



T.C.  
*İstanbul*  
YENİ YÜZYIL  
ÜNİVERSİTESİ

## **PREP CLASSES PROFICIENCY EXAM SAMPLE**

**PART 1 - Listening Comprehension**

**PART 2 - Reading Comprehension**

**PART 3 - Structure and Vocabulary**

**PART 4 - Writing**



*\*Bu sınav sadece İngilizce Mütercim Tercümanlık, İngiliz Dili ve Edebiyatı ve Beslenme ve Diyetetik bölümleri öğrencileri ve İsteğe Bağlı Hazırlık okumak isteyen öğrenciler için geçerlidir.*

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## LISTENING

**PART 1 - Listen to the conversation between a client and an advisor. Complete the advisor's notes.**

| <b>Suzanne Maare - Independent Financial Advice</b>   |   |
|---|---|
| <b>Spends now</b>   | <b>Ways to save</b>   |
| Spends (1) \$ _____ per week on food.<br>Goes to (3) _____ four times a week.<br>Spends (5) _____ on rent.<br>Buys (6) _____ a week.<br>Goes to the movies once a week.<br>Eats in the (9) _____. | Shop at (2) _____.<br>Go (4) _____ a week.<br>Maybe find somewhere cheaper.<br>Only buy (7) _____.<br>Go (8) _____.<br>Make a sandwich at home. |

**PART 2 - Listen to the conversation among friends on campus. Choose the best answer.**

10. What do the speakers mainly discuss?
- The use of photographs in painting.
  - A TV program about Nonnan Rockwell.
  - The Saturday Evening Post* magazine.
  - Exhibits of art at the library.
11. How did Rockwell paint such interesting faces?
- He imagined them.
  - He used magazine covers.
  - He hired models.
  - He read stories.
12. What do we know about Rockwell?
- He was a prolific painter.
  - He was an eccentric person.
  - He was an avid reader.
  - He was a good teacher.
13. What do the students plan to do for extra credit?
- Watch a video on reserve at the college library.
  - Write a proposal to bring an art exhibit to the library.
  - Take photographs of models like Norman Rockwell did.
  - Submit a video of a TV program and photos of an exhibit.
14. Why does the woman say this: "Anyway, you know what I like most ...about Rockwell?"
- She is checking to see whether the man was listening.
  - She is trying to keep the man involved in the conversation.
  - She is repeating part of an earlier conversation.
  - She is telling the man that he has been talking too much.
15. What will the couple probably do?
- They will probably go to the exhibit.
  - They will probably see the special on television.
  - They will probably turn off the TV.
  - They will probably go to Miami.

## READING

**PART 3 - Read the text below and answer the multiple-choice questions.**

### THE CREATION OF LASTING MEMORIES

1 Many studies of the brain processes underlying the creation of memory consolidation (lasting memories) have involved giving various human and animal subjects' treatment, while training them to perform a task. These have contributed greatly to our understanding.

2 In pioneering studies using goldfish, Bernard Agranoff found that protein synthesis inhibitors injected after training caused the goldfish to forget what they had learned. In other experiments, he administered protein synthesis inhibitors immediately before the fish were trained. The remarkable finding was that the fish learned the task completely normally, but forgot it within a few hours – that is, the protein synthesis inhibitors blocked memory consolidation, but did not influence short-term memory.

3 There is now extensive evidence that short-term memory is spared by many kinds of treatments, including electro-convulsive therapy (ECT), that block memory consolidation. On the other hand, and equally importantly, neuroscientist Ivan Izquierdo found that many drug treatments can block short-term memory without blocking memory consolidation. Contrary to the hypothesis put forward by Canadian psychologist Donald Hebb, in 1949, long-term memory does not require short-term memory, and vice versa.

4 Such findings suggest that our experiences create parallel and possibly independent stages of memory, **each** with a different life span. All of this evidence from clinical and experimental studies strongly indicates that the brain handles recent and remote memory in different ways; but why does it do that?

5 We obviously need to have memory that is created rapidly: reacting to an ever and rapidly changing environment requires that. For example, most current building codes require that the heights of all steps in a staircase be equal. After taking a couple of steps, up or down, we implicitly remember the heights of the steps and assume that the others will be the same. If they are not the same, we are very likely to trip and fall. Lack of this kind of rapidly created implicit memory would be bad for us and for insurance companies, but perhaps good for lawyers. It would be of little value to us if we remembered the heights of the steps only after a delay of many hours, when the memory becomes consolidated.

6 The hypothesis that lasting memory consolidates slowly over time is supported primarily by clinical and experimental evidence that the formation of long-term memory is influenced by treatments and disorders affecting brain functioning. There are also other kinds of evidence indicating more directly that the memories consolidate over time after learning. Avi Kami and Dov Sagi reported that the performance of human subjects trained in a visual skill did not improve until eight hours after the training was completed, and that improvement was even greater the following day. Furthermore, the skill was retained for several years.

7 Studies using human brain imaging to study changes in neural activity induced by learning have also reported that the changes continue to develop for hours after learning. In an innovative study using functional imaging of the brain, Reza Shadmehr and Henry Holcomb examined brain activity in several brain regions shortly after human subjects were trained in a motor learning task requiring arm and hand movements. They found that while the performance of the subjects remained stable for several hours after completion of the training, their brain activity did not; different regions of the brain were predominantly active at different times over a period of several hours after the training. The activity shifted from the prefrontal cortex to two areas known to be involved in controlling movements, the motor cortex and cerebellar cortex. Consolidation of the motor skill appeared to involve activation of different neural systems that increased the stability of the brain processes underlying the skill.

8 There is also evidence that learning-induced changes in the activity of neurons in the cerebral cortex continue to increase for many days after the training. In an extensive series of studies using rats with electrodes implanted in the auditory cortex, Norman Weinberger reported that, after a tone of specific frequency was paired a

few times with footshock, neurons in the rats' auditory cortex responded more to that specific tone and less to other tones of other frequencies. Even more interestingly, the selectivity of the neurons' response to the specific tone used in training continued to increase for several days after the training was terminated.

9 It is not intuitively obvious why our lasting memories consolidate slowly. Certainly, one can wonder why we have a form of memory that we have to rely on for many hours, days or a lifetime, that is so susceptible to disruption shortly after it is initiated. Perhaps the brain system that consolidates long-term memory over time was a late development in vertebrate evolution. Moreover, maybe we consolidate memories slowly because our mammalian brains are large and enormously complex. We can readily reject these ideas. All species of animals studied to date have both short and long-term memory; and all are susceptible to retrograde amnesia. Like humans, birds, bees, and molluscs, as well as fish and rats, make long-term memory slowly. Consolidation of memory clearly emerged early in evolution, and was conserved.

10 Although there seems to be no compelling reason to conclude that a biological system such as a brain could not quickly make a lasting memory, the fact is that animal brains do not. Thus, memory consolidation must serve some very important adaptive function or functions. There is considerable evidence suggesting that the slow consolidation is adaptive because it enables neurobiological processes occurring shortly after learning to influence the strength of memory for experiences. The extensive evidence that memory can be enhanced, as well as impaired, by treatments administered shortly after training, provides intriguing support for this hypothesis.

16. Experiments by Bernard Agranoff described in Reading Passage 3 involved .... .

- A. injecting goldfish at different stages of the experiments
- B. training goldfish to do different types of task
- C. using different types of treatment on goldfish
- D. comparing the performance of different goldfish on certain tasks

17. Most findings from recent studies suggest that .... .

- A. drug treatments do not normally affect short-term memories
- B. long-term memories build upon short-term memories
- C. short and long-term memories are formed by separate processes
- D. ECT treatment affects both short-and long-term memories

18. In the fifth paragraph, what does the writer want to show by the example of staircases?

- A. Prompt memory formation underlies the performance of everyday tasks.
- B. Routine tasks can be carried out unconsciously.
- C. Physical accidents can impair the function of memory.
- D. Complex information such as regulations cannot be retained by the memory.

19. Observations about memory by Kami and Sagi .... .

- A. cast doubt on existing hypotheses
- B. related only to short-term memory
- C. were based on tasks involving hearing
- D. confirmed other experimental findings

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20. What did the experiment by Shadmehr and Holcomb show?

- A. Different areas of the brain were activated by different tasks.
- B. Activity in the brain gradually moved from one area to other areas.
- C. Subjects continued to get better at a task after training had finished.
- D. Treatment given to subjects improved their performance on a task.

21. Which of the following statements agrees with with the views of the writer in the text?

- A. The training which Kami and Sagi's subjects were given was repeated over several days.
- B. The rats in Weinberger's studies learned to associate a certain sound with a specific experience.
- C. It is easy to see the evolutionary advantage of the way lasting memories in humans are created.
- D. Long-term memories in humans are more stable than in many other species.

22. What does **each** refer to in paragraph 4?

- A. such findings
- B. our experiences
- C. stages of memory
- D. evidence

**PART 2 - Read the text below. Eight paragraphs have been removed from the text. Choose from the paragraphs A- I the one which fits each gap (22-28). There is one extra paragraph you do not need to use. There is an example at the beginning (0).**

### THE DO-GOODERS

In the last decades of the 18th century, the losers seriously outnumbered the winners. Those who were fortunate enough to occupy the upper levels of society, celebrated their good fortune by living a hedonistic life of gambling, parties and alcohol. It was their moral right, they felt, to exploit the weak and the poor. Few of them thought their lives should change, even fewer believed it could.

0.  A

But the decisive turning point for moral reform was the French revolution. John Bowlder, a popular moralist of the time, blamed the destruction of French society on a moral crisis. Edmund Burke, a Whig statesman agreed. 'When your fountain is choked up and polluted,' he wrote, 'the stream will not run long or clear.' If the English society did not reform, ruin would surely follow.

23.

Englishmen were deeply afraid that the immorality of France would invade England. Taking advantage of this, Burke was able to gain considerable support by insisting that the French did not have the moral qualifications to be a civilised nation. He pronounced 'Better this island should be sunk to the bottom of the sea than... it should not be a country of religion and morals.'

24.

Sobering though these messages were, the aristocracy of the time was open to such reforms, not least due to fear. France's attempt to destroy their nobility did much to encourage the upper classes to examine and re-evaluate their own behaviour. Added to this was the arrival of French noble émigrés to British shores. As these people were dependant on the charity of the British aristocracy, it became paramount to amend morals and suppress all vices in order to uphold the state.

25.

Whether the vices of the rich and titled stopped or were merely cloaked is open to question. But it is clear that by the turn of the century, a more circumspect society had emerged. Styles of dress became more moderate, and the former adornments of swords, buckles and powdered hair were no longer seen. There was a profusion of moral didactic literature available. Public hangings ceased and riots became much rarer.

26.

One such person was Thomas Wackley who in 1823 founded a medical journal called 'the Lancet'. At this time, Medicine was still a profession reserved for the rich, and access to knowledge was impossible for the common man. The Lancet shone a bright light on the questionable practices undertaken in medicine and particularly in surgery, and finally led to improved standards of care.

27.

How though did changes at the top affect the people at the bottom of the societal hierarchy? Not all reformers concerned themselves which changes at the authoritative and governmental levels. Others concentrated on improving the lives and morals of the poor. In the midst of the industrial revolution, the poorest in society were in dire straits. Many lived in slums and sanitation was poor. No-one wanted the responsibility of improvement.

28.

Could local authorities impose such measures today? Probably not. Even so, the legacy of the moral reform of the late 1800s and 1900s lives on today. Because of it, the British have come to expect a system which is competent, fair to all and free from corruption.

29.

This is all down to the men and women who did not just observe society's ills from a distance, but who dared to take steps to change it.

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**A.** But a moral makeover was on the horizon, and one of the first people to promote it was William Wilberforce, better known for his efforts in abolishing the slave trade. Writing to a friend, Lord Muncaster, he stated that 'the universal corruption and profligacy of the times...taking its rise amongst the rich and luxurious has now ... spread its destructive poison through the whole body of the people.'

**B.** But one woman, Octavia Hill, was willing to step up to the mark. Hill, despite serious opposition by the men who still dominated English society, succeeded in opening a number of housing facilities for the poor. But, recognising the weaknesses of a charity-dependent culture, Hill enforced high moral standards, strict measures in hygiene and cleanliness upon her tenants, and, in order to promote a culture of industry, made them work for any financial handouts.

**C.** At first, moralists did not look for some tangible end to moral behaviour. They concerned themselves with the spiritual salvation of the rich and titled members of society, believing that the moral tone set by the higher ranks would influence the lower orders. For example, Samuel Parr, preaching at London's St Paul's Cathedral, said 'If the rich man...abandons himself to sloth and all the vices which sloth generates, he corrupts by his example. He permits...his immediate attendants to be, like him, idle and profligate.'

**D.** In time, the fervour for improved morals strayed beyond personal behaviour and towards a new governance. People called for a tightening of existing laws which had formerly been enforced only laxly. Gambling, duelling, swearing, prostitution, pornography and adultery laws were more strictly upheld to the extent that several fashionable ladies were fined fifty pounds each for gambling in a private residence.

**E.** So far, however, circumspection in the upper classes had done little to improve the lives of those in the lower classes. But that was to change. Against a backdrop of the moral high ground, faults in the system started to stand out. One by one, people started to question the morality of those in authority.

**F.** The attitudes of the upper classes became increasingly critical during the latter part of the eighteenth century. In 1768, the Lord of the Treasury was perfectly at ease to introduce his mistress to the Queen, but a generation later, such behaviour would have been unacceptable. Such attitudes are also seen in the diaries of Samuel Pepys, who, in 1793 rambles without criticism about his peer's many mistresses. A few years later, his tone had become infinitely more critical.

**G.** Similar developments occurred in the Civil Service. Civil servants were generally employed as a result of nepotism or acquaintance, and more often than not took advantage of their power to provide for themselves at the expense of the public. Charles Trevelyan, an official at the London Treasury, realised the weaknesses in the system and proposed that all civil servants were employed as a result of entrance examinations, thus creating a system which was politically independent and consisted of people who were genuinely able to do the job.

**H.** These prophecies roused a little agitation when first published in 1790. But it was the events in 1792-93 which shocked England into action. Over in France, insurrection had led to war and massacre. The King and Queen had been tried and executed. France was now regarded as completely immoral and uncivilized, a country where vice and irreligion reigned.

**I.** Nowadays everyone has a right to a home, access to education, and protection at work and in hospital.



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### **PART 3 - Read the following texts and decide which answer (A, B, C or D) best fits each gap.**

#### **THE RAVEN**

A very large fierce black bird, the raven has always been associated with evil omen. But the myths and stories that surround ravens also take account of their unusual intelligence, their ability to (1) ---- sounds and voices and the way they seem to (2) ---- up a situation. The fact is, people have never known quite how to (3) ---- the raven. In many northern myths he was creator of the world, bringer of daylight, but also an aggressive trickster. Many traditional stories turn on the unpleasant ways in which Raven gets the (4) ---- of a human adversary. Legend holds it that when there are no more ravens in the Tower of London, the monarchy will fall. In the seventeenth century King Charles II (6) ---- that at least six ravens should always be kept in the Tower. Today there are seven; six to preserve the monarchy, and a seventh in (7) ---- . To the amusement of tourists, the ravens are officially enlisted as defenders of the kingdom, and, as is the case with soldiers, can be dismissed for unsatisfactory conduct.

- |                     |              |               |             |
|---------------------|--------------|---------------|-------------|
| 30. A. fake         | B. mimic     | C. mirror     | D. simulate |
| 31. A. size         | B. match     | C. eye        | D. catch    |
| 32. A. put          | B. work      | C. pick       | D. take     |
| 33. A. best         | B. most      | C. better     | D. good     |
| 34. A. decreed      | B. compelled | C. required   | D. enacted  |
| 35. A. substitution | B. reserve   | C. continuity | D. standby  |

#### **PHOBIAS**

The point of Phobia Awareness Week is to highlight the difficulties that many people face in everyday situations. It is important to (1) ---- between a fear and a phobia. It's (2) ---- usual for all of us to have our own peculiar fears, for example being anxious around snakes or nervous about flying. However, only a very small proportion of us actually have a phobia of these things. When these fears begin to (3) ---- you embarrassment or you feel that your life is being disrupted then you would be wise to seek treatment for what could potentially be a phobia. By far the most (4) ---- phobia and potentially the most disruptive is agoraphobia. The word derives from Greek and (5) ---- means 'fear of the marketplace' but we apply it today to describe a distressing condition in which people avoid going outside because of the awful feelings of anxiety that arise. Treatment of phobias usually consists of the patient undergoing behavioural therapy during which they gradually get used to being near the object or the situation that causes them fear. Drugs may be prescribed to treat anxiety and many people opt for alternative therapy such as acupuncture or hypnosis to help them come to (8) ---- with their fear and conquer it.

- |                   |                 |                |            |
|-------------------|-----------------|----------------|------------|
| 36. A. choose     | B. distinguish  | C. select      | D. pick    |
| 37. A. very       | B. absolutely   | C. quite       | D. truly   |
| 38. A. cause      | B. make         | C. create      | D. give    |
| 39. A. standard   | B. average      | C. normal      | D. common  |
| 40. A. precisely  | B. specifically | C. literally   | D. exactly |
| 41. A. acceptance | B. terms        | C. realisation | D. comfort |

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## STRUCTURE AND VOCABULARY

**PART 1 - Read the text below. Think of the word which best fits in each space. Write only one word. There is an example at the beginning (0).**

### FACEBOOK

This (0) **well** known social media site (42) ..... become somewhat of a controversial topic of conversation in recent times (43) ..... to several claims (44)..... misuse of big data. Facebook (45) ..... founded in 2003 and was originally known (46) ..... “Facemash”. It was created (47) ..... Marc Zuckerberg, (48)..... at the time, was a student (49) ..... Harvard University. The growth of this site has been exponential (50)..... its creation and (51) ..... its peak had more than 2 billion members. One issue that only came (52) ..... light during the filming of the movie “The Social Network” in 2010, was the fact (53)..... there was a court case regarding the founding of this site, with a legal case (54)..... Zuckerberg for the rights to Facebook. This resulted (55)..... a huge payout to keep everybody schtum. What is clear is that in ..... (56) of its controversies regarding privacy and fake news, Facebook is here to stay

**PART 2 - Read the text below. Use the word given in capitals at the end of some lines to form a word that fits in the space in the same line. There is an example at the beginning (0).**

We are (0) **assured** by the experts that we are, as a species, designed for face-to-face **SURE** communication. But does that really mean having every meeting in person? Ask the bleary-eyed sales team this question as they struggle (57) ..... through their weekly teambuilding session **LABOUR** and that answer is (58) ..... to be in the (59) ..... Unless you work for a very small **LIKE/AFFIRM** business or have an (60) ..... high boredom threshold, you doubtless spend more time sitting in **EXCEPT** meetings than you want to. Of course, you could always follow business guru Archie Norman’s example. He liked to express (61) ..... with customers queuing at the checkout by holding **SOLID** management meetings standing up. Is email a realistic (62) .....? It’s certainly a powerful tool **ALTERNATE** for disseminating information, but as a meeting substitute it’s seriously flawed. Words alone can cause trouble. We’re all full of (63) ..... that can be unintentionally triggered by others and **SECURE** people are (64)..... capable of reading anything they like into an email. There is also a (65) **ABLE/TEND** ..... for email to be used by people who wish to avoid ‘real’ encounters because they don’t want to be (66) ..... with any awkwardness. **FRONT**

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**PART 3 - For questions 1-9 complete the second sentence with three to eight words so that it has a similar meaning to the first sentence, using the words given in bold. Do not change the word given. There is an example at the beginning (0).**

- (0) It's the first time she has ever had problems with the authorities.  
She has never been in trouble with the authorities before. **trouble**
67. We hired a private nurse to look after my mother when she broke her leg.  
We hired a private nurse \_\_\_\_\_ my mother when she broke her leg. **care**
68. He's only now beginning to recover from his illness.  
It's taken him until \_\_\_\_\_ his illness. **get**
69. David lives quite near the station.  
David \_\_\_\_\_ the station. **far**
70. The programme was so boring that he fell asleep.  
It \_\_\_\_\_ that he fell asleep. **such**
71. My parents don't like us smoking at home.  
My parents \_\_\_\_\_ smoking at home. **approve**
72. We couldn't drive home because of heavy snow.  
Heavy snow \_\_\_\_\_ home. **prevented**
73. Peter wishes now that he hadn't sold his flat.  
Peter \_\_\_\_\_ his flat. **regrets**
74. They say that caviare tastes nice.  
Caviare \_\_\_\_\_ nice. **supposed**
75. She couldn't concentrate because the room was so hot  
The heat in the room \_\_\_\_\_ to concentrate. **Difficult**

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## WRITING

**Write an opinion essay stating whether you agree or disagree with the following statement.**

*“In many countries today, people in cities either live alone or in small family units, rather than in large, extended family groups. Is this a positive or negative trend?”*

**Use specific reasons and examples to support your thesis statement and topic sentences.**

**Write as least 250 words.**