

ATATURK UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
2021-2022 ACADEMIC YEAR PROFICIENCY EXAM



NAME&SURNAME:
EXAM ROOM:

INSTRUCTIONS TO THE CANDIDATES

- There are four sections in this exam.
- Read the instructions for each part of the exam very carefully.
- You have to copy your answers onto the separate answer sheet. Use a pencil.
- At the end of the test, hand in both this question booklet and your answer sheet.
- Each question in **SECTION A**, **SECTION B** and **SECTION C** carries one point. The total score is then adjusted to give a point out of 60. **SECTION D (WRITING)** will be evaluated out of 20 points. For the whole exam, the total score will be given out of 80.
- There will also be a separate **SPEAKING EXAM** and it will be evaluated out of 20 points
- **TOTAL EXAM TIME : 2 HOURS 15 MINUTES**

SECTION A: LISTENING

You will hear people talking in five different situations. Listen to the extracts and for the questions 1-10, choose the best answer (A, B, C or D).

SECTION B: LANGUAGE IN USE

PART 1

TEXT 1

Read the cloze text below and place the appropriate word(s) in the gap by choosing from the options given below the text.

10 years after Dolly: Clones, crooks and crazies

(by Arthur Caplan)

Ten years ago today, the birth of the first cloned mammal — a sweet-faced sheep named Dolly — ¹¹ _____ the world. Her creators, a team of veterinary scientists at Scotland's Roslin Institute, approached their landmark scientific achievement with a sense of humour: They named the lamb after Dolly Parton. (The DNA ¹² _____ to clone her came from a breast cell.) Much of the rest of the world, ¹³ _____, was not amused.

Dolly's creation set off a storm of fear, confusion, misunderstanding, pandering and double-talk that culminated in the ¹⁴ _____ fraud ever perpetrated in the history of biomedicine — the false claim that a South Korean scientist had cloned human embryos and made stem cells ¹⁵ _____ them. Dolly's creators were so giddy ¹⁶ _____ they had demonstrated it was possible to reactivate all the genes in a cell taken from an adult mammal. They made a grown-up cell ¹⁷ _____ like a kid again.

At the time, ¹⁸ _____ scientist thought cloning was possible from the DNA of adult animals. Cloning had already been accomplished in tadpoles and by using embryonic cells, but science dogma held that once a cell had grown up and become specialized — by turning into a skin cell, a hair follicle or a breast cell, for instance — its DNA was through. There was no way to get that DNA to switch on again and act like an embryo.

¹⁹ _____ scientists about Dolly had little to do with what captivated the rest of humanity. The main preoccupation of religious, philosophical and social commentators 10 years ago was how rapidly Dolly ²⁰ _____ by the creation of a human clone who would destroy the world.

- | | | | |
|--------------------------|-------------------|---------------------|----------------|
| 11. A. announced | B. was announced | C. would announce | D. announcing |
| 12. A. where they used | B. when they used | C. they used | D. having used |
| 13. A. while | B. furthermore | C. contrary to | D. however |
| 14. A. so great | B. greatest | C. such great | D. greater |
| 15. A. of | B. within | C. from | D. through |
| 16. A. because | B. despite | C. besides | D. therefore |
| 17. A. to act | B. acted | C. act | D. acting |
| 18. A. all | B. some of the | C. a number of | D. almost no |
| 19. A. What intrigued | B. That intrigued | C. Having intrigued | D. Intrigued |
| 20. A. would be followed | B. be followed | C. being followed | D. followed |

TEXT 2

Read the cloze text below and place the appropriate word(s) in the gap by choosing from the options given below the text.

Trojan War

The story of the Trojan War—the Bronze Age conflict ²¹_____ the kingdoms of Troy and Mycenaean Greece—straddles the history and mythology of ancient Greece and inspired the greatest writers of antiquity, from Homer, Herodotus and Sophocles to Virgil. ²²_____ the 19th-century rediscovery of the site of Troy in what is now western Turkey, archaeologists have uncovered increasing evidence of a kingdom that peaked and ²³_____ around 1,180 B.C.—perhaps forming the basis for the tales recounted by Homer some 400 years later in the “Iliad” and the “Odyssey.”

According to classical sources, the war began after the abduction (or elopement) of Queen Helen of Sparta by the Trojan prince Paris. Helen’s jilted husband Menelaus convinced his brother Agamemnon, king of Mycenae, ²⁴_____ an expedition to retrieve her. Agamemnon was joined by the Greek heroes Achilles, Odysseus, Nestor and Ajax, and accompanied by a fleet of more than a thousand ships from throughout the Hellenic world. They crossed the Aegean Sea to Asia Minor to lay siege to Troy and demand Helen’s return by Priam, the Trojan king.

The siege, punctuated by battles and skirmishes ²⁵_____ the storied deaths of the Trojan prince Hector and the nearly-invincible Achilles, lasted more than 10 years ²⁶_____ the morning the Greek armies retreated from their camp, leaving a large wooden horse outside the gates of Troy. After much debate (and unheeded warnings by Priam’s daughter Cassandra), the Trojans pulled the mysterious gift ²⁷_____ the city. When night fell, the horse opened up and a group of Greek warriors, led by Odysseus, climbed out and sacked the Troy from within.

After the Trojan defeat, the Greek heroes slowly made their way home. Odysseus took 10 years to make the arduous and often-interrupted journey home to Ithaca recounted in the “Odyssey.” Helen, ²⁸_____ two successive Trojan husbands were killed during the war, returned to Sparta to reign with Menelaus. After his death, some sources say she was exiled to the island of Rhodes, ²⁹_____ a vengeful war widow ³⁰_____.

(Retrieved from <https://www.history.com/topics/ancient-history/trojan-war>)

- | | | | |
|--------------------------------|----------------------|---------------------|----------------|
| 21. A. among | B. through | C. between | D. under |
| 22. A. Until | B. After | C. Since | D. Before |
| 23. A. may have been destroyed | B. may be destroying | C. may be destroyed | D. may destroy |
| 24. A. leading | B. lead | C. to leading | D. to lead |
| 25. A. being included | B. including | C. includes | D. included |
| 26. A. since | B. when | C. in | D. until |
| 27. A. out of | B. onto | C. into | D. from |
| 28. A. who | B. whom | C. whose | D. that |
| 29. A. which | B. where | C. that | D. of which |
| 30. A. had her hanged | B. had her hang | C. has her hanged | D. hanged |

PART 2

For the questions 31-40, circle the correct option.

31. _____ unconscious after the accident, she didn't know by whom she _____ to the hospital.

- A. Being / be taken
B. Been / took
C. Having been / was taken
D. Have been / has been taken

32. A: You _____ for advice before you made such a big decision. B: Yes, I know. I regret it.

- A. must have asked
B. might have asked
C. can't have asked
D. should have asked

33. A: _____ my best friend _____ roommate remembered my birthday! B: Oh, that's a shame!

- A. Neither/ nor
B. Both / and
C. Either / or
D. Not only / but also

34. I wish you _____ your work before you found another one. How will you pay your rent now?

- A. didn't leave
B. hadn't left
C. wouldn't leave
D. don't leave

35. If we _____ this engineer last month, we _____ the same problems with these machines.

- A. didn't employ / would still have
B. hadn't employed / would still have had
C. wouldn't employ / would still have had
D. hadn't employed / would still have

36. You must wait for a day to _____.

- A. get your car serviced
B. get your car to service
C. have your car service
D. make your car to service

37. She's never seen her parents. _____.

- A. So has her brother
B. Her brother, either
C. Neither has her brother
D. Nor her brother has

38. The name 'Byzantine' _____ by 16th-century historians based on the fact that the capital city's first name _____ Byzantium before it _____ to Constantinople.

- A. coined / was / had been changed
B. was coined / had been / changed
C. had coined / was / was changed
D. coined / was / had been changed

39. A: The birthday cake _____ yet. Are you sure everything _____ ready before the guests _____?

- A. hasn't been made / will be / arrive
B. isn't made / will have been / arrive
C. hasn't made / is ready / have arrived
D. doesn't make / has been / have arrived

39. Only when they explained me everything, _____ what had happened. Little _____ before that.

- A. I figured out / I had known
B. I had figured out / I knew

- C. did I figure out / had I known
D. had I figured out / did I know

40. We've made all the arrangements. We _____ to Cappadocia for the balloon fest. I'm looking forward _____ in balloons. Would you like _____ us?

- A. are going to go / to fly / to join
B. will go / flying / joining

- C. will be going / to flying / join
D. are going / to flying / to join

SECTION C: READING

TEXT 1

Read the text and answer the questions below.

The Creators of Grammar

1. No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'we'. Grammar is universal and plays a part in every language, no matter how widespread it is. So, the question which has **baffled** many linguists is - who created grammar?

2. At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages are started from scratch. Amazingly, however, this is possible.

3. Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since **they** had no opportunity to learn each other's languages, they developed a make-shift language called a pidgin. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases, it is difficult for a listener to deduce when an event happened, and who did what to whom. Speakers need to use circumlocution in order to make their meaning understood. Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. Slave children did not simply copy the strings of words uttered by their elders; they adapted their words to create a new, expressive language. Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

4. Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilise the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no consistent grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilised a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way. A new creole was born.

5. Some linguists believe that many of the world's most established languages were creoles at first. The English past tense –ed ending may have evolved from the verb 'do'. 'It ended' may once have been 'It end-did'. Therefore, it would appear that even the most widespread languages were partly created by children. **Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them.** Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

41. What does 'baffled' mean in paragraph 1?

- A. enlightened B. perplexed C. concluded D. figured out

42. In paragraph 1, what does 'so-called' mean?

- A. real B. pseudo C. genuine D. authentic

43. According to paragraph 2, to find how complex languages are formed _____.

- A. Researchers summarize all past usage of grammar and divide its components.
B. Linguists should not give up, but they must struggle a lot to collect the data.
C. Researchers should find some traces in the past and pay attention to how languages are formed from the very beginning.
D. Linguists should find the details about primitive tribes and then, they should go back to the time of a language's creation.

44. In paragraph 3, the word 'they' refers to _____.

- A. colonizers B. landowners C. slaves D. pidgin speakers

45. All the following sentences about pidgin are true EXCEPT:

- A. Pidgins do not have complex structures and have smaller vocabularies.
B. It was created by the landowners.
C. Creole, coming out from pidgins, is the term for complex grammar systems.
D. It was difficult to understand even among slaves.

46. Based on the passage, what is probably true about the Cherokee language?

- A. It has a lot of auxiliary verbs and suffixes.
B. English grammar is very clear when we compare it with other languages.
C. Cherokees used complex structures because they inherited grammar from English people.
D. Given the Cherokee pronoun system, it can be inferred that traditional societies have complicated grammar structures.

47. What can be inferred about the new Nicaraguan sign language?

- A. The language incorporates signs which children used at home.
B. The language is only based on speech and lip reading.
C. Before 1979, schools for the deaf had been built.
D. The meaning was not clearer than the previous sign language.

48. Which sentence is closest in meaning to the bold and underlined sentence in paragraph 5?

- A. People, whether they are children or adults, could speak languages easily when they were born.
B. Although languages include a lot of grammatical rules, children's minds are ready to learn even if they are too complex.
C. Children are considered to own inborn grammatical rules when they start to understand things evolving them.
D. Children do not assess grammar by birth, but they can learn it if they try.

49. Which idea best sums up the main idea of the paragraph?

- A. Slave children imitated the words said by their parents.
B. Each child has a tendency to invent his or her own grammar rules.

- C. Children do not only learn grammar by imitating other people.
- D. All children are good at creating creole languages.

50. What is the main idea of the final paragraph?

- A. The English past tense system must be changed immediately.
- B. Linguists are sure that children created the English language grammar.
- C. There is no need for children to memorize all the words uttered by their elders.
- D. English was probably once a creole.

TEXT 2

Read the text and answer the questions below.

The Design of Green Buildings

1. There has, in recent years, been an outpouring of information about the impact of buildings on the natural environment; Information which explains and promotes green and sustainable construction design, strives to convince others of its efficacy and warns of the dangers of ignoring the issue. Seldom do these documents offer any advice to practitioners, such as those designing mechanical and electrical systems for a building, on how to utilize this knowledge on a practical level.

2. While the terms green and sustainable are often considered synonymous, in that they both symbolize nature, green does not encompass all that is meant by sustainability, which can be defined as minimizing the negative impacts of human activities on the natural environment, in particular those which have long-term and irreversible effects. Some elements of green design may be sustainable too, for example those which reduce energy usage and pollution, while others, such as ensuring internal air quality, may be considered green despite having no influence on the ecological balance.

3. Although there are a good many advocates of 'green' construction in the architectural industry, able to cite ample reasons why buildings should be designed in a sustainable way, not to mention a plethora of architectural firms with experience in green design, this is not enough to make green construction come into being. The driving force behind whether a building is constructed with minimal environmental impact lies with the owner of the building; that is, the person financing the project. If the owner considers green design unimportant, or of secondary importance, then more than likely, it will not be factored into the design.

4. The commissioning process plays a key role in ensuring the owner gets the building he wants, in terms of design, costs and risk. At the predesign stage, the owner's objectives, criteria and the type of design envisaged are discussed and documented. **This** gives a design team a solid foundation on which they can build their ideas, and also provides a specific **benchmark** against which individual elements, such as costs, design and environmental impact can be judged.

5. Owners who skip the commissioning process, or fail to take 'green' issues into account when doing so, often come a cropper once their building is up and running. Materials and equipment are installed as planned, and, at first glance, appear to fulfil their purpose adequately. However, in time, the owner realizes that operational and maintenance costs are higher than necessary, and that the occupants are dissatisfied with the results. These factors in turn lead to higher ownership costs as well as increased environmental impact.

6. In some cases, an owner may be aware of the latest trends in sustainable building design. He may have done research into it himself, or he may have been informed of the merits of green design through early discussion with professionals. However, firms should not take it as read that someone commissioning a building already has a preconceived idea of how green he intends the structure to be.

Indeed, this initial interaction between owner and firm is the ideal time for a designer to outline and promote the ways that green design can meet the client's objectives, thus turning a project originally not destined for green design into a potential candidate.

7. Typically, when considering whether or not to adopt a green approach, an owner will ask about additional costs, return for investment and to what extent green design should be the limiting factor governing decisions in the design process. (1) Many of these costs are **incurred** by the increased cooperation between the various stakeholders, such as the owner, the design professionals, contractors and end-users. (2) However, in green design, they must be involved from the outset, since green design demands interaction between these disciplines. (3) This increased coordination clearly requires additional expenditure. (4) A client may initially **balk at** these added fees, and may require further convincing of the benefits if he is to proceed. It is up to the project team to gauge the extent to which a client wants to get involved in a green design project and provide a commensurate service.

8. Of course, there may be financial advantage for the client in choosing a greener design. Case studies cite examples of green / sustainable designs which have demonstrated lower costs for long-term operation, ownership and even construction. Tax credits and rebates are usually available on a regional basis for projects with sustainable design or low emissions, among others.

51. The main idea of the text is to _____.

- A. explain to experts how they might persuade clients to pick more environmentally friendly designs.
- B. explain to experts why it is critical to follow proper procedures while commissioning a construction.
- C. describe the importance of green building design in reducing long-term environmental damage.
- D. explain to building owners that disregarding environmental concerns is both costly and risky.

52. According to paragraph 1, the main problem is _____.

- A. that people are misinformed about the impact of buildings on the natural environment.
- B. practitioners' insufficient knowledge of designing mechanical and electrical systems for a building.
- C. the dangerous impact of buildings on the natural environment.
- D. that practitioners are not often advised about the usage of green design.

53. According to paragraph 2, which is TRUE about the term 'green'?

- A. The terms 'green' and sustainable are the words with the same meaning, and it is possible to use the term green instead of sustainability in any case.
- B. Not all components of 'green' design can be considered as sustainable.
- C. 'Green' only refers to minimize the long-term and irreversible effects of human activities on the natural environment.
- D. Low levels of energy usage and pollution is not influential on the ecological balance.

54. In paragraph 3, the writer implies that _____.

- A. although there are a good many advocates of 'green' construction in the architectural industry, there is also another group of people who are against this idea.
- B. there are not sufficient reasons to make green construction come into being.
- C. the person financing the project considers green design unimportant, or of secondary importance.
- D. the owner's attitude towards green design is of vital importance in the process of the realization of the projection.

55. In paragraph 4, what does the word 'benchmark' mean?

- A. a level of quality
- B. a problem or disadvantage
- C. one of the parts of something
- D. a particular type of substance or thing

56. What does the word 'This' refer to in paragraph 4?

- A. costs and risks of the design imagined by the owner
- B. ideas of the design team
- C. discussion and documentation of the design in the mind of the owner
- D. a solid foundation on which the owner can build their ideas

57. Which of the following is FALSE about the commissioning process?

- A. It is conducted before the building is designed.
- B. It is a stage that all clients go through when constructing a building.
- C. It is a step in the design procedure in which the client's goals are identified.
- D. It provides the firm with a measure of how well they did their job.

58. According to paragraph 5, owners disregarding 'green' issues _____.

- A. fail to install materials and equipment as planned.
- B. fail or get into trouble in the process of the construction of their building.
- C. fail to increase ownership costs and environmental impact.
- D. fail to realize that operational and maintenance costs are higher than necessary, and that the occupants are dissatisfied with the results after starting construction process.

59. In paragraph 7, what does 'incur' mean?

- A. to experience something unpleasant as a result of something you have done
- B. to happen again or many times
- C. to say that something is wrong or that you are annoyed about something
- D. to complain or speak in a way that shows you are unhappy

60. What does the expression 'balk at' in paragraph 7 mean?

- A. display shock towards
- B. agree to pay
- C. question the reason for
- D. understand the need for

SECTION D: WRITING

In this section, you are required to choose **ONE** of the following prompts and write an ESSAY of at least 250 – 300 words. You will be graded on the **language, content development, mechanics (spelling and punctuation, etc.) and the organization** of your paragraph. When writing your text, keep in mind all the graded features (grammar, written accuracy, spelling and paragraphing, vocabulary, style and cohesive devices, and communicative effectiveness).

Your essay should have at least three paragraphs, including:

- an introduction paragraph which has a clear and well-structured thesis statement
- (a) well-developed body paragraph(s) with (a) topic sentence(s), supporting sentences with details/facts /examples
- a concluding paragraph
- a title

Writing Prompts:

1. The unexpected conditions we are all in have so far changed education dramatically? The traditional classroom setting is no longer in effect, and universities adapted to the new e-learning immediately. Some students think that this new way of learning is very effective while others prefer the traditional way of learning. What has your distance learning experience been as a student so far? Describe your experience and support your ideas with explanations, reasons, and examples.

2. Physical distancing can give people some opportunities to spend more quality time with their families. During the coronavirus quarantine, it is possible to know your family members better, talk about your future plans, and reconnect with your family. On the other hand, some people think that the coronavirus lockdown causes some serious psychological problems which lead to family conflicts. Family members are under great stress, and this can eventually cause arguments. What has your isolation experience

been like as a young person so far? Describe your experience and support your ideas with explanations, reasons, and examples.

A large, empty rectangular box with a thin black border, occupying the lower two-thirds of the page. It is intended for the student to write their response to the question above.

