

**KONYA FOOD AND AGRICULTURE UNIVERSITY
FOREIGN LANGUAGES DEPARTMENT
SAMPLE ENGLISH PROFICIENCY TEST**

**KONYA GIDA VE TARIM ÜNİVERSİTESİ
YABANCI DİLLER BÖLÜMÜ
YABANCI DİL YETERLİK SINAVI**

Genel Bilgi

Sevgili Öğrenciler,

Birazdan İngilizce seviyenizi belirleyecek olan İngilizce hazırlık sınıfları yeterlik sınavınız başlayacaktır. Sizlerin seviyelerinizi doğru olarak belirleyebilmemiz önem arz etmektedir. Bu yüzden cevabını bilmediğiniz soruları lütfen boş bırakınız. Sorulara birden fazla cevap vermeyiniz. Birden fazla cevap verilen sorular geçersiz sayılacaktır.

Örnek soru: Where _____ you from?

- A) are B) is C) am D) was

NOT: Bu soruların üst derece gizliliği esastır. Sınav soruları hiçbir şekilde kopyalanamaz. Sınav süresince cep telefonu vb. elektronik cihazlarınızın kapalı durumda olması zorunludur.

Başarılar dileriz.

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General Information

Dear Students,

English Proficiency Test which determines the level of language class students will start soon. It is important for us to determine your English level correctly. Therefore, please leave the questions unanswered if you do not know certain answer. You cannot choose more than one option for the same question. Questions which are answered more than once would be considered invalid.

Example: Where _____ you from?

- A) are B) is C) am D) was

IMPORTANT: It is a must for the questions to be remained confidential. It is strictly forbidden to replicate questions illegally. It is compulsory to turn off your electronic devices such as mobile phone, camera etc. during the exam.

We wish you success for the exam.

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NAME:.....

CLASS:

POINTS:

GRAM. VOCAB.	
READING	
WRITING	
LISTENING	
SPEAKING	
TOTAL	

GRAMMAR AND VOCABULARY (35*1=35 Pts.)

1. Last night I watched Mr. Bean with my family, and it was _____. We fell about laughing. I'm _____ that you'll love it!
 - a. funny / furious
 - b. delighted / surprised
 - c. hilarious / sure
 - d. enormous / amazed
 - e. terrifying / afraid

2. He's going to take us to _____ best pizzeria in Rome (at least he says it is!). I think _____ Italian cities are all fantastic, but I can't believe what _____ fabulous city Rome is!
 - a. the / - / the
 - b. the / - / a
 - c. a / the / a
 - d. - / - / a
 - e. - / the / -

3. Complete the sentence with the + or – adjective or adverb form of the noun in brackets.
_____ (luck), someone was walking past when you shouted for help. Otherwise, I can't imagine what would happen.
 - a. Lucky
 - b. Unlucky
 - c. Unluckily
 - d. Luckily
 - e. Luckless

4. Many companies are struggling to make and keep money due to the pandemic. Lots of people, especially employees, are fed up _____ this situation.
 - a. with
 - b. by
 - c. about
 - d. for
 - e. in

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5. Mary and John became friends while they were studying _____ university. After a while, they _____, and they haven't seen each other since then.
- in / got to know
 - in / broke up
 - at / got on better
 - on / argued a lot
 - at / lost touch
6. The bike culture differs from country to country. In many countries you don't have to wear helmets while riding a bike, _____, you must wear in some countries such as New Zealand and Argentina- it's _____.
- and / unnecessary
 - however / compulsory
 - yet / useless
 - similarly / necessary
 - so / beneficial
7. Tomas doesn't like his job, _____ he's looking for another one. He _____ doesn't care how much money he would earn; all he wants is peace and happiness.
- so / actually
 - but / surely
 - even though / fortunately
 - thus / safely
 - likewise / closely
8. Have you forgotten _____ me this pen? It was such a nice present.
- buy
 - to buy
 - buying
 - buy to
 - to buying
9. Kim used to enjoy _____ (sit) in the park and reading a book. Now it's too hot. That's why, she's decided _____ (not go) to the park any more.
- sitting/ not going
 - to sit/ not to go
 - to sit/ not going
 - sitting/ going not
 - sitting/ not to go
10. My grandfather _____ (run) this company ten years ago, but they _____ (sell) the company a few years later.
- runs/ used to sell
 - used to run/ sold
 - ran/ might sell
 - used to run/ used to sell
 - must/ had to

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11. The cost of studying at a university keeps going up, and soon it _____ become too expensive for many students. Because of this, more students _____ begin to take courses online.
- can/ might
 - might/ had to
 - may/ must
 - should/ will
 - will/ ought to
12. **Teacher:** Let's discuss the new trend in gardening: growing vegetables in rooftop gardens. Why do you think this trend is popular in urban areas such as Chicago and New York? It couldn't be fun, could it?
- Kara:** Maybe the cost of vegetables is too high in urban areas.
- Ellie:** Or people _____ protect themselves from the dangerous chemicals on fruits and vegetables in supermarkets.
- Julio:** But the air in cities is dangerous, too. The pollution _____ be bad for growing vegetables. I think it's just a trend. Soon people will buy vegetables from the supermarket again.
- must have/ should
 - have to/ doesn't have to
 - can/ is able to
 - may/ had to
 - might/ must
13. Peter's _____ a fantastic teacher. I've learnt so much from him.
- such
 - so
 - very
 - much
 - as
14. Jack's car is _____ huge that eight people can get in it. He is also _____ a careful driver.
- such/ so
 - very/ as
 - so/ such
 - as/ such
 - much/ so
15. Put the following into indirect speech.
- 'Is a return ticket cheaper than two singles?'* asked my aunt.
- My aunt asked if a return ticket was cheaper than two singles.
 - My aunt asked to her a return ticket was cheaper than two singles.
 - My aunt asked whether a return ticket is cheaper than two singles.
 - My aunt asked me a return ticket was cheaper than two singles.
 - My aunt asked if a return ticket or two singles cheaper.

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16. Jack: I've finished.

Ann: But you were only half-way through when I went to bed. You (work) _____ all night!

- a. must have worked
- b. should work
- c. might have working
- d. can have worked
- e. need to work

17. A: I think, I hurt my ankle when I fell over.

B: Oh dear! We should take you to the doctor. You (not break) _____ it, because you can stand up.

- a. can't have broken
- b. mustn't have broken
- c. needn't have broken
- d. don't have to break
- e. will have not broken

18. You (not feed) _____ the bears! (It was foolish of you to feed them.) Now they'll be angry if the next campers don't feed them too.

- a. may not have fed
- b. would have not fed
- c. had better not feed
- d. shouldn't have fed
- e. ought not to feed

19. Fill in the blank with the right phrasal verb.

I arrive at 9.30. Do you think you could _____ me _____ at the airport?

- a. watch / out
- b. pick / up
- c. try / on
- d. turn / off
- e. put / out

20. Ella: Did you watch the match last night?

Peter: Yes, I did. Ronaldo got a red card and was _____.

- a. warmed up
- b. looked forward to
- c. worked out
- d. sent off
- e. called on

21. Lucky people create and _____ opportunities by developing a relaxed attitude to life.

- a. bite
- b. motivate
- c. comb
- d. afford
- e. notice

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22. What is the definition of the noun “trailer”?
- a series of short scenes from a film, shown in advance to advertise it
 - all the people who act in a film
 - images often created by a computer
 - the translation of the dialogue of a film on screen
 - a film which continues the story of an earlier film
23. Many buildings _____ by the earthquake.
- is damaged
 - damaged
 - have been damaged
 - have damaged
 - will damage
24. That house was very old and _____ by the owners during the winter.
- haven't been used
 - weren't being used
 - wasn't been used
 - were used
 - wasn't being used
25. I _____ my hair _____ at my hairdresser yesterday. It's short and easy to wash anymore!
- had / cut
 - had / dye
 - did/ cut
 - have / dye
 - cut / was
26. Choose the correct conditional for the following sentence.
“She must have lived in France because she has a perfect French accent.”
- If she lives in France, she has a perfect accent.
 - If she lived in France, she would have a perfect accent.
 - If she lives in France, she will have a perfect accent.
 - Unless she had lived in France, she would have a perfect accent.
 - If she hadn't lived in France, she wouldn't have had a perfect accent.
27. If you _____ (tell) me you were cold, I _____ (put) the heating on.
- tell / put
 - told / would put
 - had told / would have put
 - tell / will put
 - have told / had put

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28. Teacher: Ok everybody. Now, I want you to close your eyes and imagine this: If you _____ (stay) in Stockholm, what things _____ (be) different now?

Students: Oh, that's a difficult question Mrs. Johnson.

- a. stayed / would be
- b. stay / will be
- c. had stayed / would have been
- d. stayed / were
- e. have stayed / are

29. While the soldiers _____ (advance) , they did not realise that the enemy _____ (plan) a surprise attack.

- a. advanced / planned
- b. had advanced / had been planning
- c. had been advancing / was planning
- d. were advancing / planned
- e. would advance / had planned

30. A: So, are you coming along, after all?

B: Well, I don't know what time _____.

- a. are you leaving
- b. will you leave
- c. you left
- d. you would leave
- e. you will be leaving

31. A: I suppose your report isn't ready yet.

B: Don't worry. I _____ it by 3pm tomorrow.

- a. finish
- b. will have finished
- c. will be finishing
- d. will have been finishing
- e. would finish

32. A: What is wrong with Robert?

B: I have no idea. He _____ up, slammed the door and stormed out of the building.

- a. has got
- b. was getting
- c. had got
- d. would get
- e. got

33. He paid me £5 for cleaning ten windows, _____ hadn't been cleaned for at least a year.

- a. most of which
- b. which most
- c. most which
- d. that of most
- e. most of that

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34. The Smiths, _____ house had been destroyed in the explosion, were given rooms in the hotel.
- a. whose
 - b. of which
 - c. who's
 - d. who
 - e. that
35. I took the _____ of a couple I met in the train and hired _____.
- a. advices / cars
 - b. advices / a car
 - c. advice / cars'
 - d. advice / a car
 - e. advice / car

SAMPLE

READING 1 (7 PTS)

The future of advertising: an introduction

**Chapter 4
International brands**

To what extent should international brands be internationally recognizable?

- A** The opportunities for advertisers to put an advertising message in front of people are increasing all the time. This has led to a situation where it is easy for these messages to be ignored as people are faced with more advertisements than they can deal with. There is little reliable research on the subject, but the number of advertisements seen by people is probably between 500 and 5,000 a day. This is clearly a large range, but for somebody who is awake for 16 hours a day, even the lower end means that a single person would be seeing one advertisement every two minutes.
- B** It is most unlikely that an individual will consciously notice that number of messages each day, let alone really think about them. It is, therefore, extremely important for international brands to stand out, get noticed and be recognized. To achieve this, large international businesses spend considerable sums of money on developing their brand as something that is recognized in each of their markets. The top 14 brands in the world in 2014 were all worth more than \$30 billion. Such companies not only have the financial power to invest in their brands, they also have a large incentive to do so to protect their value. Studies have suggested that consumers react differently to images in colour than in black and white, which makes the use of colour an important aspect of branding. This alone might make it worth paying top money for the best advertising agencies.
- C** One important decision is whether websites and advertising material should have the same design all over the world, or be adapted to reflect local cultural preferences. It has been suggested that certain colours are more effective, and should be used even if they are not part of the company image or product design. On the other hand, the company logo should probably not be changed. For this reason, it is important to consider the design of the product very carefully to avoid producing something that is not appropriate in all markets. This is a very tricky area to deal with.
- D** A large contribution towards increased brand recognition can be made by online resources. A company website and also its social media activities can impact on how easy it is to recognize a given brand. As a result, your product design is vital but it is important to consider if and how you are going to adapt it, and particularly your online presence, to different local markets. This is called 'localization' and can be critical to the success or failure of your product. It can cover many elements, including translation, colour, numbers, similarities between protected company symbols and local cultural symbols, and many others. Given that, ideally, a company wants to have a design with international recognition, this is a finely

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balanced process. A uniform look makes it easier to cultivate this recognition, but communication that is not sympathetic to the local cultures may well damage the brand. For example, in different parts of the world the numbers 13, 17, 7, 39, 43 and the number 5 repeated several times are all considered unlucky, and you would be advised to avoid them in your product range. There are numerous examples of where the localization process has gone wrong, even for large companies with big advertising budgets.

E Because the minimum localization that needs to be done for a website is to translate it, it is recommended that international brands use good-quality translation services combined with a local marketing agency. If you search on the internet, you will find many examples of marketing failures resulting from bad translation. Almost all of them could have been avoided if a good translator and a good, local marketing company had been asked to work together on such a project.

In conclusion, big, international companies are able to spend large sums of money on awareness of their brands. However, this does not mean that they do not make mistakes, and it is vital to monitor the material used to advertise a product. Translation is at the centre of most localization processes, and may be the only element of localization present, but the product design is at the centre of the globalization process. Therefore, it is important to include local experts to ensure that both the words and the design are appropriate for the target culture.

Do the following statements agree with the information in the text? Write *TRUE* if the statement agrees with the text. *FALSE* if the statement disagrees with the text.

1. Research suggests that a person will see 16 advertisements per hour. _____
2. Some large companies spend up to \$14 million a year on advertising. _____
3. The best way to get people to notice your advertising is to have the correct combination of colours and pictures. _____
4. 'Localization' means how you adapt the design of a product to a local market. _____
5. Because big companies have considerable advertising budgets, they do not make mistakes in marketing their products. _____
6. The number 39 is considered unlucky in India. _____
7. Many advertising failures are due to poorly translated literature. _____

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READING 2 (8 PTS.)

DO WE REALLY NEED HIGH-SPEED RAIL?

- A.** In the 1980s, any train that could travel at 200 kph or more was considered to be a high-speed train. Nowadays however, 300 kph is normal for high-speed trains and some can go even faster. In Europe, France has had high-speed trains since 1981 and by 2014 it had more than 2,000 km of high-speed track. Although Spain's first HSR service did not begin until 1992, by 2013 it already had over 3,000 km of track—more than any other European country. High-Speed Rail (HSR) is becoming more common and more popular all over the world.
- B.** The British government has decided to follow their European neighbours. They are planning to spend £50 billion (\$84 billion) on a new HSR line from London to the North of England. The project, called High-Speed 2 (or HS2), will take 15 years to complete. The government claims that HS2 will bring many benefits to the UK and especially to the North of England. However, not everyone is happy. The group STOP HS2, which already has thousands of members, argues that the project is a complete waste of money.
- C.** The government has two main arguments for why it wants to invest in HSR. It argues that the main benefit is that it will help people to find work. HS2 will create thousands of new jobs in areas of unemployment and after the project has been completed it will make it easier for people to travel to different parts of the country for work.
- D.** The government also believes in a second benefit to HS2. London is one of the most expensive cities in the world and so many people cannot afford to live there, even if they have a job, because flats and houses cost too much. However with HS2, the government believes that people who now live and work in London will be able to continue working in the south while also finding cheaper homes in the north.
- E.** Members of STOP HS2 argue that the government's research is wrong. They say that similar projects in France have been unsuccessful in helping the unemployed find jobs and making homes in big cities less expensive. In other words, they say that HS2 will have the opposite effect to what the government wants: there will be even fewer jobs in the north and London will become even bigger and more expensive than it is today.
- F.** The central argument against HS2 is the negative effects that it will cause to local people and the environment. Hundreds of homes in London will need to be destroyed before HS2 can be built, and outside of the city, large areas of the countryside will also be affected. Some opponents have even claimed that HS2 will cause damage to many beautiful, historical buildings—some of them more than 500 years old.
- G.** The government has predicted that HS2 will cost £50 billion (\$84 billion). However, nobody can be certain how much the project will actually cost. Some economists argue that the cost might be as much as £80 billion (\$134 billion). Opponents of HS2 claim that the real cost may be even higher than that because HS2 will still need government money even after it has been completed. In France, for example, it is estimated that about half the cost of HSR is met by government subsidy as it does not make enough money from passengers.
- H.** The British government clearly needs to invest in Britain's aging rail network and at the same time, make it easier for people to find jobs in the north of the country. However, on balance, it is debatable whether the high costs, both financial and environmental, are worthwhile. Perhaps investment in the current rail network would provide better results.

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A. The eight paragraphs in the text are labelled A–H. Write the letter of the correct paragraph next to each question, 1–8. (0.5*8=4 pts.)

- 1 the cost of living in the capital ___
- 2 high-speed rail in Europe ___
- 3 an alternative rail solution ___
- 4 cost of running an HSR network ___
- 5 a campaign group against the British HSR plan ___
- 6 a case study showing jobs will flow the wrong way ___
- 7 the main reasons for funding HSR in Britain ___
- 8 environmental damage ___

B. Choose the correct answer to complete the sentences according to the text above. (1*4=4 pts.)

1 STOP HS2 think the high-speed rail link ___

- A is a reasonable use of public money.
- B will damage beautiful buildings.
- C is a misuse of public funds.
- D will make people unhappy.

2 The British government ___

- A wants to build cheap homes in the South.
- B would like to make travel around the UK easier.
- C wants people to build houses in the North of England.
- D wants people to work in London.

3 STOP HS2 ___

- A is worried about the effects of the construction on the local people and land.
- B is concerned about damage to many historic buildings.
- C predicts the cost will be £50 billion.
- D does not think that costs will be higher than predicted.

4 The author of the article ___

- A thinks HS2 is probably a good idea.
- B is certain HS2 is a very bad project.
- C is in favour of investment in HS2.
- D is unsure about the HS2 project.

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WRITING (15 PTS)

In this part, you are given the following topics. You are supposed to write a well-developed paragraph. Write min. 150 and max. 200 words.

Choose ONE of the followings:

- * What are the advantages of using smartphones in the classroom?
- * Describe the qualities of an ideal friend.

A series of horizontal lines for writing the answer, overlaid with a large, faint 'SAMPLE' watermark.