



**SAMPLE PROFICIENCY EXAM**

- İlk bölümde dilbilgisi, kelime bilgisi gibi temel bilgileri ölçmeyi amaçlayan 3 adet cloze test olacaktır. Cloze test soru örneği aşağıdaki gibidir:

**A. CLOZE TEST**

**Part 1:**

**Read the text below and choose the correct answer for each blank.**  
**(10 x 1 = 10 pts.)**

**CAUSE OF THE RAIN**

Mike was a boy of eight. His home was not **1)** .....school. So he often walked there and back every day. **2)** .....school, he passed a playground. There was much water in it when it rained. One day, when Mike came home, he was all wet. His mother became **3)** .....and said, "**4)** .....in the water on your way." The next day Mike came back very wet again. His mother became **5)** ..... She thought Mike was **6)** .....his father because he was **7)** .....his son. "I'll tell your father if you come home wet again," said the mother. "**8)** ..... he comes back from London next Tuesday, he'll punish you, I think." Two days **9)** ....., it was raining hard when Mike got home. But this time his clothes were dry. His mother became happy and said, "You're a good boy today. You didn't play in the water." "No," Mike said angrily. "There were so many strong boys in the water when I got there this afternoon. There **10)** ..... for me at all!"

- |                     |                    |                       |                    |
|---------------------|--------------------|-----------------------|--------------------|
| 1. a) far from      | b) too far from    | c) from near          | d) far away to     |
| 2. a) In middle     | b) On the way      | c) By the way         | d) On his way to   |
| 3. a) glad          | b) angry           | c) happy              | d) sad             |
| 4. a) not to swim   | b) don't play      | c) don't fall         | d) keep away       |
| 5. a) worried about | b) even angrily    | c) even surprised     | d) even angrier    |
| 6. a) listening to  | b) afraid of       | c) the son of         | d) told by         |
| 7. a) a good father | b) Always kind to  | c) strict with        | d) interested in   |
| 8. a) Before        | b) When            | c) Unless             | d) Even if         |
| 9. a) later         | b) ago             | c) early              | d) after           |
| 10. a) was no water | b) were some rooms | c) were too many boys | d) wasn't any room |



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- Sınavın ikinci bölümünde okuma becerisini ölçmeyi hedefleyen Reading bölümü olacaktır. Bu bölümde iki adet okuma parçası ve bu parçalara ait sorular bulunmaktadır. Örnek okuma parçası ve soru türleri aşağıdaki gibidir.

**B. READING SECTION**

**Part 1:**

**Read the text and answer the questions. (8 x 1 = 8 pts.)**

**CRITICAL THINKING IS WELCOME**

**I.** An increasing number of teachers, from kindergarten through college, have altered lesson plans to include the art of thinking. Many others are being trained so that they can shift the classroom emphasis away from just giving pupils information and move toward making them think about the issues raised by that information. Educators say that students have become obsessed with getting the right answers on tests and so they are weak at analyzing what they are learning and at grasping implications. These weaknesses, the educators say, will affect the students' ability to make future decisions about career and marriage, what candidates to vote for and what products to buy and not to buy. "It's not just the ability to remember things and feed them back on tests that determines how well you're going to do in life," said Dr. Heidi Jacobs, a professor at Teachers College at Columbia University. "It's the ability to solve problems and reflect and to, in fact, think critically."

**II.** Unfortunately, about 80 percent of class questions, according to Dr. Jacobs, are designed simply to have students recall information. Moreover, the pressure to raise student performance on standardized tests created an exaggerated stress on memorized information. In reaction to this, more teachers have begun to support the movement to teach critical thinking in schools. While schools and teachers have always assumed that thinking was part of their mission, educators are now making the teaching of thinking skills a more formal part of their programs. For example, there has been a dramatic push in the last few years by at least 28 states and hundreds of schools to re-train teachers and revise curriculums.

**III.** In the early 1980s, reports by several influential commissions claimed that it was vital to improve reasoning abilities for a population that would have to adjust to sweeping changes in technology in a more competitive world. Since 1985, the California State University system has required its one million students to take a course in critical thinking before they can graduate. New York City's Board of Education created a Reasoning Skills Unit to prepare analytical questions to be used by the teachers of various subjects. Such questions will encourage students to think about what they have been taught and use the information in a more practical way. Students are now being taught analytical skills such as inferring explanations, supporting an argument, judging the credibility of a source, verifying an observation, identifying underlying assumptions, and designing experiments so that a particular variable can be controlled.

**IV.** Articles on teaching the concept of 'critical thinking' have been published in educational journals since the late 1970s. Starting in the 1980s, supporters have set up three professional associations and published six journals. In fact, the critical-thinking movement has become so strong that it now has three fractions: teachers who say thinking should be taught separately, **those** who argue that it should be only integrated into the normal curriculum, and those who believe that both these are equally applicable.

**V.** Even in teaching mathematics, supporters suggest that instructors move away from the assumption that there is always one correct answer. Instead, **they** say, students should be encouraged to explain how they arrived at a different answer.



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Mr. Ewen, a math teacher, said he could accept 6 as a *plausible* answer to “What is 29 divided by 5?” if the student provided a reasonable explanation. A student, he said, might calculate that 29 chips divided into piles of 5 each will yield 6 piles, even though one of the piles is shorter than the others. “The greatest discoveries,” he added, “have come from people who have looked at a standard situation and seen it differently.”

**1. Until recently, \_\_\_\_\_ .**

- a) there was an attempt to make pupils analyze the information given to them
- b) lesson plans were altered so as to include the art of thinking
- c) the job of a teacher involved teaching the skills of thinking
- d) education aimed at getting the pupils to give correct answers on tests

**2. To make healthy decisions in the future, students should \_\_\_\_\_.**

- a) learn how to do well on tests
- b) be able to remember things well
- c) learn how to analyze what they learn
- d) be able to solve math problems easily

**3. More teachers now support the movement to teach critical thinking in schools \_\_\_\_\_.**

- a) to increase student performance on standardized tests
- b) as they consider thinking as an important part of their job
- c) although success in life does not depend on how well you do on an exam
- d) to show their reaction to the unnecessary emphasis on memorizing

**4. Reasoning abilities should be improved \_\_\_\_\_.**

- a) since several commissions claimed that it was essential
- b) so that one can cope with the dramatic changes in the world
- c) to promote analytical questions in different subjects
- d) so that university students can successfully complete their studies

**5. In paragraph IV, ‘those’ refers to \_\_\_\_\_.**

- a) factions
- b) teachers
- c) professional associations
- d) six journals

**6. In paragraph V, ‘they’ refers to \_\_\_\_\_.**

- a) instructors
- b) approaches
- c) supporters
- d) students

**7. In paragraph V, ‘plausible’ is closest in meaning to \_\_\_\_\_.**

- a) changing something completely
- b) seeming likely to be true
- c) relating directly to the subject
- d) believing in something that is not true

**8. It can be inferred from Mr. Ewen’s example of the student dividing 29 by 5 that \_\_\_\_\_.**

- a) students who get wrong answers need to improve their mathematical skills
- b) students can sometimes be confused although they know the answer
- c) math instructors should also accept the answers although they are not right
- d) thinking through problems is as valuable as getting the right answer



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- Sıradaki bölümlerde, cümleyi aynı anlama gelecek biçimde ancak farklı bir şekilde ifade etmeyi amaçlayan (restatement) sorular ve paragrafı anlamca en iyi tamamlayabilecek cümleyi sorgulayan (paragraph completion) sorular olacaktır. Soru örnekleri aşağıdaki gibidir:

Örnek restatement sorusu:

**C. CHOOSE THE CORRECT ANSWER THAT HAS THE CLOSEST MEANING WITH THE SENTENCE GIVEN.**  
**(8 x 1 = 8 pts.)**

**1. Psychology can be defined as the scientific study of human behavior.**

- a) Psychology is the study of human behavior.
- b) Psychologists study human behavior scientifically.
- c) One way to define psychology is to call it the scientific study of human behavior.
- d) The scientific study of human behavior is psychology.

Örnek paragraph completion sorusu:

**D. CHOOSE THE CORRECT ANSWER THAT BEST COMPLETES THE PARAGRAPH GIVEN. (6 x 1 = 6 pts.)**

- 1.** For most people, snakes are an object of intense fear. Few people are as fearless as the Hopi Indians, who perform ritual dances with live rattle snakes in their mouths. .... If they are examined without prejudice, snakes prove to be fascinating and relatively harmless members of the reptile family.
- a) But in fact, most snakes are hated and feared without good reason.
  - b) Their skins are cool and dry, pleasant to the touch.
  - c) Like other reptiles, they are cool-blooded, and their temperatures change with the environment.
  - d) The cobra, when it extends its hood before striking, is an awesome sight.



**SAMPLE PROFICIENCY EXAM**

- Sınavın son bölümü yazılı anlatım becerilerini ölçmeyi hedefleyen yazma (writing) bölümüdür. Bu bölümde sorulabilecek soru örnekleri aşağıdaki gibidir:

**WRITING SECTION**

**1. WRITING A LETTER**

**You are having financial problems nowadays and want to ask the owner of the house if you can pay your rent late. Write a letter to him/her. In your letter, explain:**

- Why you are writing to him
- Why you cannot pay the rent
- When you will be able to pay the rent.

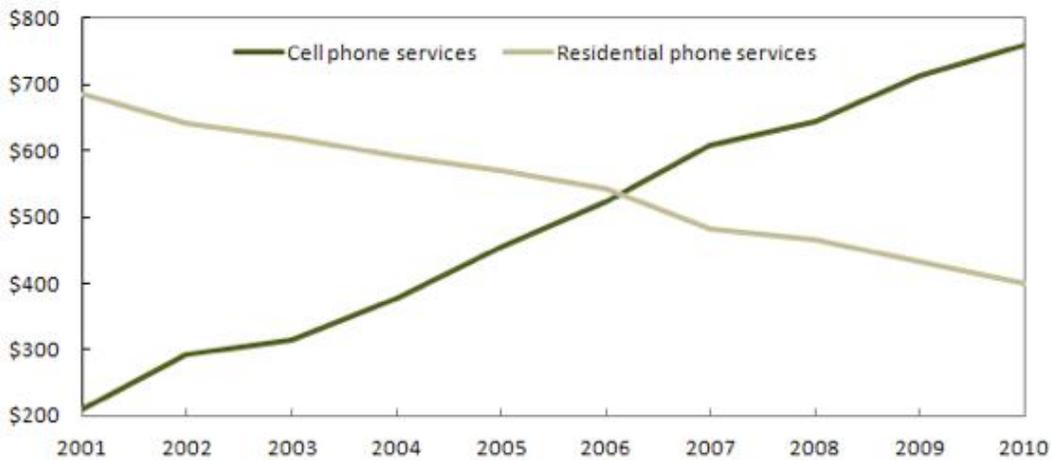
**Write at least 150 words. You do NOT need to write any addresses.**

**2. GRAPHS & CHARTS DESCRIPTION**

The graph below illustrates average annual expenditures of Americans on cell phone and residential phone\* services over a period of nine years. Describe and analyze the information in the table. Select and report the main features, and make comparisons where relevant.

Write at least 150 words.

**Chart 1. Average annual expenditures on cell phone and residential phone services, 2001–2010**



**\*Residential phone:** home telephone

SOURCE: U.S. Bureau of Labor Statistics, Consumer Expenditure Survey

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**3. OPINION ESSAY**

**“Metrobus is an effective solution for the public transportation in Istanbul.”**

Do you agree or disagree with the statement above? Write an essay discussing the statement. You can use the given prompts for developing ideas if you like. **Write 250 words at least.**

**Prompts for developing ideas:**

- 800.000 passengers in a day
- busy during rush hour
- separate ways for metrobus
- travelling long distances in a short time
- crowded platforms
- difficult to find seats
- frequency of the buses



**PARAGRAPH PLAN for the OPINION ESSAY**

**Paragraph 1:** Introduction

**Paragraph 2:** Your first viewpoint

**Paragraph 3:** Your second viewpoint

**Paragraph 4:** Opposing viewpoint and your refutation

**Paragraph 5:** Conclusion



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**ANSWER KEY**

**CLOZE TEST**

<b>1.</b> a	<b>2.</b> d	<b>3.</b> b	<b>4.</b> b	<b>5.</b> d
<b>6.</b> b	<b>7.</b> c	<b>8.</b> b	<b>9.</b> a	<b>10.</b> d

**READING**

<b>1.</b> d	<b>2.</b> c	<b>3.</b> b	<b>4.</b> b
<b>5.</b> b	<b>6.</b> c	<b>7.</b> b	<b>8.</b> d

**CLOSEST MEANING**

**1.** c

**PARAGRAPH COMPLETION**

**1.** a

**WRITING**

**Model Answer for Question 1**

Dear Mr. Strickland,

I am writing to you to request that you allow me to pay my rent late this month.

I've been a tenant with you for 2 years now, and, as you know, I have always paid my rent on time. However, I am having a few financial problems at the moment. Last month, I was made redundant from my job because the company I work for is closing down. Because I have not worked at the company for long, I have not received a redundancy payment. Therefore, that made me short of money this month.

I can assure you that I will be able to pay the rent on the 15th of next month. I have now found another job, and they have agreed to give me an advance on my wages, but they are unable to arrange this until next week.

I hope this will be acceptable to you, but please contact me if it is a problem.

Yours sincerely,

John Streetham



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**Model Answer for Question 2**

**The line graph shows** average yearly spending on mobile and landline phones by American consumers over a period of ten years.

**We can see that** over the course of ten years, the amount of money spent on cell phones **rose significantly while** the average expenditure on stationary phones continuously **decreased**. **It is also noticeable that** the levels of spending in 2006 were similar for both types of phones.

The average spending figure for cell phones in 2001 was **about** \$200 **while** for residential phone services **approximately** \$700. **Over the following 5 years, between** 2001 and 2006, the amount of money spent on either phone type **changed dramatically**; mobile phone users spent about 150% more **whereas** residential phone consumers spent 30 % less than in previous years. In the year of 2006, an average American paid around \$550 either for cell or stationary phone service. By 2010, a landline phone owner saw **a drop** in the phone bill of approximately \$250 and paid only \$440 a year for the services **while** a cell phone customer had to pay around \$750 a year which was \$500 more than in 2001. (190 words)

**Model Answer for Question 3**

**IS METROBUS A SOLUTION?**

Istanbul, whose population has already exceeded 15 million, has a big network of public transportation. In addition to the classical services of bus, tram, subway and ferryboat, people in this big city have been using Metrobus as a means of public transportation since 2007. It has always been a matter of discussion whether metrobus is an effective means of transportation for Istanbul. **As far as I am concerned, metrobus is not an effective solution to the public transportation system of Istanbul.**

**My first reason is that** it has already exceeded its capacity and cannot function properly. Nearly 800.000 people take the metrobus every day. The buses, the platforms, the footbridges are full of people who try to reach their destination. It is impossible to get on or get off the bus, especially during rush hour. **Therefore,** the system of metrobus does not work accurately.

**My second reason is that** it does not relieve traffic congestion in E5 motorway. Actually, it causes more traffic. The lanes for automobiles are fewer and narrower than before since two separate lanes for metrobus were constructed. **This leads to** many problems during the day. **For example,** there are long queues of cars every day and night, especially during rush hour. **Moreover,** drivers using the emergency lane block the way of the ambulance.

**On the other hand, there are some people who claim that** metrobus is a very effective solution for public transportation system in Istanbul. They say that it enables people to travel long distances faster and in shorter time. They might have a point. **However,** the metrobuses are crowded with hundreds of people. You cannot even find a place to stand or read a book, so it might be faster **but** it is not a comfortable journey at all.

**All in all,** I believe metrobus is not an effective means of transportation for a megacity like Istanbul. It was a short-term solution and now, Istanbul needs to replace it with a more stable, safe comfortable means of public transportation.

**REFERENCES:**

- <http://english-test.us>
- Learning to Write (Writing Pack), YTU School of Foreign Languages, Basic English Department, 2012