

**EASTERN MEDITERRANEAN UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES**

**DOĐU AKDENİZ ÜNİVERSİTESİ  
YABANCI DİLLER OKULU**

**ENGLISH PROFICIENCY TEST  
SPECIMEN  
İNGİLİZCE YETERLİLİK SINAVI  
AÇIKLAMALAR VE ÖRNEK SORULAR**



**2005-2006**

## ENGLISH PROFICIENCY TEST PART I

### YENİ İNGİLİZCE YETERLİK SINAVI I. AŞAMA

#### I. LANGUAGE FEATURES (4 items for each level, 16 items total)

##### DİL ÖZELLİKLERİ (Her düzey için 4 soru, toplam 16 soru)

This section focuses on grammatical aspects of the English Language and contains 16 items, ranging from the easiest to the most difficult. Possible areas of focus are tenses, question words, pronouns, prepositions, parts of speech, passives, conditionals, modals, comparatives, superlatives, causatives, wish clauses, etc...

Bu bölümde İngilizce dilbilgisi üzerine en kolaydan en zora sıralanmış 16 soru vardır. Sınanan bilgiler arasında zamanlar, soru sözcükleri, adılar, ilgeçler, sözcük türleri, edilgen çatı, ettirgen çatı, kipler (emir, dilek-şart, zorunluluk gibi), kıyaslama gibi konular bulunmaktadır.

Below are sample questions for this section.

Bu bölüm için örnek sorular aşağıdadır.

- A: "\_\_\_\_\_ were you yesterday?"  
a) Who                      b) Which                      c) Where                      d) What
- I \_\_\_\_\_ up in London because my parents chose to live there.  
a) brought                      b) was brought                      c) was bringing                      d) bring
- Rome is \_\_\_\_\_ Milan.  
a) attractive                      b) as attractive than                      c) most attractive                      d) more attractive than

#### II. VOCABULARY (4 items for each level, 16 items total)

##### SÖZCÜK BİLGİSİ (Her düzey için 4 soru, toplam 16 soru)

This section focuses on lexical aspects of the English language. The words tested are from the General Service List and the Academic Word List, ranging from the easiest to the most difficult. Lexical items tested will be nouns, verbs, adjectives, adverbs, and phrasal verbs. Below are sample questions for this section.

Bu bölümde İngilizce sözcük bilgisi üzerine en kolaydan en zora sıralanmış 16 soru vardır. Sınanan sözcükler İngilizce yazılı metinlerde en sık kullanılan 2,000 kadar sözcüğü içeren *General Service List* ve akademik metinlerden en sık kullanılan sözcükleri içeren *Academic Word List*'ten seçilmektedir. Sınanan sözcük türleri adlar, sıfatlar, zarflar, eylemler, ve çok sözcüklü eylemlerdir. Bu bölüm için örnek sorular aşağıdadır.

- Every day, I \_\_\_\_\_ to school by bus.  
a) drive                      b) study                      c) go                      d) meet
- \_\_\_\_\_ is quite good in Magosa. There are a lot of flats and houses to rent.  
a) Transportation                      b) Advertisement                      c) Accommodation                      d) Treatment
- You need to cut \_\_\_\_\_ on smoking, or you will become seriously ill.  
a) down                      b) up                      c) off                      d) out

### III. CLOZE (4 items for each level, 16 items total)

#### 'CLOZE' (Her düzey için 4 soru, toplam 16 soru)

This section focuses on both grammatical and lexical aspects of the English Language in paragraphs, ranging from the easiest to the most difficult. The focus of each item will be on the areas specified above in the Language Features and Vocabulary sections.

Below are sample questions for the Cloze Section.

Bu bölümde İngilizce dil ve sözcük bilgisi bir arada ve bir paragraf içinde sınanmaktadır. Sorular en kolaydan en zora sıralanmıştır. Sınanan bilgiler yukarıda Dil Özellikleri ve Sözcük Bilgisi bölümlerinde belirtilen konular olacaktır.

Bu bölüm için örnek sorular aşağıdadır.

Jan Allen \_\_1\_\_ a travel writer. She writes travel articles \_\_2\_\_ international magazines. Last year she \_\_3\_\_ to Canada with her husband and teenage son, but she is not at home very often \_\_4\_\_ she spends more than half of her time traveling.

1. a) has                      b) is                      c) does                      d) can
2. a) for                      b) off                      c) out                      d) into
3. a) closed                      b) started                      c) lived                      d) moved
4. a) and                      b) or                      c) however                      d) because

Computers are an essential part of \_\_1\_\_ lives nowadays. Imagine that you go to a bank \_\_2\_\_ out money. If there were no computers in the bank, you would have to wait for the clerk to take your file from a shelf, to check your balance, to put \_\_3\_\_ the amount drawn and to write a receipt for you. \_\_4\_\_ the fact that everyone will have a different kind of demand from the clerk, you may wait in the queue for at least six hours.

1. a) we                      b) our                      c) we're                      d) us
2. a) to draw                      b) draw                      c) having drawn                      d) drawing
3. a) up                      b) into                      c) off                      d) down
4. a) Considering                      b) Recording                      c) Developing                      d) Regretting

### IV. ERROR RECOGNITION (3 items for each level, 12 items total)

#### YANLIŞLIK TANIMA (Her düzey için 3 soru, toplam 12 soru)

This section focuses on identifying errors in sentences, ranging from the easiest to the most difficult. The errors can be in grammar, lexis, word order, spelling, or punctuation. Below are sample questions for this section.

Bu bölümde tümce içindeki yanlışlıkları bulma becerisi sınanmaktadır. Dilbilgisi, sözcük bilgisi, sözcük sıralaması, imlâ, ya da noktalama yanlışlıkları olabilir ve en kolaydan en zora sıralanmışlardır. Bu bölüm için örnek sorular aşağıdadır.

1. One of the special guests of the organizers is this year Monique Bresson.  
a                      b                      c                      d
2. She is here like an interpreter for our Italian colleagues and you can meet her at Stand 106.  
a                      b                      c                      d
3. She lives in London but communicates regularly to Paris.  
a                      b                      c                      d





**ENGLISH PROFICIENCY TEST PART II**  
**YENİ İNGİLİZCE YETERLİK SINAVI II. AŞAMA**

**I. LISTENING (20 items)**

**DİNLEME (20 soru)**

This section aims to assess test-takers' academic listening skills such as listening for specific information and note-taking. There will be a number of different tasks. Each recording will be played twice. Below are sample texts and tasks for this section.

Bu bölümde, farklı soru türleri yoluyla, doğru bilgi bulma ve not tutma gibi akademik dinleme becerileri sınanmaktadır. Her bir ses kaydı iki kez dinletilecektir. Bu bölüm için örnek metin ve sorular aşağıdadır.

**Sample text:**

**Örnek metin:**

The RSPCA was founded in 1824 and is the world's oldest animal welfare organisation. This organisation works to prevent cruelty to animals. Every year, they find homes for over 80,000 animals... Amnesty International is a worldwide organisation, independent of any government or political party. Their aim is to release prisoners of conscience. These are people who are in prison not because they have broken the law, but because of their beliefs....

**Sample task:**

**Örnek soru:**

**Instructions:** Match the information below with the correct organisation.

Write: <b>R</b> (RSPCA)	<b>A</b> (Amnesty International)	<b>B</b> (both)
___ worldwide organisation(s)	___ help(s) animals	
___ independent of politics	___ founded in the 1800's	

**Sample text:**

**Örnek metin:**

Psychiatry is a medical science and it applies knowledge from the biological and social sciences such as genetics, pharmacology, and psychology, to the care and treatment of patients suffering from disorders of mental activity and behavior. Psychiatry emerged as a branch of medicine in the first half of the 19<sup>th</sup> century. Some doctors had realized that some of the people who were being kept under control in special institutions were curable. In other words, they recognized that some patients could be treated and would be able to return to society. The first task of psychiatry was to classify mental and behavioral disorders....

**Sample task:**

**Örnek soru:**

**Instructions:** Mark the following sentences a) True, b) False, or c) Not mentioned according to the information you hear.

<b>Psychiatry</b> _____.			
1. is a social science	a) True	b) False	c) Not mentioned
2. aims at treating behavioral problems	a) True	b) False	c) Not mentioned
3. was developed in Europe	a) True	b) False	c) Not mentioned

**Sample text:**

**Örnek metin:**

Omar Khayyam was a Persian poet, astronomer, and mathematician. He lived in Nishapur, where he died at about the age of 50, in the year 1123. He was known mainly for his work on algebra until Edward Fitzgerald published a translation of his poems in 1859. This collection of poems, called *Rubaiyat*, became famous in Britain and America around the 1890's. Later, Fitzgerald made many revisions, but never improved on his first text.

**Sample task:**

**Örnek soru:**

**Instructions: Fill in each blank in the notes below with one word or number only.**

- Omer Khayyam: poet, astronomer, and (1) \_\_\_\_\_
- Lived in Nishapur, Persia
- Died in (2) \_\_\_\_\_ around the age of (3) \_\_\_\_\_.
- Fitzgerald's translation of the *Rubaiyat* was published in (4) \_\_\_\_\_.
- The *Rubaiyat* became famous in Britain and (5) \_\_\_\_\_ in the 1890's.
- Fitzgerald later made a number of (6) \_\_\_\_\_.

**Sample text:**

**Örnek metin:**

I really didn't want to join them that day but John's insistent invitation made me change my mind. It was a good trip anyway, apart from a couple of little incidents which made me upset, like Lorraine's spoilt behaviour.

**Sample task:**

**Örnek soru:**

1. The speaker \_\_\_\_\_.
  - a) didn't go with her friends
  - b) was totally satisfied with the trip
  - c) didn't like Lorraine's behaviour

**II. ERROR CORRECTION (10 items)**

**YANLIŞLIK DÜZELTME (10 soru)**

This section focuses on correcting errors in sentences. The errors can be in grammar, lexis, word order, spelling, or punctuation. Below are sample questions for this section.

Bu bölümde tümce içindeki yanlışlıkları düzeltme becerisi sınanmaktadır. Dilbilgisi, sözcük bilgisi, sözcük sıralaması, imlâ, ya da noktalama yanlışlıkları olabilir. Bu bölüm için örnek sorular aşağıdadır.

**Instructions: Write the correct form of the underlined word(s) in the space provided.**

**e.g. occupation** My present conversation is that of a book reviewer, and I live in the country.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Every day at one, the mailman arrive, bringing me the *New York Evening Post* of the day before. I carry them to a chair on the porch, and there, with deep interest, I read yesterday's news. Like those persons which have travelled from east to west around the world, I am one day younger then my fellows. I will not know that happened today until tomorrow. By then, I will be ready to face anything.

### III. READING (30 items) OKUMA (30 soru)

This section focuses on assessing academic reading skills and contains a number of texts.

Questions focus on the following reading skills:

- Identifying true, false, or irrelevant information
- Identifying referents
- Guessing meaning from context
- Ordering paragraphs
- Matching topics / heading with paragraphs
- Matching gaps with extracts
- Identifying text title or main idea
- Identifying text source
- Identifying author's attitude

Below are sample questions for this section.

**Please refer to Part I sample questions for multiple-choice items.**

Bu bölümde birkaç metin yoluyla akademik okuma becerileri sınanmaktadır. Sorular aşağıdaki becerileri ölçmektedir:

- Doğru, yanlış, ya da bilinmeyen bilgileri bulmak
- Adılın yöneldiği sözcük(ler)i bulmak
- Bilinmeyen sözcüklerin anlamını çıkarmak
- Paragrafları sıralamak
- Paragraflarla başlıkları/konuları eşleştirmek
- Alıntılarla metindeki boşlukları eşleştirmek
- Metnin başlığını ya da ana fikrini bulmak
- Metnin kaynağını bulmak
- Yazarın tutumunu anlamak

Bu bölüm için örnek sorular aşağıdadır.

**Çoktan seçmeli soru örnekleri için, lütfen I. Aşama örneklerine bakınız.**

#### Task I

Rules for manners can be found in every culture. \_\_\_1\_\_\_ There are rules for walking, sitting, laughing, eating, speaking, greeting, etc. Manners are not identical (though closely related) to either rites or morals. \_\_\_2\_\_\_ In general, manners focus on either neatness or respect. Two examples of manners based on respect are systems of greeting and rules about not staring into another person's eyes.

Many of these aspects of behavior can also be found in higher animals. \_\_\_3\_\_\_ Many animals — for example, rhesus monkeys — interpret fixating eyes as aggressive behavior. The existence of certain basic modes of behavior which can be understood by people and by some higher animals suggests genetic determination. \_\_\_4\_\_\_ Rather, the potential that manners develop seems to be genetically fixed. The individual rules are determined by tradition and can differ widely.

**Instructions: Match the following extracts (a-e) with the gaps (1-4) in Text I. There is one extra extract.**

- However, one should not conclude that manners themselves are genetically fixed.
- They are meant to regulate the behavior of the individual in everyday life and social intercourse.
- Dogs and cats have elaborate rules for greeting which also determine the order of rank.
- Also, rules of manners for humans usually focus on ideals, which may be very different from actual behavior.
- Although some of them are very refined and change with fashion, manners probably reflect a more primitive level of behavior than rites or moral commandments.

## Text II

**I.** The abacus is an ancient calculating instrument. The numbers and operations (especially addition and subtraction) are represented by the number and position of pebbles or, later, beads on strings or wooden rods. It may be regarded as an early form of digital computer.

**II.** Although the abacus originated in prehistoric times, it is still widely used, especially in China and Japan.

**III.** The English language reflects the importance of the abacus throughout history. The word ‘calculate’ comes from the Latin word for a pebble. The term “Exchequer” derives from the chequered table on which counters or jettons were moved to calculate the state’s accounts (the abacus continued to be used for British governmental accounting into the 18<sup>th</sup> century).

**IV.** The mechanical calculating machine with geared wheels (invented by Blaise Pascal in 1642) is a direct development of the abacus. This machine, in turn, led to Charles Babbage’s programmable wheeled calculator and, eventually, to today’s electronic computers.

**Instructions: Match each heading (a-e) with the correct paragraph (I-IV) in Text III. There is one extra heading.**

- |                  |       |   |
|------------------|-------|---|
| 1. Paragraph I   | _____ | a) Inventions related to the abacus         |
| 2. Paragraph II  | _____ | b) Evidence of the importance of the abacus |
| 3. Paragraph III | _____ | c) Definition of the abacus                 |
| 4. Paragraph IV  | _____ | d) The abacus in the present                |
|                  |       | e) Physical description of the abacus       |

## IV. WRITING (20 points) YAZMA (20 puan)

This section aims to assess academic writing skills. Students will be asked to write an essay of 300 words about one of two alternative topics.

Possible text types for this section are as follows:

- Argumentative
- Report
- Cause and effect
- Advantages and disadvantages

Bu bölümde akademik yazı yazma becerileri sınanmaktadır. Sizden, iki konudan birinde 300 kelimelik bir deneme yazmanız istenecektir. Yazı türleri aşağıdaki gibidir:

- Tartışma
- Rapor
- Neden ve sonuç
- Avantaj ve dezavantaj

**V. SPEAKING (20 points)**  
**KONUŞMA (20 puan)**

This section aims to assess oral communication skills. Students will be required to use a range of grammatical and lexical structures in English correctly, through various skills such as demonstrating an understanding of the topic of discussion, taking turns, asking for clarification, expressing and justifying opinions or views, etc.

Students will take the exam in pairs and perform three tasks.

**I** The examiner will ask a set of questions about education, different cultures, living abroad, world problems, relationships, fashion, technology, etc... to each candidate.

**II** Each candidate will be asked to work individually. The candidate will be given a picture and asked to summarize and comment on the situation in the picture.

**Sample picture:**



**Örnek resim:**

**III** Candidates will be given a problem situation. They will be asked to discuss it together and explore possible solutions to it.

**Sample problem:**

One of your friends told you that in order for him to graduate, he needs to come up with a 3,000-word project in two days. It is impossible for him to write the project because he knows nothing about the topic or the format. He asks you to write it for him and even offers you money. Of course, he is going to tell the instructor that he did it himself. What do you do?

Bu bölümde sözlü iletişim becerileri sınanmaktadır. Adayların, farklı dilbilgisi yapıları ve geniş bir sözcük dağarcığı kullanarak, tartışma konusunu anladığınızı göstermek, sırayla konuşmak, açıklama istemek, görüş ve düşünceleriniz ifade etmek ve savunmak gibi beceriler sergilemesi beklenmektedir.

Adaylar sınava ikişer ikişer alınacak ve üç farklı etkinlikte bulunacaktır.

**I** Sınavcı her bir adaya eğitim, farklı kültürler, yurt dışında yaşamak, dünya sorunları, insanlar arası ilişkiler, moda, teknoloji gibi konularda birkaç soru soracaktır.

**II** Adaylara tek tek birer resim verilerek, resimdeki durum ya da olayı anlatmaları ve yorumlamaları istenecektir.

**III** Adaylara bir sorun tanımı verilerek, bu sorunu ve olası çözümleri birbirleriyle tartışmaları istenecektir.

**Örnek sorun tanımı:**