YILDIZ TECHNICAL UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

Group (A)

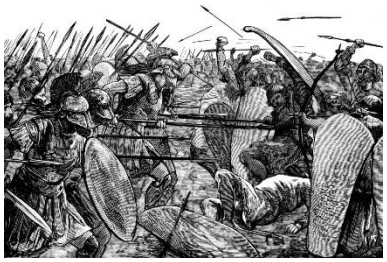
SAMPLE PROFICIENCY EXAM
SESSION I

PART I (25 pts.)

CLOZE TESTS (20 pts.)

A. Choose the correct option according to the text. (10x1=10 pts.)

THE ORIGINS OF HISTORY



In the last two centuries, our perception of history has changed dramatically. Unlike the insufficient amount of knowledge that we **1) .....** in the past, we now have a deeper understanding of history **2) .....** various findings that offer new insights. Investigations that **3) .....** by well-known archaeologists over the years also continue to **4) .....** our interest about the old days of humanity. All this research helps us to appreciate the fascinating development of human-beings throughout history. The findings reveal curious details about different civilizations that became a part of the past a long time ago.

Although information about these ancient civilizations **5) .....** as long as human-beings have lived, the recorded history actually began with the famous Greek historian, Herodotus (c.484-425 B.C.). He was **6) .....** first person to take a passionate interest in events that occurred in countries other than his own and systematically report on these incidents. For example, after a war **7) .....** between the Persians and the Greeks, Herodotus travelled to the battlefield and asked people **8) .....**. . He was undoubtedly a skilful writer **9) .....** works are informative as well as factual. **10) ..... ,** his writing style provides a truly memorable picture of ordinary life in the ancient world. That's why he is referred as the father of history by modern historians – a well-deserved name for a person one of his kind from such a long time ago.

1.	**a.** had	**b.** have had	**c.** were having	**d.** have been having
2.	**a.** despite	**b.** for	**c.** because	**d.** thanks to
3.	**a.** are carried out		**b.** have been carried out	
	c. are carrying out		**d.** have been carrying out	
4.	**a.** raise	**b.** quit	**c.** arise	**d.** cease
5.	**a.** have existed	**b.** was existed	**c.** has existed	**d.** were existed
6.	**a.** ---	**b.** the	**c.** a	**d.** any
7.	**a.** cut down	**b.** took over	**c.** broke out	**d.** put out
8.	**a.** why the war has started		**b.** why had the war started	
	c. why has the war started		**d.** why the war had started	
9.	**a.** whose	**b.** who	**c.** that	**d.** which
10.	**a.** Nevertheless	**b.** In addition to	**c.** Furthermore	**d.** Yet

B. Choose the correct option according to the text. (10x1=10 pts.)

FUNCTIONAL FOODS

For most of us, the idea of a soup that stops us from **11) .....** ill, or crisps that relax us seems like something from a science-fiction film. However, these foods are no longer **12) .....** they sound. In fact, they are part of a new group of food products called 'functional foods,' and most probably we **13) .....** them on all supermarket shelves soon.

Since we learnt the potential positive and negative effects of eating habits on our health, most of us have been watching what we eat. Food companies have taken **14) .....** of this fact. Companies not only produce functional foods that **15) .....** our health, but they also add ingredients that help us become **16) .....** to deal with the challenges of daily life. For instance, there is now a chewing gum that can improve your memory and help your brain process information more quickly. There is also another amazing product: St John's Wort crisps! Especially,

if you **17) .....** a busy life, you **.....** them. They make you **18) .....** relaxed and less stressed. And these two are only a few examples of functional foods that food engineers are working on. Of course, there are many people that believe functional foods are a bad idea. They claim that products like these can be dangerous as people **19) .....** consuming more vitamins than they need and harm their bodies **20) .....** . No matter what they say, the idea of functional foods seems to gain popularity among people of all ages.

11. a. get	**b.** to get	**c.** to getting	**d.** getting
12. a. more fictional than	**b.** as fictional as	**c.** the most fictional	**d.** less fictional than
13. a. have seen	**b.** will see	**c.** may have seen	**d.** must see
14. a. profit	**b.** preference	**c.** advantage	**d.** convenience
15. a. are improved	**b.** is improving	**c.** improves	**d.** improve
16. a. enough strong	**b.** strong enough	**c.** too strong	**d.** a bit strong
17. a. lead / should try	**b.** had lead / should have tried	**c.** led / will try	**d.** had lead / would try
18. a. felt	**b.** to feel	**c.** feeling	**d.** feel
19. a. may end up	**b.** should end up	**c.** must have ended up	**d.** can't have ended up
20. a. meaningfully	**b.** temporarily	**c.** irreversibly	**d.** symmetrically

CLOSEST MEANING (5 pts.)

Choose the correct answer that has the closest meaning to the sentence given. (5x1=5 pts.)

21. I thought I saw Kendrick yesterday at the coffee shop but I'm not so sure right now.

a. I must have seen Kendrick at the coffee shop.
b. I shouldn't have seen Kendrick at the coffee shop.
c. I may have seen Kendrick at the coffee shop.
d. I can't have seen Kendrick at the coffee shop.

22. Unlike other composers in musical history, Mozart wrote music in all the genres of his day and succeeded in every one of them.

a. Musicians of his time wrote in various genres and so did Mozart.
b. None of the other composers, but Mozart, was good at writing pieces of music in every genre.
c. Mozart was not like other composers of his time because he concentrated on one musical genre and was very good at it.
d. Mozart worked with other composers in order to write in all musical genres.

23. It was rather hard for me to get this job as I had a lot of difficulties at first, but in the end I was offered to work here.

a. Despite all the hardships I had in the beginning, I finally got the job.
b. Because it was not that hard to get the job, I was offered to work here.
c. Since I had too many difficulties in the beginning, I got the job.
d. Although working here was easy for me, it was quite hard in the beginning.

24. By the time his father came home from work, Jackson had finished all his homework.

a. When his father came home from work, Jackson was starting to do his homework.
b. As soon as his father came home from work, Jackson did his homework.
c. Before he finished his homework, Jackson's father had already come home from work.
d. After Jackson had finished all his homework, his father came home from work.

25. John had an accident last week and had to undergo three surgeries. The accident happened because he didn't stop at the red light.

a. If John had stopped at the red light, he would have had more serious injuries.
b. John could have had less than three surgeries if he hadn't stopped at the red light.
c. If John had stopped at the red light, he wouldn't have had an accident and serious injuries.
d. If John stopped at the red light, he wouldn't injure himself badly.

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SAMPLE PROFICIENCY EXAM
SESSION I

PART II (25 pts.)

READING (17.5 pts.)

A. Read the text below and answer the questions that follow. (7x1.25=8.75 pts.)

CETACEAN INTELLIGENCE

I. We often hear that whales, dolphins, and porpoises are as intelligent as humans, maybe even more so. Are they really that smart? There is no question that cetaceans are among the most intelligent of animals. Dolphins, killer whales, and pilot whales in captivity quickly learn tricks. The military has trained bottlenose dolphins to find bombs and missile heads and to work as underwater spies.

II. This type of learning, however, is called conditioning. The animal simply learns that when it performs a particular behavior, it gets a reward, usually a fish. Many animals, including rats, birds, and even invertebrates, can be conditioned to perform tricks. We certainly don't think of these animals as our mental rivals. Unlike most other animals, however, dolphins quickly learn by observations and may spontaneously imitate human activities. One trained dolphin watched a diver cleaning an underwater viewing window, seized a feather in its beak, and began imitating the diver—complete with sound effects! Dolphins have also been seen imitating seals, turtles, and even water-skiers.

III. Given the seeming intelligence of cetaceans, people are always likely to compare them with humans and other animals. Studies on discrimination and problem-solving skills in the bottlenose dolphin, for instance, have concluded that its intelligence lies "somewhere between that of a dog and a chimpanzee." Such comparisons are unfair. It is important to realize that intelligence is a very human concept and that we evaluate it in human terms. After all, not many people would consider themselves stupid because they couldn't locate and identify a fish by its echo. Why should we judge cetaceans by their ability to solve human problems?

IV. Both humans and cetaceans have large brains with an expanded and uniquely folded surface, the cortex. The cortex is the dominant association center of the brain, where abilities such as memory and sensory perception are centered. Cetaceans have larger brains than ours, but the ratio of brain to body weight is higher in humans. Again, direct comparisons are misleading. In cetaceans it is mainly the portions of the brain associated with hearing and the processing of sound information that are expanded. The enlarged portions of our brain deal largely with vision and hand-eye coordination. Cetaceans and humans almost certainly perceive the world in very different ways. Their world is largely one of sounds, ours one of sights.

V. Contrary to what is depicted in movies and on television, the notion of "talking" to dolphins is also misleading. Although they produce a rich repertoire of complex sounds, they lack vocal cords and their brains probably process sound differently from ours. Bottlenose dolphins have been trained to make sounds through the blowhole that sound something like human sounds, but **this** is very different from human speech. For the same reasons, humans cannot make whale sounds. We will probably never be able to carry on an ***unaided*** conversation with cetaceans.

VI. As in chimpanzees, captive bottlenose dolphins have been taught American Sign Language. These dolphins have learned to communicate with trainers who use sign language to ask simple questions. Dolphins answer back by pushing a "yes" or "no" paddle. They have even been known to give spontaneous responses not taught by the trainers. Evidence also indicates that these dolphins can distinguish between commands that differ from each other only by their word order, a truly remarkable achievement. Nevertheless, dolphins do not seem to have a real language like ours. Unlike humans, dolphins probably cannot communicate very complex messages.

VII. Instead of "intelligence," some people prefer to speak of "awareness." In any case, cetaceans probably have a very different awareness and perception of their environment than humans do. Maybe one day we will come to

understand cetaceans on their terms instead of ours, and perhaps we will discover a mental sophistication rivaling our own.

26. Why does the author give the example of a dolphin cleaning a window in paragraph II?

a. To compare it to a dolphin that imitates water-skiers.
b. To describe that the imitating behaviour of dolphins resembles most other animals.
c. To criticize that humans keep dolphins under poor conditions in captivity.
d. To explain that dolphins are good at copying human behaviours.

27. What can be concluded from the information in paragraph III?

a. It is unfair that cetaceans are more intelligent than chimpanzees.
b. Evaluating the skills of cetaceans in human terms is sufficient to understand their intelligence.
c. The intelligence of cetaceans should be measured in different ways.
d. There are many people who are skilled enough to locate a fish by its echo.

28. What is the importance of the cortex?

a. It is vital for keeping information and understanding the world.
b. It enables cetaceans to use their eyes more effectively than humans.
c. It is the portion of the brain that makes cetaceans the most intelligent sea animal.
d. It causes the ratio of brain to body weight to be high.

29. According to paragraph V, a movie about dolphins would probably include ..... .

a. a scientific explanation of bottlenose dolphins' vocal cords
b. humans that imitate dolphin movements but cannot succeed
c. dolphins and humans that communicate with each other easily
d. a rich repertoire of complex human sounds

30. The word *unaided* in paragraph V is closest in meaning to ..... .

a. lacking the ability to make sounds
b. without getting help
c. lacking the notion of talking
d. without the need to have a conversation

31. Which of the following is TRUE according to paragraph VI?

a. Dolphins cannot give an answer if their trainers haven't taught that answer to them.
b. Unlike bottlenose dolphins, chimpanzees fail to learn American Sign Language.
c. Dolphins are not capable of giving and receiving complicated messages.
d. Dolphins have the biggest problem in analysing word order.

32. The word '<u>this</u>' in paragraph V refers to ..... .

a. dolphin sound
b. the blowhole
c. human speech
d. a rich repertoire

B. Read the text below and answer the questions that follow. (7x1.25=8.75 pts.)

LOIE FULLER

I. United States dancer Loie Fuller (1862-1928) found theatrical dance in the late nineteenth century artistically unsatisfactory. She considered herself an artist rather than only an entertainer. Consequently, she attracted the notice of other artists.

II. Fuller invented a type of dance that focused on the changing play of lights and colours on the large skirts or dresses she wore, and she kept all these pieces of clothing in constant motion, mainly through movements of her arms, sometimes extended with sticks hidden under her costumes. She rejected the technical proficiency of movement in ballet, the most prestigious form of theatrical dance at that time, perhaps because she lacked a formal dance training. Although her early theatrical career had included working as an actress for some time, she was not primarily interested in storytelling or expressing emotions through dance, but the drama of her dancing came from her visual effects.

III. Although she discovered and introduced her art in the United States, she achieved her greatest fame in Paris, where she was employed by the Folies Bergère in 1892 and soon became 'La Loie,' the darling of Parisian audiences. Many of her dances represented elements or natural objects – Fire, the Lily, the Butterfly, and so on – and thus were in perfect harmony with the fashionable Art Nouveau style, which emphasized nature imagery and flowing, smooth lines. Her dancing also attracted the attention of French poets and painters of the period, for it appealed to their interest in mystery, their efforts to mix form and content and their belief in art for art's sake, which was a nineteenth-century idea arguing that art is valuable in itself, not just because it may have some moral or educational benefit.

IV. Fuller had scientific tendencies and constantly experimented with electrical lighting (which was then in early development), coloured gels, slide projections, and other aspects of stage technology. She invented and patented special arrangements of mirrors and mixtures of chemical paint for her dresses. Her interest in colour and light was similar to the research of several artists of the period, especially the painter Seurat, famous for his Pointillist technique of creating a sense of shapes and light on canvas by applying extremely small dots of colour rather than by painting lines. One of Fuller's major inventions was underlighting, in which she stood on a single sheet of glass lighted from underneath. This was particularly effective in her *Fire Dance* (1895), performed to the music of Richard Wagner's 'Ride of the Valkyries.' The dance caught the eye of artist Henri de Toulouse-Lautrec, who drew it in a lithograph.

V. As her technological competence grew more sophisticated, the other aspects of her dances became more advanced, too. Although she gave little thought to music in her earliest dances, she later used musical composition by Gluck, Beethoven, Schubert, Chopin, and Wagner, eventually passing to Stravinsky, Fauré, Debussy, and Mussorgsky, musicians who were then considered modern. She began to deal with more ambitious themes in her dances such as *The Sea*, in which her dancers invisibly moved a huge sheet of silk, played upon by coloured lights. Always open to scientific and technological innovations, she became friends with the scientists Marie and Pierre Curie after their discovery of radium and created a *Radium Dance*, which imitated the light-producing feature of that element. She both appeared in films – then in an early stage of development – and made **them** herself; the hero of her fairy-tale film *Le Lys de la Vie* (1919) was played by René Clair, later a leading French film director.

VI. At the Paris Exposition in 1900, she had her own theatre, where, in addition to her own dances, she presented a choreography prepared by the Japanese actress Sada Yocco. She brought a group of all-female dancers together and ***assembling*** this group helped her establish a school around 1908, but neither survived her. Although she is remembered today mostly for her innovations in stage lighting, her activities also influenced Duncan and Ruth St. Denis, two other United States dancers who were experimenting with new types of dance. She sponsored Duncan's

first appearance in Europe. Her theatre at the Paris Exposition was visited by St. Denis, who found new ideas about stagecraft in Fuller's work and fresh sources for her art in Sada Yocco's plays. In 1924 St. Denis showed her respect to Fuller with the duet, *Valse à la Loie*

33. What might be a reason why Fuller refuses to be technically perfect?

a. It was impossible to be technically perfect with large dresses on.
b. Ballet was not considered as a prestigious form of dance.
c. She didn't get a proper dance education.
d. She was more interested in expressing her feelings than storytelling.

34. Which of the following is NOT TRUE according to paragraph III?

a. French artists of the time believed in art for art's sake.
b. Art Nouveau was a popular style in France in the 19th century.
c. Fuller became a well-known dancer in Paris.
d. Fuller believed that dance should have an educational benefit.

35. What is the main idea of paragraph IV?

a. Fuller was curious to use innovative technology in her shows.
b. Fuller's underlighting was especially effective in *Fire Dance*.
c. Fuller's interest in colour and light influenced the research of other artists.
d. Fuller lighted her dresses from above, over the stage.

36. The word '<u>them</u>' in paragraph V refers to ..... .

a. friends
b. films
c. scientists
d. stages of development

37. Why does the author mention *Radium Dance* in paragraph V?

a. To criticise Fuller's friendship with Marie and Pierre Curie.
b. To explain how the discovery of radium made Marie and Pierre Curie famous.
c. To compare it with the fairy-tale film *Le Lys de la Vie.*
d. To give an example of Fuller's efforts to use science in dance.

38. The word *assembling* in paragraph VI is closest in meaning to ..... .

a. gathering
b. separating
c. guiding
d. replacing

39. How does the writer feel about Loie Fuller's early dancing?

a. indifferent
b. critical
c. positive
d. scientific

SAMPLE PROFICIENCY EXAM
SESSION I

PARAGRAPH COMPLETION (7.5 pts.)

Choose the correct answer that best completes the paragraph given. (6x1.25=7.5 pts.)

40. People who suffer from insomnia do not actually know that it is the result of several factors that need attention. Firstly, stress keeps not only our body but also our brain from functioning normally at bedtime. Besides, there are health factors such as the flu that may prevent us from breathing and therefore, affect our sleep. …… It's rare to find a perfectly silent room to sleep in, so not everybody can sleep in perfect silence. If you want to get a good night's sleep, make sure that your bedroom is designed accordingly.

a. Insomnia may lead to some other severe illnesses which are still not identified.
b. Many people in developed countries spend a fortune to get rid of their sleeping problems.
c. However, some eating disorders that people suffer from can be more dangerous than insomnia.
d. Moreover, environment is another factor that must be taken into consideration.

41. …… Yet, that is not scientifically true. Viruses are too small and they can't multiply on their own, so they have to invade a cell in order to be able to make more virus particles. Bacteria, on the other hand, are organisms that are made up of just one cell. They are capable of multiplying by themselves, as they have the power to divide. They have different shapes and doctors use these characteristics to separate them into groups.

a. Bacteria or viruses can be transmitted from one person to another by touching or shaking hands.
b. According to many people, viruses and bacteria sound almost the same.
c. Antibiotics have no effect on viruses or bacteria that cause infections.
d. As we all know, viruses and bacteria are two very different organisms.

42. Turkish coffee is prepared in tiny pots called *cezve*, which can be used to make two cups of coffee at once. For the perfect coffee, first, put two cups of water in the *cezve*, and then, add two spoons of Turkish coffee. When the coffee starts to boil, a thin layer of foam will appear on the surface. You can use a spoon to take the foam and distribute it equally to the cups. Next, boil the rest of the coffee again and pour it in the cups. ……

a. This boiling action gives Turkish coffee its unique taste.
b. Turkish coffee is different from instant coffee in many ways.
c. Fortune telling through cup reading is a widespread tradition among the Turkish.
d. By the late 15th century, coffee had spread to Cairo and Mecca.

43. It is not surprising that languages have a tendency to change. After all, they are transmitted to future generations by parents and children communicating with each other. …… For example, while Japanese has changed relatively little over 1,000 years, English has evolved rapidly in just a few centuries. Many present-day English speakers find Shakespeare's sixteenth century texts difficult or Chaucer's fourteenth century Canterbury Tales almost impossible to read because of these changes.

a. New generations are often more likely to accept changes.
b. Interestingly, linguists have observed that every language changes at a different rate.
c. Western languages, however, do not change at all in years.
d. Most Asian languages like Japanese have experienced rapid transformations.

44. The name 'Silk Road' is relatively new in historic terms, and was actually first used by a German scholar in the 19th century. …… On the contrary, there was more than one route that led to Central Asia, which was the center of trade in those times. The common belief is that the Romans first came in contact with Silk Road, but no one knows for sure. After sea travel became more important, it lost its effect but regained its popularity at the beginning of the 19th century.

a. During the 19th century, many people that wanted to become rich quickly preferred to make trades by using it.
b. After some time, sea travel started to become effective. This was not good for Silk Road as ships could carry more goods in a more efficient way.
c. The name may be misleading because there was no single road or route to cover all the way from Europe to Asia.
d. Since there were some political problems in China, it started to be affected by these problems.

45. The mainstream opinion may not say so, yet astrology is not just about horoscopes. It has just recently gained its reputation as a new science, but in fact astrology is an ancient science that originated before both psychology and astronomy. It is actually the study of relationship between planets and stars based on their specific positions. The field claims that there is a connection between the cosmos and earthly matters that affects the lives of human beings on Earth. ……

a. So, the next time you are reading about your horoscope in the newspaper, think of astrology as a science, not just as a thing to have fun with.
b. These earliest astrological records date back to 1645 BC and the first horoscopes were developed around 410 BC.
c. During the Renaissance, when literacy became widespread, scholars started to publish various texts about astrology.
d. Consequently, astronomy has developed significantly thanks to astrology, which provided a lot for it.