



Marmara University
School of Foreign Languages

100% ENGLISH-MEDIUM DEPARTMENTS

PROFICIENCY TEST

Name & Surname:

Student Number:

SECTION 1 (100 pts.)

Time: 60 mins

TEXT I

International Aid - More Harm than Good?

In parts of Africa, wars have been going on for many years. Everyday life in countries such as Sudan, Ethiopia, Eritrea, Somalia and Zaire is constantly **disrupted**. Millions of people have lost their homes, schools, markets, and hospitals. In these conditions, food supplies disappear and people face starvation. During the past decade, international aid organizations have done their best to help prevent starvation by sending food to people in the war areas.

However, this is a short-term solution. Most aid workers agree that giving food to a warring country is only a temporary measure. It may save some people from immediate starvation, but it doesn't change the conditions that lead to starvation. The aid workers say that the first thing to do is to try to stop the fighting. The international community, including the United Nations, needs to help the warring groups find a way to make peace.

Some international aid organizations are thinking of changing the way they help people in warring countries. Workers say that food shipments can actually help keep a war going. Sudan is an example of a country that has received aid worth billions of dollars during its seventeen-year long civil war. This aid has made little difference in the lives of Sudanese people, except in a negative way. Soldiers have stolen the food and local leaders have used it to control people. Food shipments have sometimes caused people to become dependent on aid. Some Sudanese farmers, for example, stopped planting crops after receiving food shipments.

Furthermore, the Sudanese government has used the shipments of food against other groups of Sudanese. It has allowed food to be distributed only in areas that support the government in the civil war. This means that some areas have not received any food at all. One such area is the Nuba Mountains. This large mountainous region in the south is isolated from the rest of Sudan. The people of Nuba generally do not support the central government of Sudan, since they have a very different history and culture. While the Sudanese government is Muslim, for example, the Nuba people are not. They also do not speak Arabic as other Sudanese do; instead they speak a language of their own.

Now after pressure from international organizations, the Sudanese government has decided to change its policy and allow the Nuba people to receive international aid. However, the leaders of the Nuba people do not want shipments of food. What the people need they say, is a very different kind of aid. Instead of food they need material and equipment so that they can earn a living. That means aid such as farming equipment, weaving machines or supplies for beekeepers. Above all, the Nuba people want to be able to produce what they need for their families. In this way they can also serve as an example of how international aid can truly help people in the midst of war.

PART A. Answer questions 1-6 according to TEXT I. (6x1.5pts=9pts)

1. This passage is about _____.

- a) civil wars in African countries
- b) international aid organizations
- c) financial aid to areas at war
- d) international aid in warring countries

2. The word “**disrupted**” in **line 2** is closest in meaning to _____.
- a) regulated b) corrupted c) interrupted d) distracted
3. According to international aid workers, sending food to a warring country _____.
- a) does not help people at all
b) does not solve the problem permanently
c) helps make peace possible
d) allows local leaders to help people better
4. Which one of the following is **NOT** mentioned as one of the negative consequences of international aid to Sudan?
- a) Theft
b) Abuse of political power
c) Poor education
d) Decline of agriculture
5. According to the text, what can be inferred about the Nuba people?
- a) They strictly follow their religious practices.
b) They have a unique cultural heritage.
c) They have been assimilated into the Sudanese community.
d) Their language resembles Arabic.
6. The Sudanese government is going to _____.
- a) allow the distribution of food aid in the Nuba Mountains
b) send shipments of farming equipment to the Nuba people
c) start fighting the Nuba people
d) refuse all aid for the Nuba people

TEXT II

Male Friendship

Nigel was one of my best friends. In the seventeen years we’ve known each other, we’ve done the sort of things that mates do. We’ve gone out for drinks together, played in a number of sad rock bands together. We’ve got a history as they say. **(1)**

5 When a personal disaster left me out on the streets with a couple of cardboard boxes and a rucksack, it was Nigel who supplied a sofa and a well- stocked fridge. And when I got married, it was Nigel’s plum- colored Rover that was waiting outside the registry office. **(2)**

10 However it came as something of a shock when I realized that I hadn’t actually seen Nigel for nearly six months. What had gone wrong? It’s not as we’d fallen out. We still worked and lived in the same town. We had simply fallen victim to something that afflicts millions of men in their late twenties and thirties. They start misplacing their friends. **(3)**

Once you and your mate were inseparable. Now there never seems to be enough time to cram everything in. There’s work, a home, even kids. In reality, it’s getting to the point where it’s not so much a question of meeting up, more a question of having a reunion. It’s been so long since you got together it’s actually becoming embarrassing. **(4)**

15 The irony is that you’ll continue to insist that these men, whom you hardly ever see, are your closest friends in the world, even though in every meaningful sense **they** now barely qualify as

acquaintances. You probably have a closer relationship with the man who collects your ticket at the railway station. **(5)**

20 Men seem to need a practical reason to spend time together. Psychologist Dr. Malcolm George says, "As men, we very much form our friendships around doing something **mutually**. But the problem is that the maintenance is dependent on doing the thing. When the demands of career and family kick in, those relationships get squeezed out."**(6)**

25 Dr. George believes that there is an essential difference in the nature of male and female friendship. Men have a more limited expectation of their friendships, partly because the man-woman relationship is looked upon as a vehicle for emotional fulfillment. Men's relationships with other men are regarded as having no real emotional content. They serve a function – playing in a football team or whatever. Women actually expect to share their emotional life with their friends—that's the difference. **(7)**

30 It seems as though your partner may determine the friends you keep. This may be because people tend to make new acquaintances at work and it is very hard to convert those work friends into family friends. When men launch into a relationship and lose contact with their friends, they make bigger demands on their partner by expecting her to supply all the friendship that's missing. **(8)**

35 Most women want men to keep their friends – as long as they can express themselves within these friendships and talk problems over. After all, men's inability to express their feelings is one of the things that makes relationships flounder. **(9)**

PART B. Answer questions 7-13 according to TEXT II. (7x1.5pts=10.5pts)

7. When disaster struck, Nigel _____.

- a) bought his friend a fridge
- b) provided a sofa for his friend's flat
- c) allowed his friend to stay with him
- d) helped his friend with his boxes and rucksack

8. The author stopped seeing Nigel because _____.

- a) they fell out.
- b) Nigel moved away.
- c) other aspects of their lives took over.
- d) the author got married.

9. According to **paragraph 3** which is **TRUE** about millions of men in their thirties?

- a) They don't know where to find their friends.
- b) They have disagreements with their friends.
- c) They lose touch with their friends.
- d) They are no longer interested in friendship.

10. "**they**" in **line 16** refers to _____.

- a) people without qualifications
- b) the writer's relations
- c) men in general
- d) people the writer almost never sees

11. Which word is closest in meaning to "mutually" in line 20?

- a) separate
- b) distinct
- c) shared
- d) free

12. Men don't expect a lot from their male friendships because _____.

- a) their relationships with women help them with their feelings
- b) they are not very emotional
- c) they gain happiness from looking after their vehicles
- d) football is more important than relationships

13. A majority of women want men _____.

- a) to stay on good terms with their mates
- b) not to talk about their relationships
- c) to break off their friendships
- d) to hide their feelings to save their relationships

TEXT III

The Suzuki Method

"Talent is no accident of birth... the right environment coupled with the right teaching methods can change a person with undeveloped ability into a talented one." This is the basic philosophy of Japanese violinist and educator Dr. Shinichi Suzuki. More than 8,000 teachers and 250,000 students agree with him. They follow his unique method, called the Suzuki method of the "mother-tongue" approach. **(1)**

5

Dr. Suzuki had always believed in the power of music to enrich people's lives. He had observed how easily very young children acquired their own language. They were confident learners who would pick up complex language structures with ease, and without being formally taught. Dr. Suzuki had the idea that the same **precepts** of first language acquisition could be applied to music education. In this way, children could have positive interactions with music from a very young age. His goal was not to create professional musicians, but to expose children to music from a very young age so as to give them a better understanding of it and sensitivity to it that would enrich their lives in all aspects. **(2)**

10

A Suzuki method student starts, ideally, before the age of five. This is because so much brain development takes place at this time in a child's life that this explosive period of learning should be carefully nurtured. New students come to classes and merely observe the other students playing (usually the violin). This observation phase can last up to a year and the purpose of it is that children feel the longing and **aspiration** to play with the same ability as the other students getting used to the concept of playing in public. **(3)**

15

Once students are ready to play the violin, they listen to the recordings of the pieces they will play without looking at sheet music. This is because children are only introduced to books after they have been speaking for a few years. In the same way, written music should only be introduced after they have been playing for sufficient time. Another advantage to this stage is that children develop an "ear" for pitch and tone that allows them to play with greater sensitivity. **(4)**

20

In line with the Suzuki method, students have individual and group lessons in which they benefit from the social experience of playing together with others. They also learn from, and are inspired by, students of higher ability. These group lessons help them not to feel nervous about performing in front of an audience. **(5)**

25

PART C. Answer questions 14-20 according to TEXT III. (7x1.5=10.5pts)

14. The expression “Talent is no accident of birth...” in **line 1** means _____.
- a) Talent is inborn, it is not acquired
 - b) Talent isn't intentional, it's accidental
 - c) Talented people are always good at learning
 - d) You may improve your talents through education
15. The Suzuki method is similar to the acquisition of the mother tongue in the sense that _____.
- a) it has the power to enrich people's lives
 - b) it doesn't teach music in a formal manner
 - c) it takes time to get used to this method
 - d) it uncovers the talents of young children
16. The word “precepts” in **line 9** is closest in meaning to _____.
- a) principles
 - b) concepts
 - c) modes
 - d) interactions
17. The “observation phase” enables the students to _____.
- a) practice what they learn
 - b) learn how to play the violin
 - c) become ready to play to an audience
 - d) observe their teachers
18. The word “aspiration” in **line 18** is closest in meaning to _____.
- a) ambition
 - b) determination
 - c) dedication
 - d) admiration
19. Which of the following is an advantage of children's being introduced to written music after playing for some time?
- a) They have a better perception of music.
 - b) Their learn how to write musical pieces.
 - c) They become more enthusiastic readers.
 - d) They learn from the experience of others.
20. Which statement would best conclude this article?
- a) Group work in music education is advantageous in many aspects.
 - b) Learning to play a musical instrument is like learning your mother tongue.
 - c) Music enriches people's lives in many different ways.
 - d) With proper training, all children can feel confident about their abilities in music and in life.

End of Section 1

SECTION 2

Time: 30mins

PART A: Listen to the extract. You will answer the questions while listening. You will hear the extract twice. (8x1.5=12pts)

21. Antarctica is technically a desert because _____.
- a) almost no plants grow there
 - b) it is covered with ice
 - c) there isn't much snow fall
22. What have scientists discovered in Antarctica?
- a) Lots of sub-glacial lakes under the ice
 - b) More than 150 giant ice sheets
 - c) New fresh water sources
23. The existence of Lake Vostok was confirmed in the early 1990s.
- a) True
 - b) False
24. What does Professor Wingham say is most interesting about Lake Vostok?
- a) Its depth
 - b) Its volume
 - c) Its isolation
25. In lake Vostok, life could be possible with the help of _____.
- a) daylight
 - b) chemical energy
 - c) high temperature
26. Russian scientists stopped their drilling operation because _____.
- a) it was complicated
 - b) kerosene oil was expensive
 - c) they feared contamination
27. Another important discovery about lakes in Antarctica is that _____.
- a) they have been isolated for ages
 - b) some of them actually have been connected by rivers
 - c) they are not as big as speculated.
28. The discovery raises doubts about _____.
- a) the extension of contamination
 - b) the knowledge of the study team
 - c) the need for biological laboratories

PART B: Listen to the extract. You will answer the questions while listening. You will hear the extract twice.(6x1.5pts=9pts)

29. We learn that Ian Pearson _____ .
- a) used to work for British Telecom
 - b) studied cybernetics at university
 - c) has an unusual job
30. The radio presenter says that Ian has _____.
- a) some controversial views
 - b) not been in the public eye very often
 - c) proved that people may live forever

31. What does Ian say about his idea of the future?
- It is unpleasant.
 - It is promising.
 - It is doubtful.
32. Ian believes that computers_____.
- will be able to do 75 trillion calculations per second
 - already have their own consciousness
 - may soon have superhuman intelligence levels
33. Ian says that computers used in planes_____.
- should be scared of crashing
 - need to be unemotional
 - have to be linked to computers on the ground
34. Ian argues that there should be a global debate concerning_____.
- virtual reality as part of normal life
 - the making of machines as smart as human beings
 - everyday uses of this new technology

PART C: Listen to the extract. You will answer the questions while listening. You will hear the extract twice.(6x1.5=9pts)

35. *What Happens in the Night* is based on _____.
- a comic book
 - a story the director was told
 - the director's childhood
36. The reviewer thinks that *What Happens in the Night* is _____.
- the best horror film this year
 - visually stunning
 - difficult to understand
37. What does NOT the reviewer mention about *What Happens in the Night*?
- It doesn't have a complex plot
 - It is haunting but enjoyable
 - It is shot totally in black and white
38. In real life, the stars of *Happy as Larry* _____.
- didn't get on
 - fell in love
 - are best friends
39. The reviewer mentions Sonya's high performance in different types of movies excluding _____.
- comedies
 - romances
 - action films
40. The reviewer recommends you to watch *Happy as Larry* if _____.
- you like romantic films
 - you are a woman
 - you liked Sonya's other films

End of Section 2

Now you have 3 minutes to transfer your answers to the answer sheet.