ALANYA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
2026-2027 ACADEMIC YEAR
ERASMUS+ SAMPLE EXAM

NAME-SURNAME: _____

PART A: LISTENING (35 pts.)

LISTENING 1:

I. Listen to the podcast and choose the best answer. You will hear the podcast TWICE. Before listening, you have one minute to look at the questions. (10x2=20 pts.)

1. According to the podcast what is the topic of the radio program?
   a) Health issues b) Science fiction films c) Technological development d) Cultural change

2. According to the podcast how does Professor Holden describe the change in robotics?
   a) Robots have become less useful in recent years.
   b) Robots are still mostly theoretical concepts.
   c) Robots have rapidly become part of everyday life.
   d) Robots are mostly used in industrial environments.

3. Robots were not used much in the past because _____.
   a) They were too difficult to control.
   b) They were considered unsafe.
   c) They were not efficient enough.
   d) They were too expensive.

4. According to the podcast, in which countries are robot waiters used?
   a) Only in Taiwan, China and Bali
   b) In Japan, Thailand and Hong Kong
   c) Only in South Korea and Japan
   d) In China, Turkey and Thailand

5. Robots are used in education as _____.
   a) Science assistants in labs
   b) Online learning tool only
   c) English teachers in schools
   d) Translators for students

6. What does the robotic suit do for disabled people?
   a) It replaces their arms and legs.
   b) It helps them move their bodies.
   c) It teaches them how to walk.
   d) It protects them from injuries.

7. According to the podcast what was Joey Abica unable to do after his accident?
   a) Continue his career as a diver
   b) Complete his family tasks
   c) Move or feel his legs at all
   d) Speak and communicate normally

8. Why are service robots especially important for older people?
   a) They allow them to stay at home.
   b) They help them travel more easily.
   c) They make them learn new skills.
   d) They help them find new jobs.

9. According to the podcast what is the purpose of robotic fish?
   a) To improve water quality by cleaning oceans.
   b) To imitate real fish for entertainment purposes.
   c) To monitor pollution levels in sea.
   d) To study fish behavior in natural habitats.

10. According to the podcast, in which of the following areas are robots NOT used?
   a) Medical support for disabled people
   b) Household tasks in everyday life
   c) Teaching languages in schools
   d) Agricultural production and farming

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LISTENING 2: Listen to the lecture and take notes. You will listen to the lecture only ONCE. Your notes will NOT be graded.

- **Early Communication**

- **Language Specialization**

- **Developing Grammar**

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II.Look at your notes and answer the questions. (5x3=15 pts.)

1. When does the "cooing" stage of language acquisition typically begin?
   a) Immediately at birth when they are hungry
   b) A few weeks after birth, when babies are happy
   c) At 4 months old, while imitating environmental sounds
   d) At 10 months old, when saying their first words

2. What does a single word like "juice" represent for a baby?
   a) A full thought
   b) A simple name
   c) A loud signal
   d) A basic sound

3. Why is early two-word speech referred to as "telegraphic"?
   a) It uses many new words
   b) It uses only key words
   c) It uses every big word
   d) It uses many old words

4. When a child says "eated" instead of "ate," what does this demonstrate?
   a) The child is unable to learn the language and needs to see a doctor.
   b) The child has an insufficient vocabulary which can be taught later.
   c) The child is "overgeneralizing" a newly learned grammar rule.
   d) The child has a hearing problem and misunderstands the word.

5. According to the talk, how are irregular past tense verbs learned by children?
   a) By the law
   b) One by one
   c) Very fast
   d) By crying

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PART B: READING (40 pts.)

Reading 1: Read the text and answer the questions. (10x2=20 pts.)

Studying or Working Abroad: How It Changes You

[1]How does studying or working abroad change you? You return with a photo album full of memories and a suitcase full of souvenirs, sure. But you may also come back from your time in another country with an ability to think more complexly and creatively—and you may be professionally more successful as a result. Research shows that living or studying in another country can have many effects on the mind and personal growth. People who spend time abroad often become more flexible, innovative, and open to new experiences. They can solve problems more easily, understand difficult situations, and see events from different points of view. They may also improve communication skills, because they meet and work with people from different cultures.

[2]For instance, William Maddux, a professor at INSEAD, studied students in an international MBA program. He found that students who learned about new cultures and adapted to them became better at connecting different ideas. This skill is called ***integrative*** complexity, which means seeing connections between ideas that may seem very different or even opposite. Students who develop this ability can make better decisions and find creative solutions to challenging problems. The students' multicultural ***engagement*** also predicted the number of job offers they received after the program ended. This shows that studying or working abroad can improve career opportunities.

[3]More generally, Maddux writes that people with international experience or more than one nationality are often better problem solvers and more imaginative. ***They*** can create new products, start businesses, and are more likely to be promoted at work. People who adapt well to new environments may also feel more confident and independent. These skills are useful not only in work but also in everyday life, for example when making decisions, helping others, or managing conflicts.

[4]Angela Leung, an associate professor of psychology at Singapore Management University, is another researcher who has investigated the psychological effects of living abroad. She reports that people with more experiences of different cultures are better able to generate creative ideas and make unexpected links among concepts. Being open-minded includes accepting uncertainty and exploring new ways of thinking. It can also help improve personal relationships and understanding of other people's points of view.

[5]Could it be that people who choose to study or work in other countries are already more inclined to be complex and creative thinkers? David Therriault, associate professor of educational psychology at the University of Florida, anticipated ***this*** possibility. To answer this, he tested three groups of students: students who had studied abroad, students planning to go abroad, and students who had no plans to go. The students who had actually studied abroad outperformed the two other groups in creative thinking.This suggests that the experience itself can help people think in new ways.

[6]In conclusion, studying or working in another country can make you a better thinker—more flexible, innovative, and complex—if you are willing to adapt and learn from other cultures. You may also enjoy better job opportunities, gain confidence, and grow personally. Living abroad is not just an adventure; it is a valuable chance to grow mentally and professionally.

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1. What is the main idea of the text?
   a) The financial and emotional advantages of foreign education.
   b) The cognitive and professional benefits of studying abroad.
   c) The importance of learning foreign cultures while traveling.
   d) The daily life of students in international MBA programs.

2. According to Maddux's study, what predicts job offers?
   a) Students' ability to engage with and adapt to different cultures.
   b) Students' academic performance in traditional classroom settings.
   c) The number of countries that students travel to for study or work.
   d) Students' ability to learn and apply theoretical knowledge.

3. Which of the following is TRUE according to paragraph 4?
   a) Living abroad reduces the ability to think in flexible ways.
   b) Creativity mainly depends on formal education and training.
   c) Cultural experiences help people form original and new ideas.
   d) People avoid uncertainty when they face new environments.

4. According to the text, how do students who adapt to other cultures think?
   a) They can make connections among diverse ideas.
   b) They learn facts from foreign lecturers and students.
   c) They avoid complex thinking and prefer simple ideas.
   d) They focus mainly on their own ideas and culture.

5. Which of the following is NOT mentioned as a benefit of studying abroad?
   a) Enhanced problem-solving skills.
   b) Increased creativity and ability to integrate ideas.
   c) Instant offers from companies without effort.
   d) Personal growth and improved job opportunities.

6. Which of the following can be inferred from the text?
   a) The benefits of living abroad depend on personal adaptation.
   b) All students gain equal advantages from international study.
   c) Academic success is more important than cultural experience.
   d) Studying abroad has little effect on personal development.

7. What does the word ***"integrative"*** mean in paragraph 2?
   a) Avoiding new experiences.
   b) Following strict routines.
   c) Memorizing challenging problems.
   d) Combining different ideas.

8. What does the word ***"engagement"*** mean in paragraph 2?
   a) Challenging experiences
   b) A temporary visit
   c) Active participation
   d) Cultural solutions

9. What does ***"they"*** refer to in paragraph 3?
   a) Students enrolled in MBA programs.
   b) Academic researchers studying creativity.
   c) Employers offering promotions.
   d) People with multicultural experience.

10. What does ***"this"*** refer to in paragraph 5?
    a) The advantages of starting a business while abroad.
    b) The experience of studying abroad in different countries.
    c) The process of applying for international programmes.
    d) The idea that some students may already be more creative.

Reading 2: Read the text and answer the questions. (20 pts.)

University Cultures: A Global Perspective

[1]In higher education, universities are more than just collections of buildings and classrooms; they are complex organizations with their own "personalities" known as organizational culture. This culture consists of shared values, beliefs, and traditions that shape how the university operates and makes decision. To analyze these environments, experts often use the Competing Values Framework (CVF), which identifies four primary types of culture.

[2] As it is mentioned the Competing Values Framework categorizes university organizational cultures into four main types, each reflecting different priorities and ways of operating. The first type is the Clan culture. This is often described as a family-like environment where teamwork and loyalty are the most important values. In ***these universities***, leaders act like mentors, and there is a strong focus on the well-being of the staff and students. Consequently, people feel a deep sense of commitment to the institution's mission. The second type is Adhocracy culture, which is characterized by a dynamic and creative atmosphere. In this setting, individuals are encouraged to take risks and "think outside the box" to produce ***innovative*** ideas and services. In contrast, Hierarchy culture is far more structured. It emphasizes formal rules, stability, and clear procedures to ensure that everything runs smoothly and efficiently. While this can sometimes make decision-making slower, it provides a sense of order and predictability. Finally, Market culture is a results-oriented environment where competition is the main driver. These institutions focus on achieving specific goals and maintaining a competitive advantage over other universities.

[3] Globally, university cultures reflect different national traditions. For example, in the United States, the Clan culture is frequently the dominant and most preferred style. In contrast, universities in Japan and Turkey often have a more hierarchical structure, focusing on bureaucracy and formality. Meanwhile, in Poland, public institutions often lean toward hierarchy, while private universities are more likely to have a market-oriented culture. This competitive focus shapes institutional priorities and performance metrics. Additionally, these cultural differences influence how decisions are made

and how authority is distributed within universities. They also affect communication styles between staff and students. As a result, the same type of university may operate very differently depending on the country in which it is located.

[4]Even though every university is unique, research suggests that the Clan culture is the most favored type worldwide. This collaborative model is seen as the most efficient because ***it*** increases the ownership and dedication of its members. Ultimately, a positive organizational culture is vital because it shapes the behavior of everyone involved, helping the university achieve its highest goals. Overall, understanding these four types of organizational culture helps explain how universities differ in their values, priorities, and ways of functioning across various contexts.

1. What is the main idea of the text? (4 pts.)
   a) Universities mainly differ in their physical structures and sizes.
   b) Market culture is the dominant form in most universities today.
   c) Universities only focus on teaching and academic performance.
   d) Organizational cultures clarify our understanding of a university.

2. What can be inferred about Clan culture? (4 pts.)
   a) It discourages cooperation and focuses on competition.
   b) It prioritizes strict rules over personal relationships.
   c) It creates a supportive environment based on loyalty.
   d) It focuses mainly on individual performance outcomes.

3. What can be inferred about Hierarchy culture?
   a) It values flexibility more than formal structure.
   b) It may slow decisions but ensures organizational order.
   c) It encourages constant innovation and experimentation.
   d) It avoids formal rules and prefers informal practices.

4. Which of the following is true according to the paragraph 2?
   a) Clan culture is mainly based on competition and strict performance targets.
   b) Adhocracy culture discourages creativity and prefers formal procedures.
   c) Hierarchy culture emphasizes rules, stability, and structured operations.
   d) Market culture focuses on teamwork and employee well-being values.

5. Which of the following is **FALSE** according to the paragraph 3?
   a) All universities worldwide follow identical organizational cultures.
   b) Private universities in Poland are more likely to adopt market culture.
   c) Universities in Japan and Turkey often have hierarchical structures.
   d) Clan culture is frequently dominant in universities in the United States.

6. What does the word "***innovative***" mean in the text?
   a) conventional
   b) conservative
   c) inventive
   d) outdated

7. What does "***these universities***" refer to in paragraph 2?
   a) universities with adhocracy culture
   b) universities with clan culture
   c) universities with market culture
   d) universities with hierarchy culture

8. What does "***it***" refer to In paragraph 4?
   a) the overall behavior of academic staff members
   b) the recent research on global university systems
   c) the clan culture organizational model in university
   d) the general efficiency of all university systems

PART C: USE OF ENGLISH (25 pts.)

I. Choose the correct option to complete the sentences. (15x1= 15 pts.)

1. My mother is mad right now but I am sure she _____ down by the time our guests _____.
   a) will have calmed / arrive
   b) has calmed / are arriving
   c) was calming / have arrived
   d) calms / will have been arrived

2. Kemal has been experimenting different types of meals _____.
   a) before he booked a table at the restaurant.
   b) since his father bought him a microwave.
   c) while my husband serves the drinks.
   d) as soon as he has more leisure time at home.

3.A: Did you know "*Sefiller*" performed at the İstanbul Zorlu Center last week?
B: No, but I _____ anyway because I was training in London then.
   a) may not have gone
   b) won't be going
   c) couldn't have gone
   d) must not have gone

4. As they _____ for twenty days now, they _____ forward to the end of Ramadan.
   a) had fasted / are going to look
   b) will fast / have been looking
   c) are fasting / have looked
   d) have been fasting / are looking

5. Paul Auster is a famous American author _____.
   a) whose novels are translated into many languages.
   b) he was always interested in people and places around the world.
   c) that was not very usual for him to live alone.
   d) was born in 1947 in the USA.

6. Everyone was surprised to see us because we _____ to return before the middle of the month.
   a) aren't expected
   b) weren't expected
   c) haven't been expected
   d) won't have been expected

7. People are not allowed to take alcoholic drinks into the school and anyone who ____ with an alcoholic drink ____ to leave immediately.
   a) has found / is being asked
   b) was found / will have asked
   c) is finding / has asked
   d) is found / will be asked

8. Unless necessary precautions are taken, _____.
   a) there has been heavy rain resulting in flood.
   b) the attempt of rescuing all the passengers were in vain.
   c) we will not be able to control the spread of illness.
   d) people suffered from illness have been taken to hospital.

9. Were you to act confident, smile more often and look directly into the person's eyes, _____ .
   a) you don't know how to look shy when it is needed.
   b) you might be able to attract a girlfriend.
   c) it was harder to relax in front of so many people.
   d) they would have certainly laughed and turned away.

10. The head of the SFL department will hold a short meeting _____.
   a) as soon as the students leave.
   b) if the students leave early.
   c) before the meeting starts.
   d) as the machine is broken.

11. Excuse me, can you tell me _____ .
    a) who can I ask to come early tomorrow?
    b) whom I should ask to sign my documents.
    c) what she could do without me.
    d) when she should have done.

12. During the orientation week at the university, the coordinator explained to us _____.
    a) where did we access the online registration system
    b) that how we could access the online registration system
    c) how can we access the online registration system
    d) how we could access the online registration system

13. If only you had talked to your parents when the problem first started, _____.
    a) they always give good advice in difficult situations
    b) you can still solve the problem by yourself as you like
    c) you wouldn't be having so many misunderstandings now
    d) your parents are not very strict about rules at home

14. The article attracted great attention, _____.
    a) whose author has recently retired from academic life.
    b) who was invited to speak at the conference last month.
    c) which explains the impact of climate change on agriculture.
    d) where the researchers gathered for a group discussion.

15. Many people believe _____.
    a) if distance education is beneficial or not.
    b) that health of children is in trouble in the 21st century.
    c) when children should start using mobile phones.
    d) why students don't understand online lessons.

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II. VOCABULARY (10x1 pts.)

Education plays a crucial role in personal and professional development. In recent years, international programmes such as Erasmus+ have become an essential part of higher education systems around the world. These programmes allow students to study 1) _____ in order to improve their academic knowledge, language competence, and intercultural communication skills. As a result, students are exposed to different teaching styles, assessment systems, and academic expectations, which contribute to a more comprehensive learning experience. At university, students follow a structured 2) _____ that includes a variety of courses, clearly defined learning outcomes, and different assessment methods. This system ensures that students gain both theoretical knowledge and practical skills in their chosen areas. Participation in programmes like Erasmus+ also helps students become more 3) _____ and responsible for their own learning, as they must adapt to new academic environments and manage their time effectively without constant supervision.

Students are expected to attend 4) _____ regularly, take detailed notes, and actively participate in classroom discussions. In addition to attending classes, they are required to complete assignments, prepare presentations, and collaborate with classmates on group projects. Their academic performance is measured through different forms of 5) _____ such as written exams, research papers, essays, and oral presentations, all of which aim to evaluate both knowledge and skills.Before joining such programmes, students must complete a formal 6) _____ process, submit necessary documents, and meet specific academic requirements set by their home and host institutions. After acceptance, they choose courses related to their 7) _____ and create a study plan that is approved by academic advisors.

During this period, students benefit from academic 8) _____ such as libraries, research centers, and online databases, which support their studies and research activities. They also interact with peers from different 9) _____, which improves their intercultural awareness, communication skills, and global perspective. As a result, students return home with greater 10) _____ in their academic abilities and future career paths. Overall, combining formal education with international experience prepares students for the challenges of a globalized world and enhances their lifelong learning skills.

1.	a) offshore	b) abroad	c) external	d) international
2.	a) achivement	b) value	c) curriculum	d) seminar
3.	a) independent	b) traditional	c) ordinary	d) similar
4.	a) lectures	b) meetings	c) events	d) tutorials
5.	a) exercises	b) assessment	c) tasks	d) involvement
6.	a) explanation	b) discussion	c) application	d) arrangement
7.	a) tendency	b) income	c) field	d) lesson
8.	a) resources	b) references	c) materials	d) circumstances
9.	a) distances	b) backgrounds	c) communities	d) concepts
10.	a) confidence	b) assumption	c) concern	d) affection