



ALANYA UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES  
PROFICIENCY EXAM  
SAMPLE

NAME \_\_\_\_\_

STUDENT NUMBER \_\_\_\_\_

**PART A: LISTENING (20 pts.)**

**Lecture 1: Listen to the lecture and take note. You will listen to the lecture ONLY ONCE. Your notes will not be graded.**

**Topic:**

**The study done in Canada:**

- **How was the study done?**
- **The results of the study:**

**Negativity bias:**

**Laboratory tests:**



ALANYA UNIVERSITY  
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NAME \_\_\_\_\_

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**Lecture 1: Look at your notes and answer the following questions. (5x2=10 pts.)**

1. What was the topic of the lecture?
  - a) The importance of mass media
  - b) People's complaints about bad news
  - c) The results of a study on bad news in the media
  - d) Bad news in the media in the past
  
2. The researchers criticized the previous research because \_\_\_\_\_.
  - a) the researchers monitored the participants when they read news
  - b) the participants did the tests in their homes
  - c) the previous researchers relied on past experiments
  - d) the participants were observed under proper scientific conditions
  
3. Which of the following is the reason why the results of the research were unexpected?
  - a) The journalists prefer to report sad events as news.
  - b) People respond more quickly to negative things than positive ones.
  - c) People enjoy reading about other people's bad luck.
  - d) People prefer to read stories that had a negative angle.
  
4. Which of the following is true about people who have negativity bias?
  - a) They suspect every new thing they are not used to.
  - b) They can have some hesitations to communicate with new people.
  - c) They generally see the strangers as a danger.
  - d) They naturally focus on bad things such as danger and disaster.
  
5. Which of the following **CANNOT** explain why people prefer reading bad news?
  - a) They respond positive words more quickly.
  - b) They think themselves as better than the others.
  - c) They tend to look out for negative signs as potential danger.
  - d) They may have natural tendency towards negativity.



ALANYA UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES  
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STUDENT NUMBER \_\_\_\_\_

Lecture 2: Listen to the lecture and take note. You will listen to the lecture **ONLY ONCE**. Your notes will not be graded.

- **Communication style:**
  
- **Context:**

<u>Low- Context Communication</u>	<u>High- Context Communication</u>

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NAME \_\_\_\_\_

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**Lecture 2: Look at your notes and answer the following questions. (10 pts.)**

1. What is the topic of today's lecture?
  - a) How to communicate across cultures
  - b) International business people
  - c) The use of foreign language in business
  - d) How business people use foreign language
  
2. Which of the following is **NOT** a way of communication style?
  - a) How people exchange information
  - b) How people show their feelings
  - c) How people use a particular language
  - d) How people understand other people
  
3. How does the professor define the *context*?
  - a) The situation or surrounding information that helps a person understand a message better.
  - b) The verbal communication that helps a person send a message to a group of people.
  - c) The message that a person sends or understands during the communication.
  - d) The situation that breaks the communication between two people.
  
4. Which of the following is **NOT TRUE** about low-context communication style?
  - a) The idea is expressed directly in low-context communication
  - b) Asian and African people generally use low-context communication
  - c) The important information is put into words in low-context communication
  - d) Non-verbal information is not needed to communicate in low-context communication
  
5. Which of the following is **NOT TRUE** about high-context communication style?
  - a) To get the meaning of the message, the context is very important.
  - b) Words are as important as the body language to be able to send the message.
  - c) People use body movements and facial expressions in high-context communication.
  - d) Important information is shown non-verbally, not through speaking it.



ALANYA UNIVERSITY  
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STUDENT NUMBER \_\_\_\_\_

**PART B: READING**

**I. Read the text below and answer the following questions. (10 pts.)**

<sup>1</sup> Language is a way to communicate with each other. We start to learn language when we are born. However, people are used to speaking their native language, so immigrants are having many problems between the first generation and the second generation because they don't have the same native language. Also, the second generation is losing their identity as they cannot follow the cultural heritage of their parents. Especially in America, there are many immigrants that came from different countries to succeed in the States. Because they **suffer** in lots of areas such as getting a job and trying to speak English, they want their children to speak English, not only at school, but also at home in order to be more successful. Because of this situation, their children are losing their ethnic identity and even more, they are ignoring their parents as their English is not very good.

<sup>2</sup> For example, my aunt, who has been living in Chicago for fifteen years, has one child and she was born in the States. She is fourteen years old, and she doesn't want to speak Korean. My aunt often gets upset with her because she is very Americanized and **they** cannot understand each other. Even when my aunt is angry, her daughter does not understand what my aunt is talking about. I felt sympathy for my aunt whenever my fourteen year old cousin said, " Mom, what's your problem?"

<sup>3</sup> I think most immigrants are trying to protect their native language in their new country, but **this** doesn't help very much in getting a good job. That's why my aunt didn't teach Korean to her children. She believed that knowing only English will help them succeed in the US more than knowing Korean. However, she hoped that her daughter will **establish** a Korean identity anyway and feel herself as Korean, but it is not that easy. Though the second generation is born in the new country, they often get confused about their identity because they look different from others, and also, if they visit their parent's country, they will probably feel different from other people who live there too. My cousins told me that when they visited Korea a few years ago, they felt different from other Koreans. They could even feel it just walking around the street because they wore different clothes and walked differently.

<sup>4</sup> We must realize that language is important and valuable for many reasons. Immigrants should make an effort not to be ignored by their children and to make their children understand their heritage by teaching them the parents' language. **This** is very important, not only for the harmony of the family, but also in helping the second generation establish their identity.

1. What is the main idea of the text?

- a) In order not to lose our identity, we mustn't learn a second language.
- b) Children should learn as many languages as they can.
- c) It is important for the immigrants to learn the language of the country they immigrated to.
- d) Teaching native language to immigrants' children is necessary to avoid identity loss.**



ALANYA UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES  
PROFICIENCY EXAM  
SAMPLE

2. Why are the immigrants in America losing their identity?
- a) They forget about their customs and traditions.
  - b) They do not visit their own country very often.
  - c) They speak English all the time in order to be more successful.**
  - d) They speak their first language both at school and at home.
3. Which of the following is one of the results of not speaking the native language for immigrants' children?
- a) They become more successful than their parents.
  - b) They ignore their parents as they cannot understand each other.**
  - c) They improve their cultural identity more easily.
  - d) They can understand the problems that their parents experienced.
4. Which of the following is **NOT TRUE** according to the reading text?
- a) If immigrants can't speak English well in America, they have problems in finding jobs.
  - b) When immigrants cannot speak English at school, they cannot be successful.
  - c) Teaching native language will be helpful for children to find job in America.**
  - d) Native language is important to establish ethnic identity.
5. Which of the following can be inferred from the text?
- a) There may be communication problems between first and second generation immigrants.**
  - b) Korean immigrants tend to lose their cultural identity easier than other ethnic groups.
  - c) The only way to fulfill their dreams is to be Americanized in the United States for immigrants.
  - d) Korean immigrants like to look different from other Koreans when they visit their native country.
6. What does "**suffer**" mean in paragraph 1?
- a) have difficulties**
  - b) have importance
  - c) have opportunities
  - d) have facilities
7. What does "**establish**" in paragraph 3 mean?
- a) lose
  - b) change
  - c) develop**
  - d) forget
8. What does "**they**" refer to in paragraph 2?
- a) parents
  - b) my aunt and I
  - c) immigrants
  - d) my aunt and her daughter**
9. What does "**this**" refer to in paragraph 3?
- a) not knowing their native language
  - b) immigrating to a new country
  - c) trying to preserve their native language**
  - d) most immigrants
10. What does "**this**" refer to in paragraph 4?
- a) teaching children their parents' language**
  - b) harmony of the family
  - c) establishing identity for second generation
  - d) making an effort



ALANYA UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES  
PROFICIENCY EXAM  
SAMPLE

**II. Read the text below and answer the following questions. (10 pts.)**

<sup>1</sup> The Bambara are a large African racial group located mostly in the country of Mali. They are the largest and most dominant group in that country. Across the border in Mauritania, there are about 1000 Bambara living near the town of Timbedra. The Bambara live in the middle valley of the Niger River. They speak “Bamana”, which is a language widely spoken in Mali, especially in the areas of business and trade.

<sup>2</sup> Most of the Bambara are farmers. Their main crop is *millet* (a kind of cereal), but they also grow nuts and fruits in large quantities. Maize, cassava, tobacco, and numerous other vegetables are grown in private gardens as well. Unfortunately, drought and other ecological problems have hurt the farmers quite badly these years. The Bambara farmers also raise cattle, horses, goats, sheep, and chickens. The neighboring Fulani people are often trusted to look after the Bambara livestock. **They** take care of their neighbor’s animals in some specific seasons. This allows the Bambara to give attention to farming for the period of the short rainy season. Many of the Bambara hunt animals such as ostrich, boar, antelope, and guinea fowl for their meat and skins. They also collect large amounts of honey from wild bees. Both men and women share the farming duties. Nevertheless, the wives frequently get in the fields later and leave earlier than the men. This gives **them** time to prepare the morning and evening meals. Mostly, children between the ages of 12 and 14 also help with the family’s work by leading the animals to fields as they plow and guarding them during rest periods.

<sup>3</sup> Every Bambara village is **made up of** many different family units, usually all from one extended family. Each household, or “*gwa*” is responsible with providing for all of its members, as well as to help them with their farming duties. Bambara homes are characteristically bigger than homes of most other West African groups. Some of the dwellings hold as many as 60 or more people. The members of each “*qwa*” work together every day except for Mondays, since Monday is a special and traditional day. Many Islamic schools have been set up in some of the Bambara villages. On the other hand, many of the non-Muslim villages have failed to establish schools, which happened so just because the kids are required to stay home and help farming works. For this reason, some village populations are entirely illiterate—they do not know how to read and write.

<sup>4</sup> Marriage is very significant to the Bambara. Though the price of marriage is expensive, it is considered as a type of investment. When two families come together, they can also unite and share more fields. However, this is not the only reason why the Bambara marry. The major purpose of marriage is to have children, which provides the family’s labor or work force. Marrying and having children also guarantees the future of the family population. In other words, more children mean that the family will continue to exist and their numbers will **increase** in the future.

<sup>5</sup> Even though most Bambara claim to be Muslim, many people still follow their traditional beliefs in ancestor worship. The Bambara believe that the ancestral spirits may take on the forms of animals or even vegetable. In extraordinary ceremonies, the spirits are worshipped and presented with offerings of flour and water. The oldest member of a family acts as the contact person between the living and the dead during rituals.



ALANYA UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES  
PROFICIENCY EXAM  
SAMPLE

1. What is the purpose of the text?
  - a) To persuade the reader that Bambara is one of the developed group in Africa
  - b) To provide some information about a rarely known culture: Bambara**
  - c) To compare two different cultures in terms of their traditions in Africa
  - d) To encourage people to arrange some cultural holidays in Africa
2. Which of the following is true according to paragraph 2?
  - a) Thanks to the Fulani people, the Bambara people can involve in farming more.**
  - b) Because of drought, the Bambara people cannot do farming any more.
  - c) Only the children between 12 and 14 help with the family work.
  - d) The Bambara only gather money from wild bees to live by.
3. Which of the following can be inferred from paragraph 2?
  - a) Bambara women are responsible not only for the field work but also the housework.**
  - b) Bambara women and children work more in fields than the men do.
  - c) Ecological problems don't affect the Bambara in their field work of farming.
  - d) Bambara people grow only fruits and vegetables for farming.
4. Which of the following is the main reason for some non-Muslim villages being illiterate?
  - a) Having too many Islamic schools
  - b) Failing to build non-Muslim schools
  - c) The obligation for the children to work in fields and help in the house**
  - d) Having very low population of non-Muslim people in the villages
5. Which of the following is **NOT** a reason why marriage is an investment?
  - a) Having children in the family to work in fields and at home
  - b) Having children to guarantee the future of the family
  - c) Sharing more fields when two families come together
  - d) Becoming richer by marrying someone from a rich family**
6. Which of the following is **NOT TRUE** according to paragraph 5?
  - a) In usual rituals, the Bambara present the spirits food such as flour and water.
  - b) Many of the Bambara organize and attend rituals such as those their fathers did.
  - c) After the Bambara became Muslim, they gave up the beliefs of their ancestors.**
  - d) The Bambara believe that their dead grandfathers may appear in different living forms.
7. What does **"They"** refer to in paragraph 2?
  - a) The Bambara people
  - b) Fulani people**
  - c) Sheep and chickens
  - d) The Bambara animals
8. What does **"them"** refer to in paragraph 2?
  - a) The Bambara men
  - b) The Bambara people
  - c) **the wives**
  - d) children





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SCHOOL OF FOREIGN LANGUAGES  
PROFICIENCY EXAM  
SAMPLE

9. What does “**made up of**” mean in paragraph 3?
- a) build  
b) arrange  
c) take in  
d) **consist of**
10. What does “**increase**” mean in paragraph 4?
- a) reduce  
b) **rise**  
c) depend on  
d) drop

**PART C: USE OF ENGLISH (20 pts.)**

**I. Choose the option that has the closest meaning with the sentence given. (3 pts.)**

1. “Did you see the professor yesterday?” Tom asked me.
- a) Tom asked me did I see the professor yesterday.  
b) Tom asked me I had seen the professor the previous day.  
c) **Tom asked me if I had seen the professor the previous day.**  
d) Tom asked me if had you seen the professor the previous day.
2. I didn’t know English, so I had troubles in the UK.
- a) If I know English, I won’t have troubles in the UK.  
b) If I didn’t know English, I would have troubles in the UK.  
c) If I hadn’t known English, I wouldn’t have had troubles in the UK.  
d) **If I had known English, I wouldn’t have had troubles in the UK.**
3. Students didn’t submit their project on time so the teacher got furious.
- a) Students weren’t allowed to submit their project on time.  
b) Students must have submitted their project on time.  
c) **Students should have submitted their project on time.**  
d) Students might have submitted their project on time.

**II. Choose the correct option to complete the text. (7 pts.)**

People take more photographs now than at any time in history. Around 1 trillion photos 1 every year. We take photographs for lots of reasons – mainly to remember things. 2, many people take photographs instead of just enjoying an experience. Is this actually stopping memories being made? It seems the answer is yes. This was tested in a recent study. People were asked 3 at some artists’ paintings. According to the results of the study, the people 4 had looked and taken photographs of them were able to remember less about the paintings than those that had only looked at them.

It happens to most of us on holiday, or at a special event. Part of our brain is busy with thinking about what might make the best image since our cameras are always in our pockets. I’m embarrassed to say but I do this, too. I always think that I 5 find the best spot to take the photo of the most memorable moment. For example, when I 6 Italy last month and I saw the coast and its clear blue Mediterranean sea with my own eyes, my first thought was to take a photo 7 share this moment with my friends back home. But we need to remember that sometimes just to live the moment is better than making it memorable.



ALANYA UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES  
PROFICIENCY EXAM  
SAMPLE

- |                      |                     |                   |                       |
|----------------------|---------------------|-------------------|-----------------------|
| 1. a) take           | <b>b) are taken</b> | c) took           | d) were taken         |
| 2. <b>a) However</b> | b) Although         | c) Due to         | d) Because            |
| 3. a) look           | b) looking          | <b>c) to look</b> | d) looked             |
| 4. a) where          | <b>b) who</b>       | c) when           | d) whose              |
| 5. a) used to        | <b>b) must</b>      | c) shouldn't      | d) can't              |
| 6. a) have visited   | b) had visited      | <b>c) visited</b> | d) was visiting       |
| 7. a) so             | b) because of       | c) while          | <b>d) in order to</b> |

III. Choose the best option to complete the text. (10 pts.)

How did we become a throwaway society? Actually, it's easier to 1 an item than to spend time and money to repair it. Due to modern manufacturing technology, companies are able to 2 items quickly and inexpensively, so we have a 3 of products in cheap prices. Also some items such as TVs and mobiles are almost impossible to repair because they contain many 4 parts and even tiny chips, which are difficult to understand how they work. In addition, we love disposable products like paper towel and plastic plates and cups. Because these products aren't designed to last long, companies know 5 will have to replace them, buying over and over again. Our appetite for new products also 6 to the problem. We are addicted to buying new things. Thus, advertisements 7 us that newer is better and we will be happy with the latest product. As a result, we throw away some useful possessions to make a room for new ones. We can see the 8 of this throwaway society all around the world. Dumpsites are full of garbage. Maybe we should start to 9 more items to decrease the amount of trash and to protect the environment as soon as possible. Moreover, we should rethink our 10 about spending and start to think if we really need the product before we buy it.

- |                         |                     |                        |                       |
|-------------------------|---------------------|------------------------|-----------------------|
| 1. <b>a) get rid of</b> | b) break down       | c) set up              | d) give up            |
| 2. <b>a) produce</b>    | b) product          | c) production          | d) producer           |
| 3. a) vary              | b) various          | <b>c) variety</b>      | d) variant            |
| 4. a) cooperative       | b) potential        | c) considerable        | <b>d) complicated</b> |
| 5. a) consume           | <b>b) consumers</b> | c) consumption         | d) consuming          |
| 6. a) recovers          | b) deals            | <b>c) contributes</b>  | d) relies             |
| 7. <b>a) persuade</b>   | b) prove            | c) interrupt           | d) charge             |
| 8. a) relationships     | b) construction     | <b>c) consequences</b> | d) percentage         |
| 9. a) value             | b) invest           | c) destroy             | <b>d) recycle</b>     |
| 10. a) appearance       | <b>b) attitudes</b> | c) instance            | d) effort             |



ALANYA UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES  
PROFICIENCY EXAM  
SAMPLE

NAME \_\_\_\_\_

STUDENT NUMBER \_\_\_\_\_

**PART D: WRITING (20 pts.)**

Choose ONE of the topics below and write a 5-paragraph- essay in ± 350 words.

- What are the causes and/ or effects of living in a big city?
- Do you agree/ disagree with the following statement: *“Studying in a multicultural university has many benefits.”*
- How can we solve the problem of global warming (climate change)?

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