



**Yabancı Diller
Yüksekokulu**

SAMPLE PROFICIENCY TEST

SECTION 1 - USE OF ENGLISH

Part A. Choose the best answer.

1. _____ the crow is a familiar bird, everybody 2. _____ one. Their loud and annoying cawing wakes us up early in the morning. They know that men throw away 3. _____ rubbish which is food for them 4. _____ they are very watchful. They can get very bold and they come close to your hand 5. _____ you have any food to offer them. They have sharp eyes to show their 6. _____ which allows them not to miss a thing. They are also very impudent and 7. _____ into the house to snatch up food. In summer, they all fly about with their pointed beaks open in search of water. They satisfy their 8. _____ at public baths or on the 9. _____ of rivers. They are 10. _____ sitting in the shade of trees.

- | | | | |
|-------------------|----------------|-------------------|-------------------|
| 1. a. Since | b. Let alone | c. Despite | d. That |
| 2. a. saw | b. should see | c. must have seen | d. will have seen |
| 3. a. a few | b. much | c. every | d. so |
| 4. a. that | b. when | c. because | d. however |
| 5. a. for | b. that | c. because | d. if |
| 6. a. cunningness | b. selfishness | c. seriousness | d. willingness |
| 7. a. should come | b. will come | c. came | d. have come |
| 8. a. hunger | b. passion | c. thirst | d. desire |
| 9. a. slopes | b. banks | c. floors | d. coasts |
| 10. a. hang on | b. fond of | c. look for | d. keep on |

Part B. Choose the option that best completes the sentence.

11. The head of Human Resources will make a short speech _____.
- as soon as the guests left
 - the last time a meeting was held
 - before the meeting starts
 - when all the details will be clear

12. It is a good idea to take a map with you _____.

- a. as visiting a new city is more exciting
- b. ever since you started hiking
- c. although you don't know the area well
- d. in case you get lost

13. My French has improved so much _____.

- a. with the books that can be selected by the students
- b. that I manage to order food in a restaurant
- c. my language teacher was grateful for it
- d. I have always wanted to visit France one day

Part C. Choose the option that is closest in meaning to the given sentence.

14. You needn't book a table at that restaurant.

- a. You had better not book a table at that restaurant.
- b. It's not necessary to book a table at that restaurant.
- c. It's a good idea to book a table at that restaurant.
- d. You mustn't book a table at that restaurant.

15. She must have felt awful when she was told the news.

- a. She had been feeling bad before she heard the news.
- b. She surely felt better when she got the news.
- c. She may have felt bad when she heard the news.
- d. I'm sure she felt really bad when they told her the news.

16. Fortunately the motorcyclist was wearing protective clothing, so he got away with minor injuries.

- a. If the motorcyclist hadn't been wearing protective clothing, he would have been seriously injured.
- b. The motorcyclist got away from the scene of the accident because he was wearing special clothing.
- c. Getting into an accident with protective clothing was quite unfortunate for the motorcyclist.
- d. Minor injuries were the reason why the motorcyclist was fortunate enough to wear protective clothing.

Part D. Choose the option that best completes the dialogue.

17. A: What do you like best about being a weather forecaster?

B: I feel I'm helping those who need to know what the weather's going to be like. Farmers, sailors, pilots...

A: _____.

B: Oh, yes. Fortunately, these days we usually get it right for the following day. Most of the time we make pretty accurate predictions.

- a. It must be exhausting to appear on TV everyday even though it is only for a few minutes.
- b. With all this technology, most people use apps now instead of watching the forecast on TV.
- c. It is a lot of responsibility with all these people depending on you while they make their plans.
- d. I hear that you studied Physics at the university and that's when you started giving radio forecasts.

- 18.** A: I thought fruit and vegetables were the only types of organic food.
 B: Oh no. Organic food includes meat, grains and dairy products as well.
 A: _____
 B: Well, of course. It comes from animals that are fed grass grown in soil that hasn't been treated with chemicals.
- That's interesting. I didn't know that meat could be organic.
 - But you can't grow animals on a field. It just doesn't make sense to me.
 - Does that mean I can buy organic potato chips at the supermarket?
 - Many more people would prefer organic food if it weren't so expensive.
- 19.** A: Hi, Jenny. What are you doing here? I thought you were at university in London.
 B: I'm back at home with my parents for the holidays. I couldn't afford to stay in London.
 A: _____
 B: No, I've done a course there but I haven't got a life-saving certificate yet. Hopefully I'll become a life guard when it's done.
- I hear it's really very expensive there. An evening out here never costs more than £20.
 - Well, there's nothing to do here in the summer. You must find it very boring after the city.
 - Actually I've got a job in a children's camp here for the summer. They might have a job for you, too.
 - Oh I thought you had a part-time job there. Your mum said you were working at a swimming pool.
- 20.** A: How's the decorating going in your room? Is it finished yet?
 B: It is indeed. Why don't you come in and have a look at the changes?
 A: _____
 B: Well, that's because you've got so many clothes!
- So you've finally gotten rid of that armchair. I never understood why you kept it for so long.
 - You've taken out the old wardrobe. I guess your mum was happy with that.
 - Wow, it looks so much bigger now. No matter what I do, I never seem to have enough space in my room.
 - You've painted the walls, too. I didn't know you liked purple so much.

SECTION 1 - USE OF ENGLISH KEY

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|-------------|--------------|--------------|--------------|
| 1. A | 6. A | 11. C | 16. A |
| 2. C | 7. B | 12. D | 17. C |
| 3. B | 8. C | 13. B | 18. A |
| 4. C | 9. B | 14. B | 19. D |
| 5. D | 10. B | 15. D | 20. C |

SECTION 2 - READING

READING TEXT I

An Oil for Life

Maria Alcala of Madrid speaks for many Mediterranean people when she says that “a meal without olive oil would be a bore.” No one knows when the Mediterranean civilizations initially fell in love with olives. That occurred before recorded history. However, there is evidence that the cultivation of olive trees began in countries around the Mediterranean Sea approximately in 4000 B.C., and 2000 years after that people in the eastern Mediterranean region began to produce oil from olives. The Mediterranean still accounts for 99% of all world olive oil production, with Spain as the leading country and Italy following it with a 25% production rate.

(1)

From ancient times until today, the basic process of producing the oil is the same. First, whole olives are crushed. Then, the liquid is separated from the solids. After that, the valuable oil is separated from the water. **(2)**

Many olive growers maintain their ancient traditions and still harvest the olives by hand. “We harvest in the traditional way,” says Don Celso, an olive farmer from Tuscany, Italy. “It would be less expensive to do it with machines, but it’s more a social thing. Twenty people come to help with the harvest and we pay them in oil.” **(3)**

Olive oil has had a variety of uses through its long history. In ancient times, olive oil was used as money and as medicine. It was even used during war – heated up and dropped down on attackers. It is still used in religious ceremonies. It is great for protecting the freshness of fish and cheese. There are even olive oil lamps and olive oil soaps. **(4)**

One important study showed that Mediterranean people have the lowest rate of heart disease among Western nations. This is partly associated with their frequent use of olive oil. Other studies have shown that food cooked in olive oil is healthier, and that eating olive oil twice a day reduces women’s risk of getting breast cancer. The world is beginning to understand its benefits, and olive oil is no longer an unusual sight at dinner tables outside the Mediterranean region. The olive oil producing countries now sell large amounts of olive oil to countries in Europe, Asia, Africa, and North America. **(5)**

Olive oil improves the lives of people everywhere. Its benefits, recently confirmed by science, were already understood in ancient times. Now Mediterranean people are happy to share their secret with the world. **(6)**

PART A. Answer the questions according to Reading Text I

1. What is the purpose of this passage?
 - a. To argue that olive oil produced around the Mediterranean Sea is the best.
 - b. To explain the history, production, benefits, and use of olive oil.
 - c. To compare Mediterranean olive oil with the olive oil produced in other places.
 - d. To discuss why olive oil production outside the Mediterranean region is low.

2. Around 2000 B.C., _____.
 - a. Eastern Mediterranean people began to produce olive oil
 - b. Mediterranean civilizations began to eat olives
 - c. Mediterranean people first cultivated olive trees
 - d. countries around the Mediterranean Sea began to trade olives

3. Which step comes second in olive oil production?
 - a. crushing the whole olives
 - b. drying the olives under the sun
 - c. separating the oil from the water
 - d. separating the liquid from solids

4. Some oil growers harvest the olives by hand because _____.
 - a. they do not have machines
 - b. it is cheaper
 - c. they enjoy the tradition
 - d. it requires fewer people

5. Which use of olive oil is NOT mentioned in the article?
 - a. to attack enemies
 - b. to clean the body
 - c. to cook cheese
 - d. to heal sick people

6. Why does the author mention the studies of olive oil?
 - a. to prove that olive oil will replace medicine in the future
 - b. to explain that olive oil is more important for women than men
 - c. to show the link between the consumption of olive oil and good health
 - d. to show that Mediterranean economies mainly depend on olive oil

7. **“their secret”** in **paragraph 6** refers to _____.
 - a. olive trees
 - b. olive oil production methods
 - c. lives of people everywhere
 - d. the benefits of olive oil

READING TEXT II

What is Culture Shock

The word culture has a number of meanings, but in its widest sense it refers to everything that makes up the identity of a particular group of people, society or nation. Culture is defined by everything from language, religion, cuisine, social habits, music and arts. There are a lot of factors that affect the culture of any kind of community and since one is born into this culture and learns its own ways, every practice within the culture may seem quite ordinary. But what happens if you leave your own culture and find yourself in a totally new environment? The answer is simple: culture shock. **(1)**

Culture shock describes the impact of moving from a familiar culture to an unfamiliar one. It is an experience described by people who have travelled abroad to work, live or study. It can be felt to a certain extent even when abroad on holiday. It can affect anyone, including international students. It includes the shock of a new environment, meeting lots of new people and learning the ways of a different country. It also includes the shock of being separated from the important people in your life, maybe family, friends, colleagues, and teachers: people you would normally talk to at times of uncertainty, people who give you support and guidance. When familiar sights, sounds, smells, tastes are no longer there, you can miss them very much.

The process of culture shock can be broken into five stages: **(2)**

1. The 'honeymoon' stage

When you first arrive in a new culture, differences are intriguing and you may feel excited, stimulated and curious. At this stage you are still protected by the close memory of your home culture. **(3)**

2. The 'distress' stage

A little later, differences create an impact and you may feel confused, isolated or inadequate as cultural differences intrude and familiar supports such as family or friends are not immediately available. **(4)**

3. The 're-integration' stage

Next, you may reject the differences you encounter. You may feel angry or frustrated, or hostile to the new culture. At this stage, you may be conscious mainly of how much you dislike it compared to your own. Don't worry as this is quite a healthy reaction. You are reconnecting with what you value about yourself and your own culture. **(5)**

4. The 'autonomy' stage

Differences and similarities are accepted. You may feel relaxed, confident more like an old hand as you become familiar with situations and feel well to cope with new situations based on your growing experience. **(6)**

5. The 'independence' stage

Differences and similarities are valued and important. You may feel full of potential and be able to trust yourself in all kinds of situations. Most situations become enjoyable and you are able to make choices according to your preferences and values. **(7)**

PART B. Answer the questions according to Reading Text II.

8. People may respond to the practices of their own culture normally because _____.
a. a lot of factors such as language influence culture
b. they leave their own culture at an early age
c. they start to learn them from birth
d. it forms the identity of the people

9. Which of the following may NOT be a component of culture shock?
- Finding out about new practices of a culture
 - Being away from friends or family members
 - Meeting too many new people in a new country
 - Experiencing health-related problems
10. At which stage do you feel lonely and have a sense of loss?
- At the honeymoon stage
 - At the distress stage
 - At the re-integration stage
 - At the autonomy stage
11. At the re-integration stage _____.
- the situations start to become more pleasing
 - the effects of differences become visible
 - the new culture may seem quite attractive
 - the new culture may be denied and criticized
12. The word **'it'** in **paragraph 5** refers to _____.
- stage
 - new culture
 - home
 - bad reaction
13. Which one of the following is NOT true about the independence stage?
- One continues to remember the culture of her own and feels nostalgic
 - The new culture is recognized and preferences are made accordingly
 - One may start to feel confident in all situations
 - Differences you encounter are appreciated

READING TEXT III

The Suzuki Method

"Talent is no accident of birth... the right environment coupled with the right teaching methods can change a person with undeveloped ability into a talented one." This is the basic philosophy of Japanese violinist and educator Dr. Shinichi Suzuki. More than 8,000 teachers and 250,000 students agree with him. They follow his unique method, called the Suzuki method of the "mother-tongue" approach. **(1)**

Dr. Suzuki had always believed in the power of music to enrich people's lives. He had observed how easily very young children acquired their own language. They were confident learners who would pick up complex language structures with ease, and without being formally taught. Dr. Suzuki had the idea that the same rules of first language acquisition could be applied to music education. In this way, children could have positive interactions with music from a very young age. His goal was not to create professional musicians, but to expose children to

music from a very young age so as to give them a better understanding of it and sensitivity to it that would enrich their lives in all aspects. **(2)**

A Suzuki method student starts, ideally, before the age of five. This is because so much brain development takes place **at this time** in a child's life that this explosive period of learning should be carefully nurtured. New students come to classes and merely observe the other students playing (usually the violin). This observation phase can last up to a year and the purpose of it is that children feel the longing and aspiration to play with the same ability as the other students getting used to the concept of playing in public. **(3)**

Once students are ready to play the violin, they listen to the recordings of the pieces they will play without looking at sheet music. This is because children are only introduced to books after they have been speaking for a few years. In the same way, written music should only be introduced after they have been playing for sufficient time. Another advantage to this stage is that children develop an "ear" for pitch and tone that allows them to play with greater sensitivity. **(4)**

In line with the Suzuki method, students have individual and group lessons in which they benefit from the social experience of playing together with others. They also learn from, and are inspired by, students of higher ability. These group lessons help them not to feel nervous about performing in front of an audience. **(5)**

PART C. Answer the questions according to Reading Text III.

14. The expression "Talent is no accident of birth..." in **paragraph 1** means _____.
- a. You may improve your talents through education
 - b. Talent isn't intentional, it's accidental
 - c. Talent is inborn, it is not acquired
 - d. Talented people are always good at learning
15. The Suzuki method is similar to the acquisition of the mother tongue in the sense that _____.
- a. it has the power to enrich people's lives
 - b. it uncovers the talents of young children
 - c. it takes time to get used to this method
 - d. it doesn't teach music in a formal manner
16. Dr. Suzuki aimed to _____.
- a. improve the language learning skills of his students
 - b. raise professional musicians
 - c. apply the rules of music education to language learning
 - d. help his students gain musical sensitivity
17. "**at this time**" in **paragraph 3** refers to _____.
- a. before the age of five
 - b. in a child's life
 - c. at the age of five
 - d. the observation period

18. The “observation phase” enables the students to _____.
- a. learn how to play the violin
 - b. observe their teachers
 - c. become ready to play to an audience
 - d. practice what they learn
19. Which of the following is an advantage of children’s being introduced to written music after playing for some time?
- a. They become more enthusiastic readers.
 - b. They learn from the experience of others.
 - c. They have a better perception of music.
 - d. Their learn how to write musical pieces.
20. Which statement would best conclude this article?
- a. Group work in music education is advantageous in many aspects.
 - b. Music enriches people’s lives in many different ways.
 - c. Learning to play a musical instrument is like learning your mother tongue.
 - d. With proper training, all children can feel confident about their abilities in music and in life.

SECTION 2 – READING KEY

- | | | | |
|------|-------|-------|-------|
| 1. B | 6. C | 11. D | 16. D |
| 2. A | 7. D | 12. B | 17. A |
| 3. D | 8. C | 13. A | 18. C |
| 4. C | 9. D | 14. A | 19. C |
| 5. C | 10. B | 15. D | 20. D |

SECTION 3 - LISTENING

PART A: Choose the best answer while listening.

1. Before Paul played in the soap opera, he _____.
 - a. appeared on TV a couple of times
 - b. had no experience on TV
 - c. won a quiz show

2. After 4 years on the soap opera, Paul left because _____.
 - a. his character lost popularity
 - b. he wanted different roles
 - c. he moved to another city

3. One thing Paul did NOT like about being so famous was that _____.
 - a. people always came up to him in the street
 - b. teenage girls loved him
 - c. everyone wanted to be his friend

4. When Paul started acting in a London theatre, _____.
 - a. his TV experience helped him a lot
 - b. the audience made him feel scared
 - c. he found it easier than the soap opera

5. Paul wants to _____ in the future.
 - a. succeed in theatre
 - b. become a TV star again
 - c. make more cinema films

6. Paul's parents are worried because he _____.
 - a. may not be able to find a job
 - b. chose a career they didn't approve
 - c. has never worked in an office

PART B: Choose the best answer while listening.

7. Antarctica is technically a desert because _____.
 - a. almost no plants grow there
 - b. it is covered with ice
 - c. there isn't much snow fall

8. What have scientists discovered in Antarctica?
 - a. More than 150 giant ice sheets
 - b. Lots of sub-glacial lakes under the ice
 - c. New fresh water sources

9. The existence of Lake Vostok was confirmed in the early 1990s.

True

False

10. What does Professor Wingham say is most interesting about Lake Vostok?

a. Its volume

b. Its depth

c. Its isolation

11. In lake Vostok, life could be possible with the help of _____.

a. high temperature

b. chemical energy

c. daylight

12. Russian scientists stopped their drilling operation because _____.

a. their machinery broke down

b. kerosene oil was expensive

c. they feared contamination

13. Another important discovery about the lakes in Antarctica is that _____.

a. some of them are actually connected by rivers

b. they have been isolated for ages

c. they are not as big as speculated

14. The discovery raises doubts about _____.

a. the extension of contamination

b. the need for biological laboratories

c. the knowledge of the study team

PART C: Choose the best answer while listening.

15. What Happens in the Night was inspired by _____.

a. a comic book

b. a story the director was told

c. the director's childhood

16. The reviewer thinks that What Happens in the Night is _____.

a. visually impressive

b. difficult to understand

c. the best horror film this year

17. What does the reviewer NOT mention about What Happens in the Night?

a. It doesn't have a complex plot

b. It is enjoyable

c. It is shot totally in black and white

18. According to rumours, the stars of Happy as Larry _____ in real life.
a. are best friends
b. didn't get on well
c. fell in love
19. The reviewer says Sonya is best known for her performances in _____.
a. comedies
b. romances
c. action films
20. The reviewer recommends you to watch Happy as Larry if _____.
a. you liked Sonya's other films
b. you want a good comedy
c. you like romantic films

SECTION 3 – LISTENING KEY

- | | | | |
|------|---------|-------|-------|
| 1. A | 6. A | 11. B | 16. A |
| 2. B | 7. C | 12. C | 17. C |
| 3. C | 8. B | 13. A | 18. B |
| 4. B | 9. TRUE | 14. A | 19. C |
| 5. A | 10. C | 15. C | 20. C |