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HACETTEPE UNIVERSITY

School of Foreign Languages
Department of Basic English

PROFICIENCY EXAM

Listening / Use of English / Reading

LISTENING

WHILE-LISTENING

A. You will listen to a man giving information about the programme for the Natural History Day. For questions 1-6, choose the best answer.

1. In the session 'Dogs might fly', Professor Keenan will _____.

- a) make the presentation with his colleagues
- b) have no time for discussions in the end
- c) have a workshop on dinosaurs
- d) give a lecture in room 27

2. The second choice in the program _____.

- a) will be given by a radio presenter
- b) is about communication of flowers
- c) will take place in the lecture room
- d) is the most popular session

3. The third choice on 'Natural History Day' _____.

- a) will attract people who prefer open air
- b) is called "A Walk in the Park"
- c) will be planned depending on the weather
- d) is on animals which are kept in zoos

4. In the final option, _____.

- a) there will be exotic animals
- b) Arthur will be the presenter
- c) a video will be shown
- d) guests can bring their pet

5. At the biology lab, the guests should _____.

- a) not touch the tools
- b) not make noise
- c) be ready at 8:30
- d) wear white coats

6. A guest badge _____.

- a) is optional to wear
- b) can be taken from the administration office
- c) costs 20 cents
- d) can be used to get free food and drinks

B. You will hear a writer, Holly Boland, talking about her books and her interest in nature and wildlife. For questions 7-12, choose the best answer as you listen.

7. Holly started writing _____.
- a) when she received a diary
 - b) as she needed to organise her thoughts
 - c) in order to remember her dreams
 - d) after she was given a homework project
8. Holly tells the story about the starfish to show how to _____.
- a) keep sea animals at home
 - b) cope with the idea of death
 - c) enjoy nature without hurting it
 - d) find the most interesting animals in the wild
9. Holly thinks the most interesting thing about nature is that _____.
- a) it is so beautiful
 - b) it changes so quickly in time
 - c) animals live so close to us
 - d) there is so much to learn
10. Holly says trees _____.
- a) are damaged by most insects
 - b) aren't given much attention
 - c) are just like human beings
 - d) aren't as important as plants
11. Holly hopes that her readers _____.
- a) are inspired to be an environmental writer
 - b) improve their general reading skills
 - c) go on to study nature at college or university
 - d) learn how to discover things for themselves
12. In her free time, Holly enjoys reading _____.
- a) classic novels
 - b) cookery books
 - c) field guides
 - d) gardening books

USE OF ENGLISH

A. For questions 13 – 31, read the texts and choose the best Answer.

The Real Spider-Man

Alain Robert, who was born on 7 August 1962, is a French climber from Digoïn. He (13) _____ the tallest buildings in the world since he started his career and he is one of the most famous people on earth now. The buildings include the Empire State Building in New York, the Eiffel Tower in Paris and the Petronas Twin Towers in Malaysia.

13. a) climbs b) climbed c) has climbed d) will climb

Alain began climbing high hills and cliffs as a child. One day, when he was 12, he got home from school and realized that he (14) _____ to take his keys with him. His parents were at work and the door was locked. He couldn't decide what (15) _____ at first, but he was really tired after a long day at school and wanted to have a rest in his room. So, he climbed up the side of the building and went through the window to get into his family's flat, (16) _____ was on the eighth floor. On that day, Alain decided to become a professional climber.

14. a) will forget c) has forgotten
 b) would forget d) had forgotten
15. a) to do b) do c) doing d) to doing
16. a) where b) whose c) which d) -

On the whole, Alain is a very careful climber and manages to achieve his goals without serious injuries most of the time. However, he has had (17) _____ bad accidents in his career. The worst was in 1982, when he fell 15 meters and stayed in a coma for five days. Although the doctors said Alain would never climb again, he was back on a mountain only after six months.

17. a) a little b) a few c) any d) no

In 1994, Alain climbed his first skyscraper in Chicago and enjoyed doing what seemed impossible. It's not surprising that people call him 'The Real Spider-Man'. He climbs without ropes or equipment except for a

pair of climbing shoes. A journalist once asked him (18) _____ such high buildings. Alain said, "Climbing is my philosophy of life and tall buildings are my mountains." He admitted (19) _____ his life in that terrible accident in 1982, but he never considers giving up climbing. He is a man who has beaten his fear and exceeded his own limits.

18. a) why is he climbing c) why did he climb
 b) why he is climbing d) why he climbed
19. a) risking b) to risk c) in risking d) risk

Authorities do not normally allow Alain to do dangerous climbs in the city. He himself chooses a tall building to climb. Because he doesn't want to get caught, he (20) _____ at the site when the sun begins to appear in the sky and starts his climb without an official permission. The show attracts hundreds of people who stop to watch him. In the meantime, police officers come to the site and wait for Alain to finish his climb. They arrest him as soon as he comes down. That doesn't seem to be a problem for Alain. He doesn't (21) _____ about going to prison. "I prefer staying in prison to giving up my dream," he says.

20. a) turns down b) turns off c) turns up d) turns on
21. a) persuade b) complain c) encourage d) insist

Alain wore a Spider-Man costume and climbed the tallest skyscraper in Venezuela in 2002. In 2011, he climbed the tallest building in the world, the 828-metre Burj Khalifa Tower in Dubai. To his surprise, he (22) _____ climb Burj Khalifa in only six hours while he hoped to finish it in about ten hours.

22. a) was able to b) didn't use to c) ought to d) didn't have to

Alain doesn't climb buildings just to provide entertainment for the public. There is a deeper meaning. "It gives me a sense of what is important on earth," he says. "When you face your own death, you see that money is not (23) _____ you think."

23. a) the most important c) less important
 b) more important d) as important as

Kangaroo Lulu

Lulu, a one-eyed pet kangaroo, was called a hero after she saved the life of an Australian farmer, Len Richards.

On the day of the event, Mr. Richards was checking his farm near Melbourne after a bad storm. While he was walking around to look at the storm damage, a large branch fell off a tree and hit him on the head. The problem was that he was alone there. There was (24) _____ else on the farm. The family members were all at home.

24. a) anybody b) nobody c) everybody d) somebody

After Lulu saw him on the ground, she jumped to the house and alarmed the family members by repeatedly hitting the back door for about 15 minutes and then disappeared. "I realized there was something wrong. When we went outside to see the problem, we saw that Dad was lying unawake on the ground and Lulu was standing over his body," said Mr. Richards's daughter, Celeste.

Mr. Richards (25) _____ to a hospital in Melbourne with serious head injuries. He had to stay in hospital for two weeks to recover. He does not remember the accident. "I can remember that Lulu was coming towards me as I was walking around to clean up the branches of the tree on the farm. The next thing I knew, I was in hospital," says Mr. Richards. But his family told him that Lulu found a(n) (26) _____ way to call for help and save his life. It was simple, but unusual for a kangaroo at the same time. "I love this kangaroo. She saved my life," adds Mr. Richards. His doctor also says Mr. Richards is lucky to have a pet like Lulu. "If Lulu (27) _____ him in time, he _____ because of head trauma," adds the doctor.

25. a) takes b) is taken c) took d) was taken
26. a) efficient b) serious c) cruel d) unfortunate
27. a) found ... wouldn't die
 b) didn't find ... would die
 c) had found ... wouldn't have died
 d) hadn't found ... would have died

Lulu became the Richards' family pet about ten years ago. After her mother died in (28) _____ road accident, the Richards family found her next to her mother and took her with them. The farm soon became her home. "Lulu is an (29) _____ animal. We all love her. She saved Dad's life and she is a real friend to him. She follows him everywhere," Celeste explained.

28. a) any b) the c) a d) –
29. a) amazing b) amazed c) annoying d) annoyed

The Australian RSPCA* recommended Lulu for a national award for her good (30) _____. "From my point of view, it's a really good story. The jury members have already decided on the winner. Lulu has won the medal. I (31) _____ the Richards family tonight to tell them about the result. They look forward to hearing it," said Dr. Hugh Wirth, the president of the organisation, this morning.

30. a) delay c) celebration
 b) behavior d) conservation
31. a) meet c) have met
 b) am meeting d) have been meeting

**RSPCA: The Royal Society for the Prevention of Cruelty to Animals*

B. For questions 32 – 34, choose the sentence which is the closest in meaning to the given one.

32. "I will never again take your iPad without your permission," said my sister.
- a) I warned my sister not to take my iPad again without telling me.
b) My sister promised not to take my iPad without asking me.
c) I agreed to give permission to my sister when she asked for my iPad.
d) My sister threatened to take my iPad without getting permission.

33. Jack is very creative about drawing beautiful pictures. I'm sure he has excellent artistic skills.
- a) It is possible that Jack's artistic skills are excellent, so he is able to create beautiful pictures.
 - b) If Jack were really creative with great artistic skills, I'm sure he would draw beautiful pictures.
 - c) Having great artistic skills is probably enough for Jack to make beautiful and creative drawings.
 - d) Jack must have excellent artistic skills because he can create beautiful drawings.
34. If Karen wants to pass the final exams, she needs to focus more on her studies.
- a) When Karen passes the final exams, she does not need to focus on her studies any more.
 - b) Karen needs to focus more on her studies unless she wants to fail the final exams.
 - c) If Karen passes the final exams, she will need to focus more on her studies.
 - d) Passing the final exams is the only way for Karen to focus more on her studies.

READING

Text 1: Read the text and for questions 35 – 42, choose the best answer.

Anna Del Conte

Anna Del Conte is the woman who has had an important influence on the way British people see Italian food today.

1. The 87-year-old Italian cookery writer wakes up early in the morning, drives to work and cooks until late in the evening every day. She has never eaten or bought a ready-made frozen meal in her life. She is quick and confident in her speech and gestures.

She shows an interest in a range of different topics such as philosophy, literature and politics. She likes talking about other chefs. Although she sometimes expresses some minor criticism about their cooking, she mostly focuses on qualities that make them a good chef. The only thing that she has in common with the other old people is going to a church on Sundays.

2. Anna was born into a rich and aristocratic Milanese family who enjoyed good food. Her parents were both young but they had serious personalities. Her father, Alexander, was a businessman and her mother, Maria, was an **erudite** woman: she knew much about art, music and literature. Anna received early childhood education at home and learnt a lot from her mother, but not cooking. Although Maria was a great cook, she didn't like the hurry of everyday meal preparation. Lucia, the family cook, was responsible for what was going on in the kitchen. "My mother was deeply interested in food. She used to take me to the bazaar, where we joyfully walked for hours to buy fresh vegetables," says Anna. "But it was Lucia who cooked for the family. I remember spending hours in the kitchen to help her, and this is when I started cooking," she adds.
3. During Anna's childhood times, the kitchen was a forbidden place for upper-class English girls and discussing food was a social taboo for aristocrats in Britain. However, that was not the case for Italian girls. They were free to explore their kitchen. That's why, Anna could understand the relationship between food and culture, and gain an idea about the art and knowledge of preparing and eating good food. She also had the chance to enjoy Lucia's local dishes from Friuli besides the traditional food of her own region, Lombardy. Her food education was not limited to choosing the best food product in a local shop. **It** included a richer and more interesting experience. She was a city child, but she would hunt for wild mushrooms in the woods and pick wild flowers in the fields.
4. After Anna's family lost everything during World War II, life in Milan was far from being joyful for Anna. She started university in Italy, but then she decided to quit school and come to England as a babysitter. On her first days in England, she stayed with an English family with two kids.

She was grateful for the kindness and skilful cooking of her hostess, but living in Britain after the war made it hard to produce anything that was as good as the meals in Italy. “I ate well every day of my life until I came to England. But the food in Britain was terrible. How can you make a pudding when you only have salted butter or prepare a bowl of salad without fresh vegetables?” she says.

5. Anna didn't go back to Italy. She met Oliver and married him after a couple of years. She started to work part-time while she was bringing up her children. In 1973, during a private lesson session for Italian A-level, she casually told her student that her brothers were trying to encourage her to write a book of pasta recipes. That night, the girl's father, who was a publisher, rang up and they decided on Anna's first book, *Portrait of Pasta*, which came out in only one year after this phone call. It was a brave decision for the publisher because British people, in those days, did not care about what they ate. They were not interested in cooking pasta like an Italian. The publisher knew he could lose a lot of money. But it turned out to be a best-selling cookbook in a very short time. Anna's second book, *Gastronomy of Italy*, appeared in 1984. More books followed them in the following years.
 6. Anna has done a lot for food in Britain and promoted the understanding of Italian food in Britain. She received the Lifetime Achievement Award of the British Guild of Food Writers in 2011 and the Order of Merit in 2010. However, she has a habit of changing the subject when people start to talk about her success and express their admiration for her. When she is asked if she is proud of herself, she simply says, “Well, it just happened. I was just there at the right time. I couldn't do it now, because it has all been done. I was extremely lucky. My 'cleverness' was in catching the right moment.”
35. Anna is a cookery writer who _____.
- a) cannot work for long hours because of her age
 - b) does not have any interest other than cooking
 - c) does not avoid criticizing other cooks strongly
 - d) is not a typical example of someone of her age

36. When Anna was a little girl, she _____.
- a) liked Lucia's meals more than her mother's
 - b) learnt to cook from their cook, Lucia
 - c) used to watch her mother cooking in the kitchen
 - d) found it boring to do shopping for food
37. What do we learn about Anna's experience with food during her childhood?
- a) She attended some cookery classes.
 - b) She used to go into the kitchen secretly.
 - c) She tasted dishes from different regions.
 - d) She disliked talking about food with her mother.
38. Anna thought the food in Britain was not good because _____.
- a) the dishes that British cooks made were similar to each other
 - b) they did not have the necessary ingredients
 - c) British people were not willing to cook with foreign ingredients
 - d) there were very few good cooks in Britain
39. Which of the following is **TRUE** about Anna's first book?
- a) It was a risk to publish it.
 - b) It was published in 1973.
 - c) It took a long time to publish it.
 - d) It was difficult to find a publisher.
40. It is clear from the last paragraph that Anna _____.
- a) is working on her next cookbook
 - b) avoids talking about her achievements
 - c) has always had ambitious plans for her job
 - d) is the first woman cook to receive an award in Italy
41. "**erudite**," in paragraph 2, is closest in meaning to _____.
- a) elderly
 - b) pessimistic
 - c) cultured
 - d) amusing

42. "It," in paragraph 3, refers to _____.

- a) traditional food
- b) her food education
- c) the best food product
- d) a local shop

Text 2: Read the text and for questions 43 – 50, choose the best answer.

A Young Blind Expert on Computers

1. Mr. Gökyiğit was born in Turkey, where he developed an eye condition that left him blind at the age of two. His parents brought him to the Mayo Clinic in the U.S., but nothing could be done. His father remembers that the doctors kept saying, "Do not overprotect him. Do not show him **compassion**. There is no need to feel sorry for him." His parents followed the doctor's advice and believed in his potential. Today, because of his great success in his job, Mr. Gökyiğit's co-workers call him "Süleyman the Magnificent", who was the 16th century Turkish Sultan of the Ottoman Empire.
2. Sometimes a person's physical disadvantage might turn out to be an advantage on the job. This is also true for Süleyman Gökyiğit. Although he is blind and only 18 years old, he is among the top computer technicians and programmers at InteliData Technologies Corp., a large software company with several offices across the United States. Gökyiğit's blindness caused him to have an excellent memory. His extraordinary skill at computer programming is the result of this ability.
3. "Last October, our company was combined with another big technology company to form a new one. However, our computer networks couldn't communicate with each other, which was driving us crazy." remembers Douglas Braun, an InteliData vice president. "We couldn't even send emails to each other." Mr. Gökyiğit, a student at University of Toledo who works part-time at InteliData's office in the city, created the software which was needed to join the two networks together in just three weeks.

“None of the company’s 350 other employees could have done the job in three months,” says Mr. Braun. “Süleyman can ‘see’ the heart of the computer. He is the only person in the company who has the unusual ability to discover the inside of it,” Mr. Braun says.

4. Like most blind people who work with computers, Mr. Gökyiğit uses a voice-synthesizer that reads the video display on his monitor in a mechanical voice. Machines that produce Braille* screen displays are also available, but Mr. Gökyiğit says they “waste time”. Instead, he depends on memory. Turning the synthesizer to top speed, he remembers almost everything he hears, at least until a project is completed. While the synthesizer talks, Mr. Gökyiğit mentally “maps” the computer screen with numbered coordinates (such as three across, two down) and memorizes the location of each icon on the grid so he can call up files with his mouse.
5. Several months ago, on a trip to San Francisco, Mr. Braun had difficulty accessing the company’s main computer system using his laptop. He needed specific numbers to get into four IntelliData files. Instead of asking someone to manually search a thick logbook** of computer addresses, he called Mr. Gökyiğit because he had memorized the logbook. “Like I guessed, he produced the proper numbers in ten seconds,” Mr. Braun says.
6. Much of this young student programmer’s speed comes from his ability to **impede** distractions such as noises while he is at the computer. Nothing causes him to lose his concentration. When typing, he listens to the synthesizer carefully. His long, thin fingers fly over the keyboard. Mr. Gökyiğit is the only company employee that can be called 24 hours a day. “We consider him our top trouble-shooter who helps eliminate any possible problems with computers,” says Mr. Braun.

**Braille: a special language system for the blind*

***logbook: an official document that has detailed information about a system*

43. Mr. Gökyiğit's eye condition _____.
- a) started when he was in Turkey
 - b) caused problems in his education
 - c) comes from birth
 - d) got worse in the U.S.
44. According to the text, Mr. Gökyiğit's disability _____.
- a) is quite common in the U.S.
 - b) is actually helpful in his job
 - c) prevents him from being the top technician
 - d) causes some problems for his colleagues
45. To solve the new company's network problem, Mr. Gökyiğit _____.
- a) worked with 350 other employees
 - b) asked for a new software system
 - c) designed an effective program in a short time
 - d) got help from the engineering department
46. While working with computers, Mr. Gökyiğit _____.
- a) writes down everything through voice synthesizer
 - b) prefers a Braille screen machine to find information
 - c) reads aloud the information on the Braille screen
 - d) uses his memory as he listens to a voice synthesizer
47. Mr. Braun called Mr. Gökyiğit for logbook information because _____.
- a) Mr. Gökyiğit had written the logbook
 - b) no one in the company had an access to it
 - c) Mr. Braun had lost the logbook during his trip
 - d) Mr. Gökyiğit would provide the information quickly
48. "**compassion**," in paragraph 1, is closest in meaning to _____.
- a) pity
 - b) respect
 - c) ambition
 - d) regret

49. “**impede**,” in paragraph 6, is closest in meaning to _____.
- a) get rid of
 - b) deliver
 - c) rely on
 - d) create
50. ‘*it*’ in paragraph 3, refers to _____.
- a) the software
 - b) the job
 - c) the computer
 - d) the company

ÖRNEK SINAV CEVAP ANAHTARI

- | | |
|-------|-------|
| 1. D | 46. D |
| 2. B | 47. D |
| 3. A | 48. A |
| 4. A | 49. A |
| 5. D | 50. C |
| 6. B | |
| 7. A | |
| 8. C | |
| 9. D | |
| 10. B | |
| 11. D | |
| 12. C | |
| 13. C | |
| 14. D | |
| 15. A | |
| 16. C | |
| 17. B | |
| 18. D | |
| 19. A | |
| 20. C | |
| 21. B | |
| 22. A | |
| 23. D | |
| 24. B | |
| 25. D | |
| 26. A | |
| 27. D | |
| 28. C | |
| 29. A | |
| 30. B | |
| 31. B | |
| 32. B | |
| 33. D | |
| 34. B | |
| 35. D | |
| 36. B | |
| 37. C | |
| 38. B | |
| 39. A | |
| 40. B | |
| 41. C | |
| 42. B | |
| 43. A | |
| 44. B | |
| 45. C | |



SAMPLE WRITING EXAM

NAME / SURNAME:
CLASSROOM:

DATE:
SIGNATURE:

Write a paragraph of *minimum 150 words* on the given topic below.

“Exams are the best way to find out what students know.”

Do you agree or disagree with this statement? Why / Why not?

EDITING CHECKLIST FOR STUDENTS

- Does your paragraph have a clear topic sentence?
- Is each sentence related to the topic sentence?
- Does your paragraph have good supporting sentences?
- Does your paragraph have an effective concluding sentence?
- Have you provided enough details (facts, examples, explanations, etc.) to support each main idea?
- Have you used suitable transition words between ideas?
- Are your sentences grammatically correct?
- Have you used a variety of grammatical structures?
- Have you used correct spelling, punctuation, and capitalization?
- Have you made the right word choice and used the word forms correctly?
- Have you used a variety of words?

WRITING ASSESSMENT RUBRIC

GOOD (10-8)	<p>The paragraph is good in every way.</p> <p>The text fully answers the prompt.</p> <p>The paragraph is well-organised and all claims are supported with examples or evidence. It begins with a solid introduction that contains a clear and relevant topic sentence, is followed by major and/or minor supporting sentences, and ends with an effective concluding sentence.</p> <p>There are no or few errors in grammar, the use of vocabulary, tone and mechanics (spelling and punctuation).</p>
ABOVE AVERAGE (7-6)	<p>The paragraph is above adequate in most areas and exceptional in some. In the areas where it is not above adequate, it is still entirely acceptable.</p> <p>The text sufficiently addresses the prompt.</p> <p>The majority of the paragraph is clear, focused and well-detailed, but there may be a few areas requiring further development.</p> <p>While it may contain a few errors with grammar, the use of vocabulary, tone and mechanics (spelling and punctuation), these errors do not detract from the overall writing.</p>
AVERAGE (5-4)	<p>The paragraph is adequate in most areas, but exceptional in none.</p> <p>The text partially addresses the prompt.</p> <p>The paragraph is clear although probably lacking in both control and command. Organisation may be a slight problem but errors don't make it difficult to understand. Supporting sentences provide details but are generally underdeveloped.</p> <p>There may be multiple errors in grammar, the use of vocabulary, tone and mechanics (spelling and punctuation), but these errors do not, for the most part, detract from the overall writing.</p>

BELOW AVERAGE (3-2)	<p>The paragraph is lacking in a majority of areas.</p> <p>The text doesn't adequately address any part of the prompt.</p> <p>The paragraph is not clear and is mostly underdeveloped. It is generally unorganised and unfocused.</p> <p>There are frequent errors in grammar, the use of vocabulary, tone and mechanics (spelling and punctuation) that distract from the content being provided.</p>
POOR (1)	<p>There are significant problems throughout the paragraph.</p> <p>The paragraph is often lacking in all the areas. The argument, if there is one, wanders and is unorganised. It shows no understanding of basic paragraph organisation.</p> <p>There are significant errors in grammar, the use of vocabulary, tone and mechanics (spelling and punctuation).</p>

ADDITIONAL CONSIDERATIONS

	Maximum grade
no response / cheating (if proved)	0
totally irrelevant response	2
controlling idea/s given in the prompt not mentioned	6
considerably short response (for ex. 60 or 70 words)	6
the same topic with a degree of deviation	8



**HACETTEPE UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
SPEAKING EXAM
SAMPLE QUESTIONS**

**Time Allotted: 5 minutes in total for each student
(2+2 minutes for questions and 1 minute for scoring)**

Student 1:

- 1. Would you like to have a summer job? Why/not?**
- 2. Which of the new technologies do you think are the most useful?**

Include specific reasons and examples to support your response.

SPEAKING EXAM RUBRIC (10 pts.)

Coherence and Task Fulfillment (3 pts.)

To what extent does the student...

- understand the task and respond to it sufficiently?
- organize ideas appropriately?
- express and justify opinions intelligibly / creatively?

Grammatical Range and Accuracy (3 pts.)

To what extent does the student...

- produce a range of simple and complex structures naturally and appropriately?
- use grammatical structures (tenses, conjunctions, clauses, etc) correctly to make meaning clear?

Lexical Resource (2 pts.)

To what extent does the student...

- use daily language and idioms for non-academic (personal) questions?
- use a range of academic vocabulary with correct combinations/collocations to discuss opinion questions?

Fluency (1 pt.)

To what extent does the student...

- discuss issues without long pauses and self-repetition?
- speak smoothly without interfering with communication?

Pronunciation (1 pt.)

To what extent does the student...

- pronounce correctly (vowel & consonant sounds, final –ed, etc)?
- use sentence intonation?
- use syllable stress in words?