- Experiment:
- Results:
- Lead researcher:
- Applications:

Conclusion

MOD 4 KELT NOTE-TAKING EXAM**SORULAR / QUESTIONS**

Please choose True or False according to the listening audio. (1 pts., total = 2 pts.)

1. Researchers from MIT developed a machine learning system to help self-driving vehicles learn the social characteristics of other drivers. True / False
2. The Carnegie Mellon study found that humans who were praised by the robot performed worse in the game than those who were criticized. True / False

Please write ONLY ONE WORD according to the listening audio. (1 pts., total = 4 pts.)

3. The self-driving car's system aimed to decide if a driver's style is selfish or _____.
4. In road tests, the system improved its ability to predict other drivers' behavior by up to _____ percent.
5. The MIT team plans to include predictions about _____ walking around traffic in their research model.
6. The game used in the Carnegie Mellon study to test decision-making was called _____ and Treasures.

_____/4 Please choose the best option according to the audio (1 pts., total = 4 pts.)

7. What is **one reason** why robots are argued to never fully measure up to people?

A) Lack of intelligence

B) Lack of creativity

C) Lack of human-like social skills

D) Lack of physical strength

8. What field tools did the researchers use to develop the self-driving vehicle system?

A) Biology

B) Computer Science

C) Social Psychology

D) Mechanical Engineering

9. According to the study, how did the self-driving car behave when oncoming drivers were judged to be selfless?

- A) It waited before making the turn
- B) It made the turn without delay
- C) It turned in the opposite direction
- D) It stopped completely

10. What was the **main focus** of the Carnegie Mellon University experiment involving Pepper the robot?

- A) Testing human-robot cooperation
- B) Testing the impact of robot “trash talk” on human performance
- C) Improving robot navigation skills
- D) Developing robot physical abilities

____/4

NT TOTAL ____/10

Part Three: Writing
SORULAR / QUESTIONS

Instructions:

Please write an **opinion** essay of between 300-350 words. Please elaborate on your ideas by giving reasons for the topic below.

TOPIC: What is the importance of continuing one's higher education in English?

BRAINSTORMING*

**This section is not going to be graded, please start your essay from the next page.*

Part Four: Speaking

PART 1	INTERVIEW
TIME	2 - 3 MINUTES (1 – 1.5 MINUTES EACH)
MATERIALS	NONE

READ: Good morning/afternoon. My name is <name> and this is my colleague <name>. He/she is just going to listen to us today.

READ: In this test, there will be **three** parts. The first part will be general questions, in the second part I will show you **an image / a chart**. You will describe this picture / graphic chart. Then in the third section, you will **discuss a statement** related to the same topic.

READ: Do you have any questions?

(If the students have any questions about the format of the exam you can answer them.)

READ: Ok. Let's start.

(Circle A or B on the mark sheets and hand the mark sheets to the assessor)

READ: *(To student A)* What is your name? *(To student B)* And yours?

READ: First of all, we'd like to find out a few things about you. Where are you from *<student A name>*? And you *<student B name>*?

READ: What are you going to study at this university *<student A name>*? And you *<student B>*?

IF NEEDED: PARAPHRASE: What is your department?

CHOOSE ONE QUESTION FOR EACH: *Select one question to ask each student. Ask student A first.*

1. Should values be the same for everyone or should differences be respected?
2. Do you know any other traditions or values that is different/similar than yours?
3. What are your values in your culture?
4. Have you ever learned any different traditions from other cultures?

*Note: If they cannot answer, repeat the question. If they still cannot answer or give a yes/no answer, choose another question to ask. If the student cannot understand a word in the question, say: **Sorry, I can't help you with that.***

PART 2	PICTURE/CHART DESCRIPTION
TIME	4 MINUTES (2 MINUTES EACH)
MATERIALS	PICTURE / CHART

READ: Now we are going to move on to the **second part**. I will give each of you a picture/chart. You will have **one minute** to think about your answer and describe it for **one minute**.

READ: Do you have any questions?

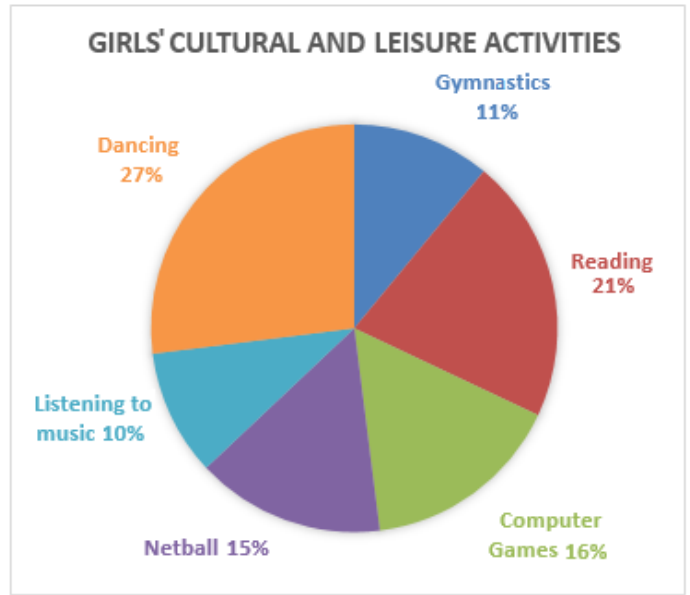
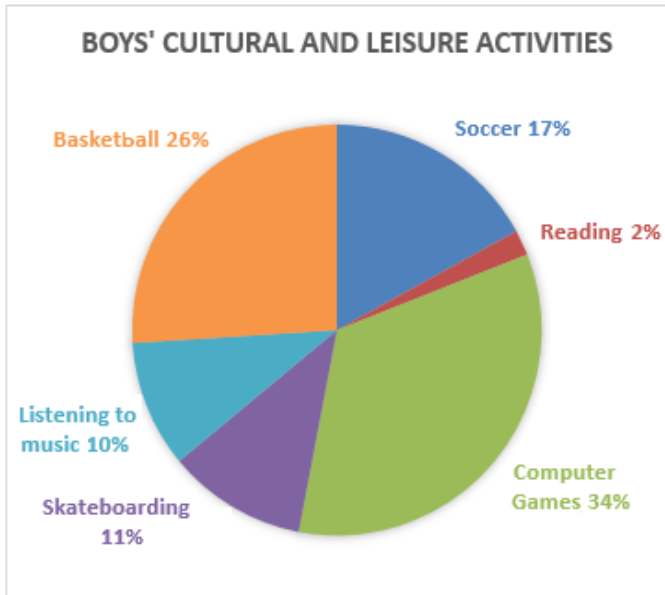
(If the students have any questions about the exam format, you can answer them.)

READ: Ok. Let's start.

(Circle A or B on the mark sheets and hand the mark sheets to the assessor)

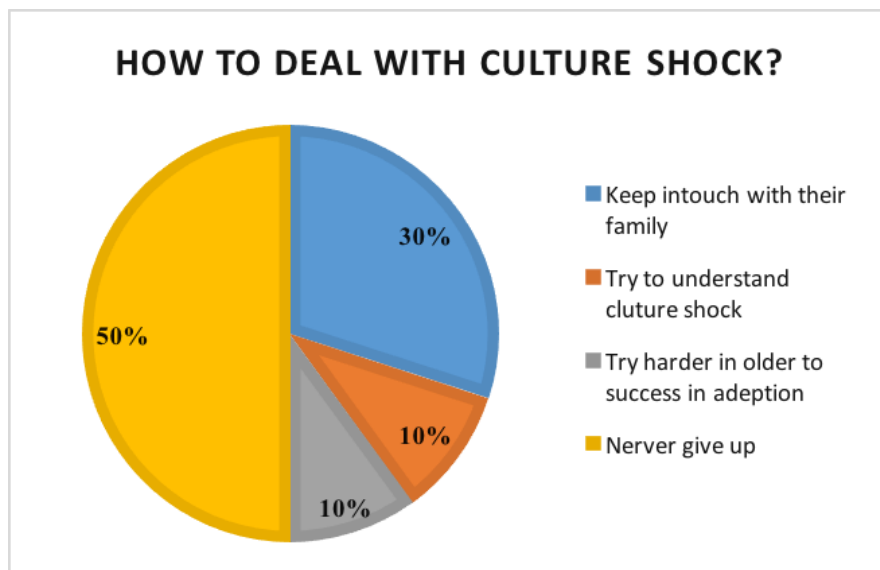
STUDENT A PICTURE / CHART

READ: So here is the image/chart related to the topic. **You have 1 minute to think and one minute to talk.**
You will describe your ideas according to the image/chart.



STUDENT B PICTURE / CHART

READ: So here is the image/chart related to the topic. **You have 1 minute to think and one minute to talk.**
You will describe your ideas according to the image/chart.



PART 3	DISCUSSION
TIME	4 MINUTES (1 MIN. THINKING TIME + 3 MINs DISCUSSION)
MATERIALS	1 x STUDENT A TASK CARD, 1 x STUDENT B TASK CARD

READ: In the **third** part, I will give you a statement to discuss.

READ: You can take notes **on your task sheet** and you have **1 minute** to take notes. **Then**, you will **discuss the statement** with your partner **for 3 minutes**. You may use the **ideas given** on the task sheet or **your own** ideas.

READ: The statement is ‘Someone can be adapted fully to another culture.’

READ: Do you understand?

IF EITHER OF THE STUDENTS DOESN’T UNDERSTAND:

STEP 1: REPEAT: ‘Someone can adapt fully to another culture.’ *(If they still do not understand)*

STEP 2: PARAPHRASE: ‘Someone can completely fit into another culture.’

READ: <Student A name>, you will agree with the statement.
(give student A task card)

READ: and <student B name>, you will disagree with the statement.
(give student B a task card)

READ: **Once again**, the statement is ‘Someone can completely fit into another culture.’

READ: Remember, you have **1 minute** to think. You can use the ideas **here** *(point to the prompts on the task sheet)* or **your own** ideas.

(After 2 minutes)

READ: You may begin. **Remember** to speak to **each other**, not to me. I will let you know when the time is up.

*Don’t interfere unless one student is dominating so much that the other cannot speak enough. In this situation, you may choose **one** of the following prompts to ask.*

Do you agree/disagree?
Would you like to add any points to support or challenge this argument?
Can you add a further point?
In your experience, are the same things true?
What is your opinion on this?

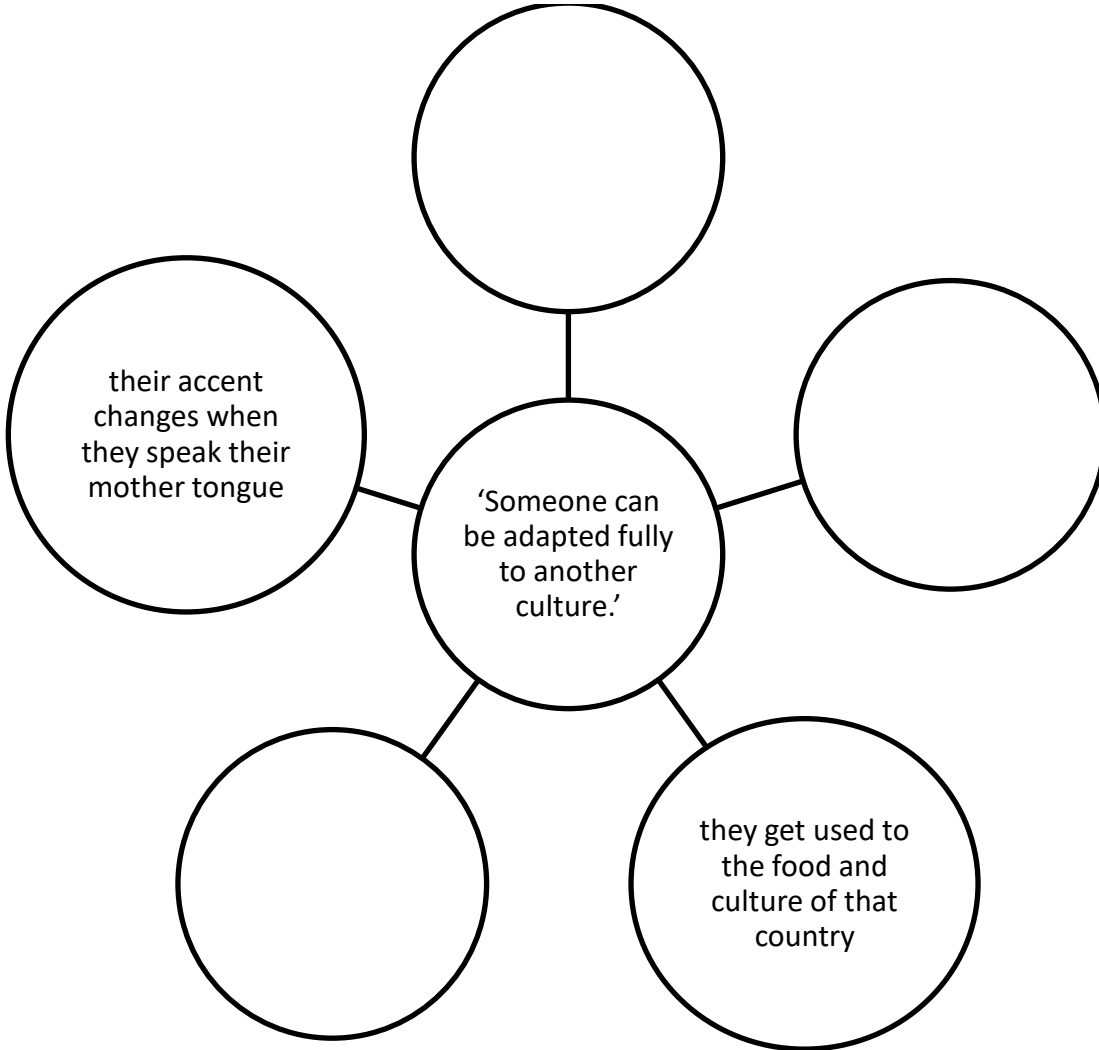
READ: Thank you. That’s the end of the speaking test.

TASK 3: STUDENT A TASK CARD

‘Someone can completely fit into another culture.’

You are going to discuss this topic with another student.
You will **AGREE** with the statement.

You can take notes below. You have 2 minutes.



TASK 3: STUDENT B TASK CARD

‘Someone can be adapted fully to another culture.’

You are going to discuss this topic with another student.
You will **DISAGREE** with the statement.

You can take notes below. You have 2 minutes.

