



MERSIN UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES



ERASMUS PROGRAM

ENGLISH LANGUAGE PROFICIENCY TEST

SAMPLE BOOKLET

This test is to measure your proficiency in English required for Erasmus Program.

It consists of four sections with a total of approximately 145 minutes.

Section 1: Reading Comprehension and Use of English (60 minutes)

Section 2: Listening Comprehension (25 minutes)

Section 3: Writing (50 minutes)

Section 4: Speaking (5 - 10 minutes) (This test will be administered on another day)

Each section has specific directions. Be sure you understand what you are to do before working on each section. Do not write your answers on the test booklet. **All your answers must be blackened on your answer sheet.**

ALL TEST BOOKLETS WILL BE COLLECTED AFTER THE TEST.

SCORING OF THE TEST

POINTS	LEVEL (CEFR)
32 - 44	A2
45 - 59	B1
60 - 74	B2 (GRADE C)
75 - 89	B2 (GRADE B)
90 - 100	C1 (GRADE A)

SECTION 1: LISTENING

The listening section, consisting of conversations and a lecture, tests your English listening skills. Part 1 and Part 2 have 5 questions each, which are based on either stated or implied information in the passages. **Part 3 has 10 gaps to be filled with one to four words.**

Each passage will be played **twice**. You may take notes while you listen and use your notes to answer the questions.

Part 1 (5 pts.)

Questions 1 - 5

For each question, choose the correct answer.

- 1) What did the girl buy on her shopping trip?
A) A bookshelf
B) A desk lamp
C) A cushion
- 2) Why did the plane leave late?
A) Because of the strong winds
B) Because of the snow on the runway
C) Because of the heavy rain
- 3) What activity does the woman want to book for the weekend?
A) cycling trip
B) car racing
C) sailing lesson
- 4) Which cake will the girl order?
A) Lemon cake
B) Strawberry cake
C) Chocolate cake
- 5) How much must customers spend to get a free gift?
A) 9,99
B) 19,99
C) 29,99

Part 2 (5 pts.)

Questions 6 - 10

For each question, choose the correct answer.

- 6) You will hear two friends talking about a new clothes shop. What does the girl say about it?
A) The staff are helpful.
B) It only has the latest fashions.
C) Prices are reduced at the moment.
- 7) You will hear two friends talking about a pop band's website. They think the site would be better if ____
A) its information was up to date.
B) it was easier to buy concert tickets.
C) the band members answered messages.
- 8) You will hear a woman telling a friend about an art competition she's won. How does she feel about it?
A) upset that the prize isn't valuable
B) excited that the judges liked her picture
C) disappointed that she can't use the prize
- 9) You will hear two friends talking about the girl's flat mate. The girl thinks that her flat mate ____
A) is too untidy.
B) talks too much.
C) plays music too loud.
- 10) You will hear two friends talking about a football match. They agree that their team lost because
A) the players weren't confident enough.
B) they were missing some key players.
C) the players didn't do the right training.

Part 3 (15 pts.)

Questions 11-20

Listen to an instructor talking about a weekend course TWICE. For questions 11-20, complete the sentences.

- ✓ James will teach the students 11) _____
- ✓ Meals will be in the 12) _____ dining room.
- ✓ After meals students should return their plates to the 13) _____
- ✓ Students are asked to leave their 14) _____ in the entrance hall.
- ✓ Students are asked not to 15) _____ late at night.
- ✓ The 16) _____ option is not now available on Saturday.
- ✓ There is a new option of 17) _____
- ✓ Alternatively, students could do some hill-walking or some 18) _____
- ✓ Tomorrow evening there will be a 19) _____ and then some folk dancing.
- ✓ Music will be provided for dancing by a group called the 20) _____

SECTION 2: READING & USE OF ENGLISH

The reading & use of English section tests your English reading skills and grammar and vocabulary knowledge. This section includes six reading passages and 40 questions. Each question has four answer choices. Select the best answer choice. You have 60 minutes to complete this section of the test.

The first 3 passages test your comprehension of the passages.

The last 3 passage tests your grammar and vocabulary.

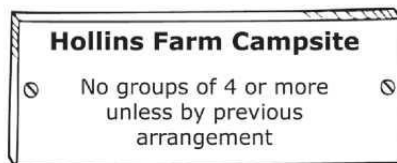
You may take notes and use your notes to answer the questions.

Part 1 (5 pts.)

Questions 1 - 5

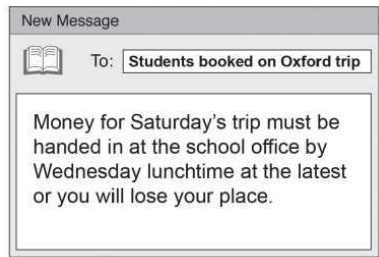
Read the notices and for each question, choose the correct answer.

1)



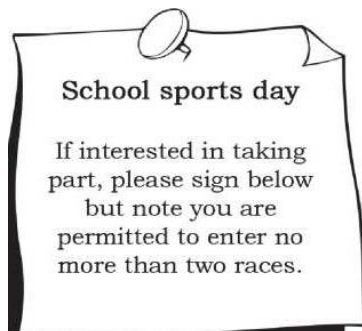
- A) All campers must reserve a place in advance.
- B) Groups bigger than four are not allowed on this site.
- C) Groups of more than three should contact the campsite before arriving.

2)



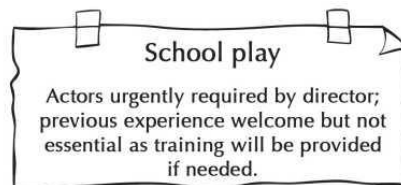
- A) Those who don't pay punctually won't be able to go to Oxford.
- B) There are very few places left on the Oxford trip.
- C) This is the last chance for students to register for the Oxford trip.

3)



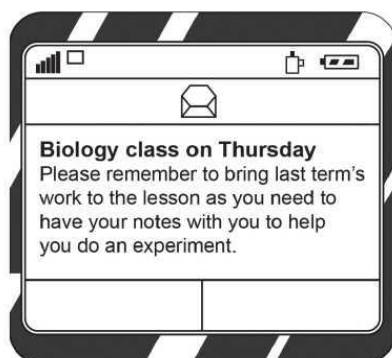
- A) You must have signed permission to take part in sports day.
- B) You have to limit the number of sports day races you take part in.
- C) You need to write your name here to get more information about sports day.

4)



- A) It is essential to have more actors even if they haven't acted before.
- B) It is important for all actors to have training before being involved in the play.
- C) It is necessary to find a new director to train the actors.

5)



- A) Students must write detailed notes on this week's experiment.
- B) Students should check that their work last term was done accurately.
- C) Students need to look at previous work while doing an experiment.

Part 2 (5 pts.)

Questions 6 - 10

For each question, choose the correct answer.

Play to win

16-year-old Harry Moore writes about his hobby, tennis.

My parents have always loved tennis and they're members of a tennis club. My older brother was really good at it and they supported him - taking him to lessons all the time. So I guess when I announced that I wanted to be a tennis champion when I grew up I just intended for them to notice me. My mother laughed. She knew I couldn't possibly be serious; I was just a 4-year-old kid!

Later, I joined the club's junior coaching group and eventually took part in my first proper contest, confident that my team would do well. We won, which was fantastic, but I wasn't so successful. I didn't even want to be in the team photo because I didn't feel I deserved to be. When my coach asked what happened in my final match, I didn't know what to say. I couldn't believe I'd lost - I knew I was the better player. But every time I attacked, the other player defended brilliantly. I couldn't explain the result.

After that, I decided to listen more carefully to my coach because he had lots of tips. I realized that you need the right attitude to be a winner. On court I have a plan but sometimes the other guy will do something unexpected so I'll change it. If I lose a point, I do my best to forget it and find a way to win the next one.

At tournaments, it's impossible to avoid players who explode in anger. Lots of players can be negative - including myself sometimes. Once I got so angry that I nearly broke my racket! But my coach has helped me develop ways to control those feelings. After all, the judges have a hard job and you just have to accept their decisions.

My coach demands that I train in the gym to make sure I'm strong right to the end of a tournament. I'm getting good results: my shots are more accurate and I'm beginning to realize that with hard work there's a chance that I could be a champion one day.

- 6) **Harry thinks he said that he was going to be a tennis champion in order to**
- A) please his parents.
 - B) get some attention.
 - C) annoy his older brother.
 - D) persuade people that he was serious.
- 7) **How did Harry feel after his first important competition?**
- A) confused about his defeat.
 - B) proud to be a member of the winning team.
 - C) ashamed of the way he treated another player.
 - D) amazed that he had got so far in the tournament.
- 8) **What does Harry try to remember when he's on the court?**
- A) Don't let the other player surprise you.
 - B) Follow your game plan.
 - C) Respect the other player.
 - D) Don't keep thinking about your mistakes.
- 9) **What does Harry say about his behavior in tournaments?**
- A) He broke his racket once when he was angry.
 - B) He stays away from players who behave badly.
 - C) He tries to keep calm during the game.
 - D) He found it difficult to deal with one judge's decisions.
- 10) **What might a sports journalist write about Harry now?**
- A) Harry needs to believe in his own abilities and stop depending on good luck when he plays.
 - B) Harry has really grown up since his first tournament and discovered that tennis is a battle of minds not just rackets.
 - C) Harry looked exhausted when he finished his last match so maybe he should think about working out.
 - D) Harry could be a great player but he needs to find a coach to take him all the way to the big competitions.

You are going to read an extract about food preservation. For questions 11 – 20, choose the answer (A, B, C or D) which you think fits best according to the text.

Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantage of previously unavailable fruits, vegetables, and dairy products to achieve more varied fare.

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Part 4 (5 pts)

Questions 1 – 5 → For each question, read the text below and decide which answer (A, B, C or D) best fits each space.

The Coconut Tree

The coconut tree is thought to be one of the most valuable trees in the world. It is mostly found by the sea where there is a hot and wet (1) _____. The coconuts often fall into the sea and float on the water until they reach another beach, where more trees then begin to grow. Holiday makers often see the coconut tree as no more than an attractive sun umbrella that provides (2) _____. However, this amazing tree has hundreds of (3) _____ and more are still being discovered. People have made houses, boats and baskets from the coconut tree's wood and leaves for centuries. Even today, if you take a (4) _____ in your cupboards, you will find coconut oil in products as (5) _____ as medicine and desserts.

- | | | | | |
|----|----------------|--------------|------------|--------------|
| 1) | A) temperature | B) condition | C) climate | D) weather |
| 2) | A) cloud | B) shade | C) dark | D) cold |
| 3) | A) uses | B) jobs | C) roles | D) things |
| 4) | A) scene | B) sight | C) look | D) view |
| 5) | A) opposite | B) separate | C) strange | D) different |

Part 5 (9 pts)

Questions 6 – 14 → For questions 6-14, read the text below and decide which answer (A, B, C or D) best fits each space.

ELEPHANT TRAFFIC IN BANGKOK

The city authorities in Bangkok, the capital of Thailand, have an unusual traffic problem to deal with-slow-moving elephants. The city already has a major problem with traffic jams and the elephants are making things (6) _____ worse. But life in the so-called (7) _____ lane is not very good for the elephants either. Many are suffering from breathing problems (8) _____ by pollution. Others have sustained broken legs from falling into the ditches that typically (9) _____ along the side of many Thai roads. Moreover, it is estimated that an average of twenty road traffic accidents a month (10) _____ elephants. This is clearly a (11) _____ of much concern not only for the city traffic authorities but also for anyone (12) _____ to preserve wildlife. In (13) _____ to the problem the government has organized a special team to help the police round (14) _____ elephants in the city and send them back to the countryside to work, usually in the tourist industry.

- | | | | | |
|-----|------------|---------------|---------------|-----------------|
| 6) | A) utterly | B) totally | C) absolutely | D) considerably |
| 7) | A) fast | B) quick | C) rapid | D) speedy |
| 8) | A) started | B) caused | C) resulted | D) made |
| 9) | A) walk | B) move | C) run | D) stand |
| 10) | A) cover | B) employ | C) involve | D) include |
| 11) | A) problem | B) difficulty | C) thing | D) matter |
| 12) | A) anxious | B) worried | C) nervous | D) bothered |
| 13) | A) answer | B) reply | C) solution | D) response |
| 14) | A) down | B) up | C) in | D) off |

Part 6 (6 pts.)

Questions 15 – 20 → For questions 16-20, read the text below and decide which answer (A, B, C or D) best fits each space.

To Clone or Not!

Britain's Human Fertilization and Embryology Authority (HFEA) and the Human Genetics Advisory Commission (HGAC) have advised the government to let research on human cloning for therapeutic purposes (15) _____ under specific circumstances. They recommended that the purposes (16) _____ human embryos may be used for in research be extended. The government, (17) _____, has decided to keep a complete ban on such research while other advisers reconsider the issue. In an editorial, New Scientist described this as a huge mistake and asked how (18) _____. An expert advisory group has (19) _____ advise on the recommendation by the HFEA and the HGAC. The report written by the HFEA and HGAC recognizes that extending the purposes is not a simple matter. It recommends that the government consider changing the law to allow further uses of human embryos in research. Nevertheless, changing this law is a big step (20) _____ further details on needs and risks and serious consideration of certain issues raised by using human embryos.

- | | | | | |
|-----|--|---------------------|--|-----------------------|
| 15) | A) to proceed | B) which proceed | C) proceed | D) and proceed |
| 16) | A) what | B) which | C) whose | D) why |
| 17) | A) however | B) whereas | C) consequently | D) therefore |
| 18) | A) could holding up such vital research be justified | | B) could they justify holding up such vital research | |
| | C) justified could holding up such vital research be | | C) holding up such vital research could be justified | |
| 19) | A) assigned to | B) been assigned to | C) been assigned for | D) been assigning for |
| 20) | A) where required | B) for requiring | C) requiring | D) to require |

SECTION 3: WRITING

The writing section tests your written English skills. There are two parts in this section.

Part One: You are to read the e-mail and to write a response to it. You have 15 minutes to write an email responding to all the notes.

Part Two: You have 35 minutes to plan and write an essay.

PART 1 (10 pts)

You must answer this question. Write your answer in about 100 words.

EMAIL	
From	Ceren
Subject	School exchange

Hi Mert,

I remember you mentioned you were going on a school exchange this year. Where are you going? I hope it is somewhere interesting so that you will have lots to do.

Are you going to practice your English or another language? It is really best way to improve your speaking skills.

Have you got information on the family you are staying with?

When are you coming back? I would love to come for a visit.

Write soon,
Ceren

Explain ... → (points to "Where are you going?")

Describe ... → (points to "I hope it is somewhere interesting")

Yes ... → (points to "Have you got information on the family you are staying with?")

Tell Ceren ... → (points to "When are you coming back?")

On your answer sheet, write an e-mail of about 100 words to Ceren responding to the all the notes shown in the above e-mail.

PART 2 (15 pts)

Write an essay of 250 – 300 words on ONE of the topics given below. Your essay must have an introduction / a clear thesis statement (with controlling idea/s), at least 2 body paragraphs with relevant supporting ideas and a conclusion. Your ideas should be organized properly.

1. What is your view on the idea that it takes failure to achieve success?
2. How does reading influence a person's life? Discuss.

On your answer sheet, write an essay of about 300 words to develop your point of view.

SECTION 4: SPEAKING

The three speaking tasks test your English speaking skills.

Part One: You are asked to talk about yourself and a personal experience or interest. Be sure to include reasons and examples to support your answer. Include at least THREE main points in your response.

Part Two: You are given a visual prompt, such as a picture, a mind map, or a form, and a question about the prompt. You have 30 seconds to prepare a one-minute response. Include at least THREE main points in your response.

Part Three: You are asked to give your opinion about / on a quote, a public opinion, or a social issue. You have one minute to prepare a one-minute argumentative presentation. Include reasons and examples in your response. Include at least THREE main points in your response.

KEY

READING

PART 1

1) C 2) A 3) B 4) A 5) C

PART 2

6) A 7) A 8) D 9) C 10) B

PART 3

11) C 12) B 13) B 14) C 15) B 16) B 17) C 18) A 19) D 20) A

LISTENING

PART 1

1) B 2) B 3) A 4) A 5) B

PART 2

6) A 7) B 8) C 9) A 10) A

PART 3

11) water-skiing 12) large 13) kitchen 14) outdoor shoes 15) use showers
16) sailing 17) canoeing 18) horse riding 19) (special) dinner 20) the Mountain Men

PART 4

21) C 22) A 23) C 24) A 25) B 26) A 27) B

USE OF ENGLISH

PART 1

1) C 2) B 3) A 4) C 5) D

PART 2

6) D 7) A 8) B 9) C 10) C 11) D 12) A 13) D 14) B

PART 3

15) C 16) A 17) A 18) C 19) B 20) C

WRITING

PART 1 – E-MAIL WRITING

SAMPLE ANSWER

Hi Ceren,

I'm very excited about the school exchange. It is going to be very interesting. I am going to stay in a small town near Paris.

I will have to speak French all the time and I am a little bit nervous about that. You are right though; it is a good way to improve my speaking skills.

I will live with a French family. I don't know much about them but I do know that they have two children who are almost the same age as me.

I will be back on 20th August. It would be great if you come and stay for a few days. I'll send you an email while I am in France.

Mert

PART 2: ESSAY WRITING

Sample answer

Imagine attempting a task dozens of times, failing each time to accomplish it. No matter how hard you try, you cannot improve. To some people, these experiences are not failures; instead, they are steps that take us to success. But what if, as in the example above, countless failures end with a poor result? To me, it is not failures themselves that lead to success, but rather a combination of natural ability, persistence, and even luck.

First, there are more chances that success comes from natural ability. At age seven, swimming came easily to me. When shown the correct techniques for strokes, turns, and starts, I was able to employ them much quicker than many of my teammates. In fact, within a few months, I was swimming faster than some kids who were on the team for a few years. They had “failed” many times, but it didn’t seem to help them understand the techniques or to come up with better strategies. I “failed” just a few times that first year, but my times were better. My natural ability helped me to achieve more in comparison with their numerous failures.

Persistence has also been a factor in my success. For the past eight years, I have attended practice at least three days a week, with a short break between each of two seasons. I swim at least 300 days a year. This persistence has allowed me to improve both technique and speed. In comparison, those who don’t continue to practice frequently and find ways to swim better and faster don’t make the times I do. On my old team, we practiced for an hour and a half, three days a week, forty weeks a year. On my new team, practice is five days a week for two hours, and we have just four weeks off a year. This new practice schedule has helped me to take seconds off every time, and my new team as a whole performs better than the old one.

Luck is also a factor in success. I once won a regional meet because my competitor, who was one hundredth of a second ahead, made an error and was disqualified. Another time, a competitor was sick on the day of the meet and didn’t swim his best time (which would have beaten me). My successes at those meets involved, at least in part, luck.

In conclusion, failures are just one factor that results in success. The more important factors are natural ability, persistence, and luck. Without them, people certainly have great difficulties achieving what they want.