



## English Preparatory Program Proficiency EXAM - SAMPLE

### İngilizce Hazırlık Programı Sınav - ÖRNEĞİ

**SINAV TARİHİ:**

**SINAV SÜRESİ: 150 DAKİKA**

#### A. Choose the best option to complete the sentences. (55 x 1 = 55 points)

1. The lesson starts \_\_\_\_\_ 7<sup>th</sup> January and ends sometime \_\_\_\_\_ April.

- a) to / from
- b) on / at
- c) on / in
- d) at / on

2. A: Can I help you?

B: Yes, I would like to buy \_\_\_\_\_ earphones.

- a) these
- b) this
- c) a
- d) an

3. How fast \_\_\_\_\_ when the accident \_\_\_\_\_?

- a) did you drive / happens
- b) were you driving / happened
- c) did you drive / was happening
- d) you drove / happened

4. A: Are we ready to go?

B: No, I can't find \_\_\_\_\_ car keys.

- a) him
- b) theirs
- c) its
- d) my

5. Kate got good marks \_\_\_\_\_ she studied hard.

- a) because
- b) but
- c) so
- d) then

6. A: That is a nice ring, Alice. Is it new?

B: Oh no, it is my \_\_\_\_\_ wedding ring. I just wanted to try it on.

- a) mother
- b) mother's
- c) mothers
- d) mothers'

7. A: I am going to the supermarket. Do you want \_\_\_\_\_? B: Could you get \_\_\_\_\_milk?

- a) anything / some
- b) something / any
- c) anything / a
- d) something / a

8. A: Where \_\_\_\_\_ Mark come from?

B: I think he is from the United States.

- a) does
- b) is
- c) are
- d) do

9. A: Are you coming to my party on Tuesday?

B: I am sorry I can't. I \_\_\_\_\_ to London tomorrow evening.

- a) might fly
- b) fly
- c) am flying
- d) can fly

10. A: I would like to make an omlette. \_\_\_\_\_ eggs do

we need? B: Three.

- a) How long
- b) How big
- c) How much
- d) How many

11. A: I like your new armchair.

B: Thanks. It is \_\_\_\_\_ comfortable than the old one.

- a) more
- b) too
- c) very
- d) much

12. The book is \_\_\_\_\_ the film.

- a) more good than
- b) better than
- c) better
- d) good than

13. He \_\_\_\_\_ his beard trimmed at the moment.

- a) has
- b) have
- c) had
- d) is having

14. I am fed up with sharing a house with others; ----, I am looking for my own flat.

- a) moreover
- b) therefore
- c) however
- d) although

15. A: Why didn't you call me at 8:00 last night as you promised?

B: I am sorry that I forgot. I \_\_\_\_\_ for the test at that time.

- a) studied
- b) have studied
- c) was studying
- d) being

16. A: \_\_\_\_\_ you \_\_\_\_\_ here for a long time?

B: Yes, over forty years.

- a) Had / lived
- b) Have / been living
- c) Did / lives
- d) Have / live

17. A: Have you seen that movie \_\_\_\_\_? B: No, I haven't.

- a) just
- b) yet
- c) sometime
- d) soon

18. A: Did you see the weather forecast?

B: Yes, it \_\_\_\_\_ be extremely hot this weekend.

- a) need to
- b) has to
- c) is going to
- d) must

19. A: What color are you going to paint the kitchen?

B: I \_\_\_\_\_ probably choose something like grey.

- a) will
- b) can
- c) may
- d) am going to

20. A: Dad, my computer is broken again. I need a new one.

B: I \_\_\_\_\_ buy one if I had more money, but it is not possible right now.

- a) can
- b) may
- c) will
- d) would

21. The concert was fantastic yesterday. You \_\_\_\_\_.

- a) might have come
- b) should have come
- c) should come
- d) ought to come

22. What would you have done if you \_\_\_\_\_ in my position?

- a) have been
- b) would be
- c) had been
- d) are

23. A: I wish I could be with our cousins.

B: Me too. By this time tomorrow, they \_\_\_\_\_ on a beach in Bodrum while we are studying for our exemption exam.

- a) will be sunbathing
- b) sunbathing
- c) are sunbathing
- d) will sunbathing

24. When I was in high school, I \_\_\_\_\_ a member of the basketball team.

- a) use to be
- b) used to
- c) used to be
- d) use to

25. Why does she need \_\_\_\_\_ her hair cut? It is lovely as it is.

- a) to have
- b) to having
- c) to has
- d) to had

26. Before I \_\_\_\_\_ this book, I \_\_\_\_\_ about my country's history.

- a) started / have read
- b) started / had read
- c) had started / read
- d) starting / read

27. When John \_\_\_\_\_ we \_\_\_\_\_ really fast.
- a) feel over / was running
  - b) feel over / were running
  - c) fell over / was running
  - d) fell over / were running
28. This afternoon I met Andre, \_\_\_\_\_ I hadn't seen for ages.
- a) that
  - b) whose
  - c) which
  - d) whom
29. A: Today we learned about a tribe \_\_\_\_\_ ancestors lived in Lima.
- a) whose
  - b) who
  - c) whom
  - d) which
30. We \_\_\_\_\_ pay for our meals when we were on holiday.
- a) don't
  - b) hadn't
  - c) don't have to
  - d) didn't have to
31. Jack is tall, but his classmate Mary is \_\_\_\_\_ student in their classroom.
- a) tallest
  - b) more tall
  - c) the tallest
  - d) taller
32. It was a stupid word to say. I wish I \_\_\_\_\_ it.
- a) didn't say
  - b) hadn't said
  - c) haven't said
  - d) said
33. The teacher \_\_\_\_\_ explained the exercises if the students had asked for an explanation.
- a) will have
  - b) would
  - c) would have
  - d) will be having
34. We can walk to the station \_\_\_\_\_ it rains.
- a) while
  - b) if
  - c) unless
  - d) but

35. The more students study, \_\_\_\_\_ scores they get.
- the higher
  - higher
  - high
  - the highest
36. I \_\_\_\_\_ here since I left school.
- worked
  - am working
  - have been working
  - been working
37. I don't know whether \_\_\_\_\_.
- I can have found a used car
  - I can find a used car
  - I could have found a used car
  - I was able to find a used car
38. Would you mind \_\_\_\_\_ that large stack of papers over there?
- to hand to me
  - handing me
  - to hand me
  - hand me
39. \_\_\_\_\_ students in this class are foreigners.
- None
  - All of the
  - All of
  - Much
40. Kristen is very busy at work. She has \_\_\_\_\_ time for other things.
- little
  - a little
  - few
  - a few
41. Columbus \_\_\_\_\_ America in 1492.
- was discovered
  - discovered
  - was discovering
  - discovers
42. The house \_\_\_\_\_ last year looked beautiful.
- whose painted
  - that was painted
  - was painted
  - which were painted

43. A: How much does a brand new Mercedes cost?

B: Philip can tell you \_\_\_\_\_.

- a) how much a brand new Mercedes cost does
- b) how much a brand new Mercedes does cost
- c) how much a brand new Mercedes cost
- d) how much a brand new Mercedes costs

44. It is difficult \_\_\_\_\_ one's bills when prices keep \_\_\_\_\_.

- a) to be paid / rising
- b) paying / rising
- c) to pay / rising
- d) pay / rising

45. Nobody is accusing you \_\_\_\_\_ the watch.

- a) to steal
- b) of stealing
- c) with stealing
- d) from stealing

46. The missing girl \_\_\_\_\_ yet.

- a) had found
- b) has found
- c) has been found
- d) hasn't been found

47. How did you get your dad \_\_\_\_\_ you this car?

- a) bought
- b) to buy
- c) get bought
- d) to be bought

48. Marilyn drives less carefully than John, but Paul drives \_\_\_\_\_ of all.

- a) the least careful
- b) the least carefully
- c) less careful
- d) less carefully

49. ---- I dislike sentimental films, sometimes, when I'm not feeling very energetic, I can curl up on the sofa and watch one.

- a) As soon as
- b) Although
- c) However
- d) Despite

50. Is she the tall woman or \_\_\_\_\_?

- a) the short one
- b) the short
- c) the short ones
- d) short one

51. The lady \_\_\_\_\_ purse was stolen was crying.

- a) which
- b) whose
- c) where
- d) who

52. It is not certain if the concert \_\_\_\_\_ because of the virus.

- a) is cancelled
- b) will be cancelled
- c) be cancelled
- d) will cancelled

53. ---- her illness leaving her very weak at times, she tries to derive pleasure from life.

- a) Despite
- b) Whereas
- c) Although
- d) However

54. I \_\_\_\_\_ different books since March and so far, I \_\_\_\_\_ 70 books.

- a) was reading / was reading
- b) read / read
- c) am reading / read
- d) have been reading / have read

55. ---- does the International Students' Society help foreign students settle in, ---- it organizes sightseeing trips as well.

- a) No sooner / than
- b) Not only / but
- c) Both / and
- d) Neither / nor



## B. CLOZE TEST I.

For questions 56-85, read the texts below and decide which answer (A, B, C, D) best fits each gap. Each question is 1 point.

### Hunting for Dinosaurs

Janet Heath was camping on a field in North Dakota in the USA when she noticed what at first sight seemed to be the bone of a bull. In fact, it (56) \_\_\_\_\_ out to belong to a dinosaur called a velociraptor. About 75 million years ago, dinosaurs regularly (57) \_\_\_\_\_ near huge lakes in this part of North Dakota. Fortunately for dinosaur fanatics, the (58) \_\_\_\_\_ here were amazing for preserving those that perished there. However, once prehistoric bones are (59) \_\_\_\_\_ to the air, they can become delicate, so it is vital to find and sustain them before they rot.

Since Janet's discovery, she and her siblings have found the (60) \_\_\_\_\_ of hundreds of dinosaurs, some of which they have (61) \_\_\_\_\_ to museums. Many tourists visit the camping site expecting to unearth something prehistoric. The tourists may not stand much (62) \_\_\_\_\_ of detecting an entire skeleton, but they are still extremely eager! Janet and her siblings often allow these fanatics to possess their findings, although some scientists (63) \_\_\_\_\_ of this policy since these prehistoric remnants are very (64) \_\_\_\_\_ for historical research. Therefore, giving away these bones to authorities is (65) \_\_\_\_\_ for advancement of such studies.

- |                    |                |                 |               |
|--------------------|----------------|-----------------|---------------|
| 56. a) sorted      | b) worked      | c) turned       | d) pointed    |
| 57. a) combined    | b) gathered    | c) concentrated | d) united     |
| 58. a) conditions  | b) situations  | c) arrangements | d) settings   |
| 59. a) emerged     | b) displayed   | c) appeared     | d) exposed    |
| 60. a) ruins       | b) records     | c) results      | d) remains    |
| 61. a) contributed | b) donated     | c) provided     | d) awarded    |
| 62. a) possibility | b) opportunity | c) chance       | d) potential  |
| 63. a) disapprove  | b) accuse      | c) criticise    | d) prohibit   |
| 64. a) valuable    | b) enjoyable   | c) responsible  | d) reversible |
| 65. a) initial     | b) literal     | c) crucial      | d) intense    |

## CLOZE TEST II.

Choose the best option to complete the sentences.

Human beings have been predicting the future for thousands of years. Why? Because if you (66) \_\_\_\_\_ what is going to happen, you can (67) \_\_\_\_\_ appropriate preparations. These days scientists use three main approaches. By taking (68) \_\_\_\_\_ all the elements which (69) \_\_\_\_\_ an event and then calculating what will happen by scientific (70) \_\_\_\_\_, weather forecasters have become quite reliable and astronomers have achieved very (71) \_\_\_\_\_ predictions. Nowadays, of course, more information is available and computers make complicated calculations easier. But we rarely know all the possibilities, especially where human behaviour is (72) \_\_\_\_\_. The second approach tries to overcome this problem. Computers are programmed to “learn” about the way in which events repeat themselves from data about the past and then to predict the future. As a (73) \_\_\_\_\_, hospitals can calculate the number of beds which will be needed in a casualty ward on a (74) \_\_\_\_\_ day. How the third approach functions is a mystery (75) \_\_\_\_\_ to those who designed it.

- |                  |              |                 |                |
|------------------|--------------|-----------------|----------------|
| 66. a) consider  | b) know      | c) manage       | d) direct      |
| 67. a) do        | b) have      | c) give         | d) make        |
| 68. a) to heart  | b) in hand   | c) into account | d) for granted |
| 69. a) happen    | b) influence | c) decided      | d) combine     |
| 70. a) measures  | b) meters    | c) ways         | d) means       |
| 71. a) accurate  | b) true      | c) sincere      | d) right       |
| 72. a) concerned | b) thought   | c) taken        | d) seen        |
| 73. a) charge    | b) matter    | c) result       | d) reason      |
| 74. a) special   | b) each      | c) simple       | d) given       |
| 75. a) even      | b) and       | c) yet          | d) however     |

## CLOZE TEST III.

Choose the best option to complete the sentences.

### Dyslexic minds

Why some children (76) \_\_\_\_\_ so much with reading used to be a mystery. Now researchers know what's wrong - and what to do about it. When some children look at a page of text, they can see letters' names. They can even tell you what sounds those letters make. Nevertheless, even for mindful high school students, to tell what words those letters form is baffling, to say the (77) \_\_\_\_\_. They see a wall, a hurdle to get over, and often (78) \_\_\_\_\_ that some letters are easier to (79) \_\_\_\_\_ out than others. The condition is called dyslexia, a reading disorder that persists despite good schooling and normal or even above average intelligence. It's a handicap that (80) \_\_\_\_\_ 10% of the population, according to experts, though some put the figure higher - up to 20%. The exact (81) \_\_\_\_\_ of the problem has eluded doctors, teachers, parents and dyslexics themselves since it was first described more than a century ago. Indeed, it is so hard for skilled readers to imagine what it's like not to be able to effortlessly absorb the printed word that they often (82) \_\_\_\_\_ the real problem is laziness or obstinacy or a proud parent's inability to (83) \_\_\_\_\_ that his or her child isn't that smart after all. The mystery may finally be starting to lift. The more researchers learn about dyslexia, the more they realise it's a flaw not of character but biology - specifically, the biology of the brain. A growing (84) \_\_\_\_\_ of scientific evidence suggests there is a glitch in the neurological wiring of dyslexics that makes reading extremely difficult for them. Fortunately, the science also (85) \_\_\_\_\_ to new strategies for overcoming the glitch. The most successful programs focus on strengthening the brain's aptitude for linking letters to the sounds they represent. Some studies suggest that the right kinds of instruction provided early enough may rewire the brain so thoroughly that the neurological glitch disappears entirely.

- |                 |                    |               |              |
|-----------------|--------------------|---------------|--------------|
| 76. a) fight    | b) strive          | c) struggle   | d) cope      |
| 77. a) most     | b) least           | c) truth      | d) fact      |
| 78. a) admit    | b) assume          | c) predict    | d) accept    |
| 79. a) find     | b) point           | c) figure     | d) make      |
| 80. a) affects  | b) effects         | c) influences | d) attacks   |
| 81. a) type     | b) characteristics | c) quality    | d) nature    |
| 82. a) doubt    | b) reject          | c) wonder     | d) suspect   |
| 83. a) decipher | b) decide          | c) disagree   | d) recognise |
| 84. a) area     | b) spread          | c) body       | d) aspect    |
| 85. a) shows    | b) aims            | c) points     | d) hints     |

## READING TEXT

A. For questions 86-100, read the text and choose the correct answer. (15 x 1 = 15 points)

### Constructive Processes in Memory: Rebuilding the Past

Memory is the retention of information over time. Educational psychologists study how information is initially placed or encoded into memory, how it is retained or stored after being encoded, and how it is found or retrieved for a certain purpose later.

Although it is clear that people can have detailed recollections of significant and distinctive events, it is difficult to gauge the accuracy of such memories. In fact, it is apparent that our memories reflect, at least in part, constructive processes, processes in which memories are influenced by the meaning we give to events. When we retrieve information, then, the memory that is produced is affected not just by the direct prior experience we have had with the stimulus but also by our guesses and inferences about its<sub>1</sub> meaning.

The notion that memory is based on constructive processes was first put forward by Frederic Bartlett, a British psychologist. He suggested that people tend to remember information in terms of schemas, organized bodies of information stored in memory that bias the way information is interpreted, stored, and recalled (Bartlett, 1932). Because we use schemas to organize information, our memories often consist of a reconstruction of previous experience. Consequently, schemas are based not only on the actual material to which people are exposed but also on their<sub>2</sub> understanding of the situation, their expectations about the situation, and their awareness of the motivations underlying the behavior of others.

One of the earliest demonstrations of schemas came from a classic study that involved a procedure similar to the children's game of "telephone", in which information from memory is passed sequentially from one person to another. In this study, a participant<sub>3</sub> viewed a drawing in which there were a variety of people of differing racial and ethnic backgrounds on a subway car, one of whom—a white person—was shown with a razor in his hand (Allport & Postman, 1958). The first participant was asked to describe the drawing to someone else without looking back at it. Then that person was asked to describe it<sub>4</sub> to another person (without looking at the drawing), and then the process was repeated with still one more participant.

The report of the last person differed in significant, yet systematic, ways from the initial drawing. Specifically, many people described the drawing as depicting an African American with a knife—an incorrect recollection, given that the drawing showed a razor in the hand of a Caucasian person. The transformation of the Caucasian's razor into an African American's knife clearly indicates that the participants held a schema that included the unwarranted prejudice<sub>5</sub> that African Americans are more violent than Caucasians and thus more apt to be holding a knife. In short, our expectations and knowledge—and prejudices—affect the reliability of our memories (McDonald & Hirt, 1997; Newby-Clark & Ross, 2003; De Brigard et al., 2017).

Although the constructive nature of memory can result in memories that are partially or completely false, they also may be beneficial in some ways. For example, false memories may allow us to keep hold of positive self-images. In addition, they<sub>6</sub> may help us maintain positive relationships with others as we construct overly positive views of them (Howe, 2011).

Similarly, memory is affected by the emotional meaning of experiences. For example, in one experiment, researchers asked devoted Yankee or Red Sox fans about details of two decisive baseball championship games between the teams, one won by the Yankees and the other won by the Red Sox.

Fans recalled details of the game their team won significantly more accurately than the game their team lost (see Figure 4; Breslin & Safer, 2011; Guida et al., 2013).

**Source:**

Feldman, R. S. (2019). Chapter 7 Memory: Constructive Processes in Memory: Rebuilding the Past. In *Understanding psychology* (Fourteenth ed., pp. 218-219). New York, NY, NY: McGraw-Hill Education

**86.** According to the text, which option **DOESN'T** make it difficult to gauge the accuracy of memories?

- a) People have detailed recollections of significant and distinctive events.
- b) Memories reflect constructive processes.
- c) People remember information in schemas.
- d) Experiences carry emotional meanings.

**87.** Constructive Processing refers to \_\_\_\_\_.

- a) the demonstration of schemes and organized bodies.
- b) the meaning of events and guesses about the information that is required to store and memorize.
- c) the retrieval of events that occurred in sequence and are recalled in sequence.
- d) the retrieval of memories in which those memories are altered, revised, or influenced by newer information.

**88.** its<sub>1</sub> refers to \_\_\_\_\_.

- a) experience's
- b) information's
- c) stimulus's
- d) memory's

**89.** According to the text, which of the following is **NOT** true about schemas?

- a) People's awareness of the motivations underlying the behavior of others affect schemas.
- b) People's expectations about the situation shape schemas.
- c) Schemas are merely based on actual material to which people are exposed to.
- d) People's understanding of the situation is a factor that construct schemas.

**90.** their<sub>2</sub> refers to \_\_\_\_\_.

- a) people's
- b) the readers'
- c) Frederic Barlett's processes
- d) British psychologists' notions

91. **participant<sub>s</sub>** means \_\_\_\_\_.

- a) A person who has different ethnic backgrounds.
- b) A person who has different racial backgrounds.
- c) A person who is involved in an activity or event.
- d) A person who has a razor in his hand.

92. In the classic “telephone” study, the second person was asked to describe \_\_\_\_\_.

- a) what the first person described
- b) what the second person saw
- c) the knife
- d) the razor

93. **it<sub>4</sub>** refers to \_\_\_\_\_.

- a) the subway car
- b) the drawing
- c) the razor
- d) the participant

94. According to the text, the last person’s report differed in \_\_\_\_\_.

- a) expectations and knowledge
- b) an incorrect recollection and transformation
- c) a significant but systematic way
- d) detailed recollection and experience

95. **prejudice<sub>s</sub>** means \_\_\_\_\_.

- a) preconceived opinion that is based on reasons or actual experience.
- b) preconceived opinion that is not based on reasons or actual experience.
- c) preconceived opinion that is based on reliability.
- d) preconceived opinion that is based on expectations and knowledge.

96. According to the text, who is holding the knife in the drawing in reality?

- a) A Caucasian person
- b) An African American
- c) A White person
- d) None of them

97. **they**<sub>6</sub> refers to \_\_\_\_\_.

- a) positive self-images
- b) false memories
- c) relationships
- d) views

98. Since the memory is reconstructed, \_\_\_\_\_.

- a) memories cannot hold positive self-images.
- b) memories may ruin the positive relationships with others.
- c) memories may be partially or completely wrong.
- d) memories are rarely used in experiments and resources.

99. According to the text, which game did the fans of the teams remember in more detail?

- a) the game won by the Yankees
- b) the game between the teams
- c) the game their team won
- d) the game their team lost

100. What is the main idea of the text?

- a) Understanding the situation and the expectation about the situation is how information is retrieved.
- b) Memories are reconstructed during retrieval due to the meaning we give to events.
- c) Memories are retrieved directly from the past experience by a stimulus.
- d) Memories are constructed regardless of bias but by the material to which we are exposed

