

İNGİLİZCE ÖĞRETMENLİĞİ ÖĞRENCİLERİ İÇİN HAZIRLIK MUAFİYET SINAV ÖRNEĞİ

Hazırlık muafiyet sınavı, iki oturumda gerçekleştirilir ve 5 bölümden oluşur: Dinleme, Okuma, Dil Bilgisi ve Kelime Bilgisi, Yazma, Konuşma.

1. Oturum: 27 Eylül 2021 Pazartesi, saat 10.00
2. Oturum: 29 Eylül 2021 Çarşamba, saat 09.00 (***)

(***) 3. oturumda yapılacak olan Konuşma bölümüne girebilmek için, ilk iki oturumda toplam 80 puan üzerinden **en az 55 puan** almanız gerekmektedir.

OTURUMLAR	BÖLÜMLER	ALT BÖLÜMLER
BİRİNCİ OTURUM	DİNLEME	DİNLEME 1: Çoktan seçmeli / 5 – 10 soru
		DİNLEME 2: Çoktan seçmeli / 5 – 10 soru
	OKUMA	METİN 1: Çoktan seçmeli / 5 – 15 soru
		METİN 2: Çoktan seçmeli / 5 – 15 soru
	DİL BİLGİSİ ve KELİME BİLGİSİ	Cümle Tamamlama Testi / 5 – 10 soru
	YAZMA	BÖLÜM 1: Cümle Dönüştürme / 5 – 10 soru
		BÖLÜM 2: Bütünleşik Yazma (Oku + Dinle --> Yaz)
BÖLÜM 3: Bağımsız Yazma		
İKİNCİ OTURUM	KONUŞMA	BÖLÜM 1: Bütünleşik Konuşma (Oku + Dinle --> Konuş)
		BÖLÜM 2: Bağımsız Yanıt Soruları

SAMPLE PROFICIENCY EXAM FOR ENGLISH LANGUAGE TEACHING STUDENTS

The proficiency exam is held in two sessions and includes a total of five sections: Listening, Reading, Grammar & Vocabulary, Writing, and Speaking.

1st Session: September 27, 2021 Monday, at 10.00

3rd Session: September 29, 2021 Wednesday, at 09.00 (***)

(***) To be able to take the Speaking section in the 3rd session, you need to get **a minimum of 55 points** out of the total 80 points in the first two sessions.

SESSIONS	SECTIONS	PARTS
FIRST SESSION	LISTENING	LISTENING 1: Multiple Choice / 5 – 10 questions
		LISTENING 2: Multiple Choice / 5 – 10 questions
	READING	TEXT 1: Multiple Choice / 5 – 15 questions
		TEXT 2: Multiple Choice / 5 – 15 questions
	GRAMMAR & VOCABULARY	Cloze Test / 5 – 10 questions
	WRITING	PART 1: Key Word Transformations / 5 – 10 questions
		PART 2: Integrated Writing (Read + Listen --> Write)
PART 3: Independent Writing		
SECOND SESSION	SPEAKING	PART 1: Integrated Speaking (Read + Listen --> Speak)
		PART 2: Independent Response Questions

FIRST SESSION

SECTION 1: LISTENING

LISTENING 1: Listen to the conversation between a student and a professor and answer the questions below.

1. Why does the student go to see his professor?

- (A) To say he needs to take some time off from school
- (B) To find out why he did not do well on a test
- (C) To explain that he is late finishing an assignment
- (D) To explain that he was sick and missed several classes

2. What are the students required to do at the end of the term?

- (A) Make a group presentation about their research
- (B) Take a final exam
- (C) Write a term paper about their research
- (D) Do an independent study project

3. Listen again to part of the conversation. Select the sentence that best expresses how the professor probably feels.

- (A) She's embarrassed because she can't find the handouts.
- (B) She's unhappy that Tom picked up the handouts.
- (C) She's impressed that the student already has the handouts.
- (D) She's pleased that the student is doing so well in class.

4. With which research group does the student want to work?

- (A) Housing and Transportation
- (B) Health care
- (C) Education
- (D) Employment

5. Listen again to part of the conversation. What does the professor imply?

- (A) Getting an extension is a bad idea.
- (B) The student has a problem.
- (C) The student will need an extension.
- (D) She can help the student during the winter break.

4. The word **transformation** in paragraph 2 is closest in meaning to

- (A) emotion (B) image (C) change (D) problem

5. According to paragraph 2, what does the author imply about her childhood?

- (A) She learned to read easily. (B) She was angry because she was blind.
(C) She was not a good student. (D) She went to school with seeing children.

6. Which of the sentences below best expresses the essential information in the passage excerpt? Incorrect choices change the meaning in important ways or leave out essential information.

She was impatient and hungry for words, and her teacher's scribbling on her hand would never be as fast, she thought, as the people who could read the words with their eyes.

- (A) Helen Keller wanted to communicate more quickly.
(B) Helen Keller didn't understand her teacher.
(C) Helen Keller's teacher wrote in her hand.
(D) Helen Keller didn't get enough to eat.

7. The word **isolation** in paragraph 3 is closest in meaning to

- (A) feeling of being alone (B) feeling of belonging
(C) ability to communicate (D) ability to make friends

8. Which of the following statements about the author can be inferred from paragraph 3 ?

- (A) The author feels sorry for Helen Keller.
(B) The author was good friends with Helen Keller.
(C) The author was inspired by Helen Keller's achievements.
(D) The author wishes she were more like Helen Keller.

9. The organization of the text can best be described as

- (A) a comparison of the author's life and Helen Keller's life
(B) a chronological description of events in the author's life
(C) an argument in favor of educating blind people
(D) a cause-and-effect analysis of losing one's sight

10. Look at the four squares [] that indicate where the following sentence could be added to the text. Where would the sentence best fit? Circle the letter that shows the point where you would insert this sentence.

Because of this mistreatment, I became very angry.

I can understand her rage. I was born two months prematurely and was placed in an incubator. [A] The practice at the time was to pump a large amount of oxygen into the incubator, something doctors have since learned to be extremely cautious about. But as a result, I lost my sight. I was sent to a state school for the blind, but I flunked first grade because Braille just didn't make any sense to me. Words were a weird concept. I remember being hit and slapped. [B] And you act all that in. All rage is anger that is acted in, bottled in for so long that it just pops out. Helen had it harder. [C] She was both blind and deaf. But, oh, the transformation that came over her when she discovered that words were related to things! It's like the lyrics of that song: "On a clear day, rise and look around you, and you'll see who you are." [D]

11. Select the appropriate phrases from the answer choices and match them to the person to whom they relate. TWO of the answer choices will NOT be used.

Helen Keller

Diane Schuur

Answer Choices

- | | |
|--------------------------------------|-----------------------------------|
| (A) Became handicapped at age two | (E) Had parents who were blind |
| (B) Became handicapped at birth | (F) Went to a regular high school |
| (C) Failed first grade | (G) Wrote a book about her life |
| (D) Got her sight back later in life | (H) Was blind and deaf |

SECTION 3: GRAMMAR & VOCABULARY

Choose the most suitable alternatives to complete the following texts.

Text 1:

Although we all have the same physical organs for perceiving the world - eyes, ears, etc.- our perception of the world 1_____ to a great extent on the language we speak. In other words, we cannot perceive things we 2_____ before. Each language 3_____ of sunglasses 4_____ we 'see' the world. A classic example of the 5_____ between language and perception is the word *snow*. In the English language, there is only one word used to describe all possible kinds of snow. In Eskimo languages, 6_____, there are about thirty-two different words for snow. For instance, the Eskimos have different words for falling snow, snow on the ground, snow packed as 7_____ ice, slushy snow and wind-driven snow. In contrast, cultures that 8_____ weather and snow may have only one word to 9_____ several concepts that are differentiated in English. For example, the ancient Aztec languages of Mexico had only one word to 10_____ to snow, cold and ice.

- | | | | |
|--------------------------------------|-------------------------|---------------------------|--------------------|
| 1. a) trusts | b) depends | c) lies | d) varies |
| 2. a) didn't name | b) don't name | c) haven't named | d) hadn't named |
| 3. a) are like pairs | b) is like pairs | c) is like a pair | d) are like a pair |
| 4. a) which through | b) through that | c) that through | d) through which |
| 5. a) relationship | b) acquaintance | c) communication | d) correspondence |
| 6. a) whereas | b) despite | c) however | d) consequently |
| 7. a) hardly as
than | b) hard as | c) harder than | d) much harder |
| 8. a) experience cold rarely
rare | b) rare experience cold | c) rarely experience cold | d) experience cold |
| 9. a) tell | b) exclaim | c) express | d) say |
| 10. a) call | b) name | c) give | d) refer |

SECOND SESSION

SECTION 4: WRITING

PART 1: Key Word Transformations

Complete the second sentence so that it has a similar meaning to the first, using the words given. Do NOT change the words given.

1. As his humans sat, the pug thought; "Will we all hike to the waterfall today?" **WONDERED**
As his humans sat, the pug _____ that day.
2. We must focus to see the light during our darkest moments. **THAT**
It _____ focus to see the light.
3. If you keep going, it does not matter how slowly you go. **LONG**
It does not matter how _____ stop.
4. Because I injured my back yesterday, I now have difficulty walking. **HAVING**
_____, I now have difficulty walking.
5. Jason cancelled the wedding because he wasn't in love with his fiancé. **OFF**
Jason _____ in love with his fiancé.

PART 2: Integrated Task: Read, Listen, Write

READING: Read the passage.

The Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) became law in the United States in 1990. The law protects people with disabilities from employment discrimination. An employer must give disabled people an equal chance to be hired and promoted, and a person cannot be fired from a job because they have a disability.

In addition, employers are required to provide "reasonable accommodations" to help employees with disabilities perform their jobs. These reasonable accommodations include:

- getting special equipment (e.g., buying a TTY machine so a deaf person can use the telephone)
- allowing flexible work schedules (e.g., letting an employee come in late or leave early from work)
- making the workplace accessible to people with disabilities (e.g., installing a ramp so that people in wheelchairs can enter a building)

Most accommodations are low-cost and easy for an employer to make. For example, allowing an employee to work flexible hours may cost the employer nothing at all. However, if the accommodations are too expensive or too difficult to make, the employer is not required to provide them.

LISTENING: Listen to the radio report and take notes as you listen.

WRITING: Write on the following topic.

Describe the Americans with Disabilities Act and use examples from the radio report to explain how it helps disabled people in the workplace.

PART 3: Independent Task

Write on the following topic.

Describe and explain the most significant challenges and most effective strategies related to academic success. Include examples from your own and your classmates' experiences to support your explanation.

THIRD SESSION

SECTION 5: SPEAKING

PART 1: Integrated Task: Read, Listen, Speak

READING: Read the passage and take notes.

Types of Shyness

1 How do you feel when you are the object of attention; at a social gathering? If you sometimes feel shy or awkward, then you may be interested in "knowing that many other people feel the same way: Actually, this type of *situational shyness* is a, common, temporary feeling caused by a particular situation, according to Dr. Philip Zimbardo, a psychology professor at Stanford University who has researched shyness in adults.

2 Situational shyness is a momentary feeling of awkwardness that you might get on a blind date, or when asked to perform in public. Zimbardo points out that people experience temporary shyness because they are not prepared for the situation. As a result, arousal, negative thoughts, and physical tension occur. To counter such feelings, he gives this advice: "Say to yourself, 'Well, that's not me; that's that external situation which I have to avoid.'"

3 Zimbardo is more concerned with *chronic, or dispositional, shyness*, a type of shyness that he says can mark people's lives. When shyness becomes chronic and dispositional, it is something people carry around with them. Even if others do not notice it, it is there, ready to emerge.

4 Chronic shyness carries a range of negative effects. According to Zimbardo, chronically shy people are less popular, have fewer friends, and, thus, less social support and lower self-esteem. They make less money and have fewer leadership skills. In general, they have a more boring life and are more likely to be depressed. Later in life, they are also more inclined to be lonely.

LISTENING: Listen to a conversation between two students and take notes.

SPEAKING: Speak on the following topic.

Categorize the two students according to Zimbardo's definitions of types of shyness. Explain your reasons.

PART 2: Independent Task

Describe a difficult experience and how you overcame it. Include details and examples in your explanation.