

GISTU ENGLISH PROFICIENCY EXAM

SCHOOL OF FOREIGN LANGUAGES



JULY-2024

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Seviye Tespit Sınavı / Placement Exam

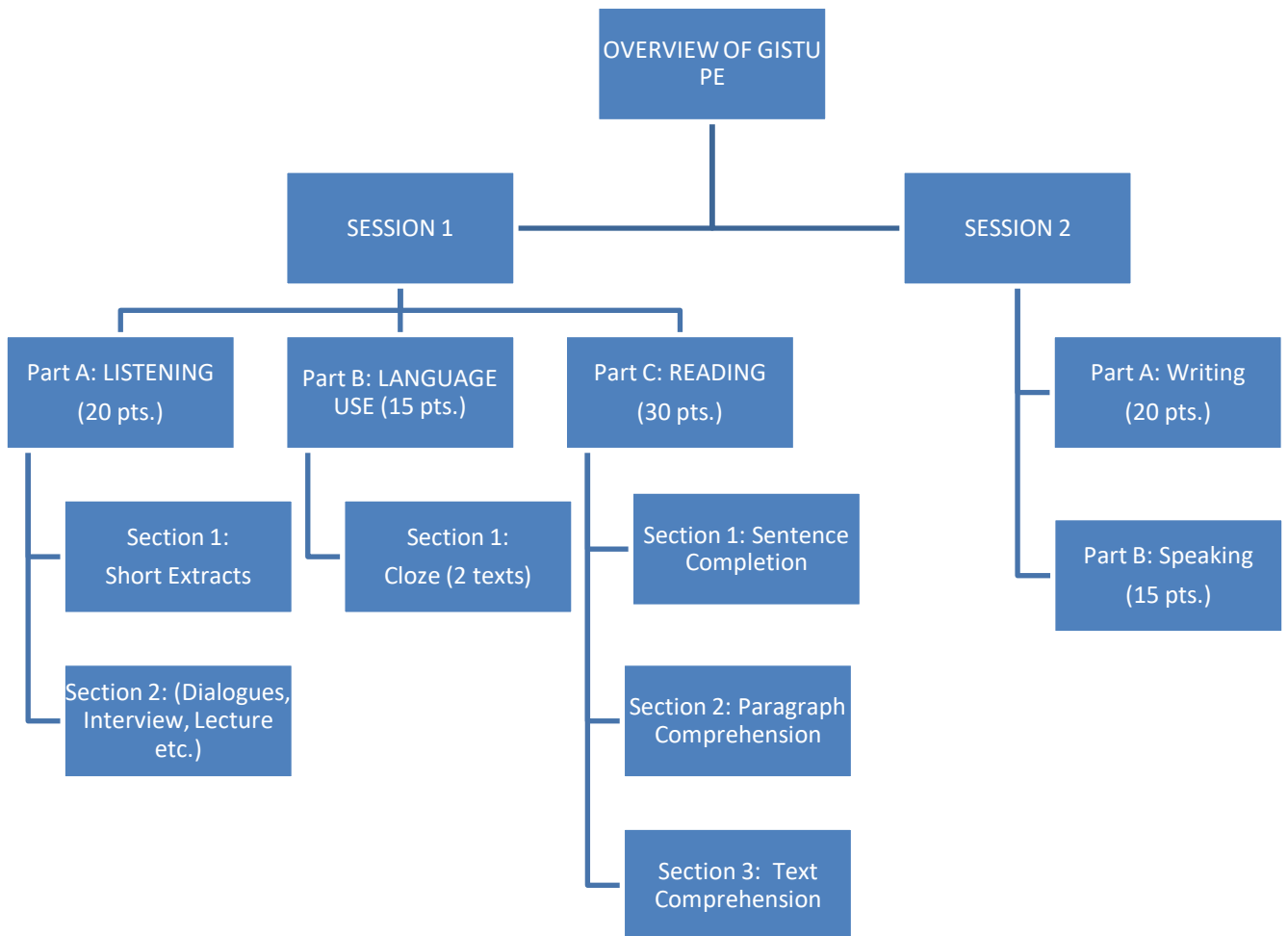
- İngilizce Seviye Tespit Sınavı'na girmek zorunludur. Sınava girmeyen öğrenciler İngilizce Hazırlık Programı'na başlangıç (A1) seviyesinden başlayacaktır.
- Sorular çoktan seçmeli olup her soru için 4 seçenek bulunmaktadır.
- Cevaplar optik forma işaretlenecektir. Soru kitapçığına işaretlenen cevaplar kabul edilmeyecektir.
- Seviye Tespit Sınavı'ndan 70 ve üzeri puan alan öğrenciler muafiyet sınavına girme hakkı kazanır.

- Taking the English Placement Test is compulsory. Students who do not take the exam will begin the English Preparatory Programme at the A1 level.
- The questions are multiple choice and there are 4 options for each question.
- Answers will be marked on the optical form. Answers marked on the question booklet will not be accepted.
- Students who score 70 and above in the Placement Test are entitled to take the exemption exam.

Muafiyet Sınavı / Proficiency Exam

- Muafiyet sınavı iki bölümden oluşmaktadır: İlk sınav dinleme, kelime ve dil bilgisi ve okuma becerisini ölçmektedir.
 - Bu sınavdan 50 ve üzeri alan öğrenciler muafiyet sınavının ikinci aşaması olan konuşma ve yazma sınavına girer. **50 ve üzeri alamayan öğrenciler hazırlık sınıfına yerleştirilir.**
 - Eğitim dili %100 İngilizce olan bölümler için hazırlıktan muaf olma puanı 70'tir.
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- The proficiency exam includes two parts: The first section of the exam assesses listening, language use and reading skills.
 - Students who **score 50 or more** on this exam can take the second part of the exemption exam, which is the speaking and writing exam. Students who do not achieve 50 or higher are placed in the preparation class.
 - For departments whose language of instruction is 100 % English, the score for being exempt from preparation is 70.

Overview of Proficiency Exam



Proficiency Exam:

Session I (Multiple Choice Part)

Part A. Listening (20 pts)

Section 1 – Short Extracts

| Section | Objectives | Source of Texts | Number of Items |
|----------------|--|---|-----------------|
| Short Extracts | To assess the candidate's ability to deduce the meaning of functional expressions, idiomatic expressions, vocabulary and structure, to identify paraphrasing and to draw conclusions | Short unrelated extracts from monologues or conversations mostly constructed by the test writers, each lasting roughly 30 seconds. Each text contains one multiple-choice question, with three options. | 8 |

Sample Question:

A. You will hear people talking in seven different situations. For questions 1-8, choose the best answer.

1. You hear part of a phone-in programme on the radio.
Why has the man called the programme?
A) to complain about the attitude of other listeners
B) to suggest a way of changing the programme
C) to praise the way the programme is organised
D) to highlight the program's excellent speakers.

Answer: B

Section 2 (Interview, Dialogue, Lecture etc.)

| Section | Objectives | Source of Texts | Number of Items |
|-------------------------------------|--|--|------------------------|
| Dialogues/ Interview/ Lecture | To assess the candidate's ability to deduce the meaning of functional expressions, idiomatic expressions, vocabulary and structure, to identify paraphrasing and to draw conclusions | Listening texts taken from authentic sources, lasting approximately 3 minutes. Caution is exercised to make sure the interviews do not require specialized background knowledge. There are seven multiple-choice questions, each with three options. | 8 |

B. Listen to a tour guide telling people about the Forth Bridge in Scotland and choose the correct answer.

1. The first bridge across the Firth of Forth _____.
A) was a railway bridge
B) had suburban views
C) established in 1892
D) caused 57 injuries.
2. If the bridge was built today, it would cost about £ _____.
A) 3.2 million
B) 130 million
C) 46 thousand
D) 235 million
3. The Tay Bridge disaster occurred _____.
A) Eight years after the Forth Bridge's construction
B) shortly after the Forth Bridge was built
C) before the Forth Bridge was constructed
D) when a train hit a truck on the railroad

Answer Key: 1)A 2)D 3)C

Part B. Language Use (15 pts)

| Section | Objectives | Source of Texts | Number of Items |
|---|--|--|-----------------|
| Multiple-choice cloze, Lexical lexicogrammatical. (2 Cloze Texts) | To assess the candidate's ability to understand context and vocabulary in order to produce the right word that fits the context both meaningfully and grammatically. | Two paragraphs taken and adapted from various authentic sources, such as academic texts, course books, newspaper and journal articles. | 12 |

Sample Cloze:

Soon after Georges Claude (1) _____ his neon light signs to the United States, the idea quickly caught on. (2) _____ they looked much more attractive than the old ones, people loved them, and they called them liquid fire. Neon advertising became a symbol of America's Inventiveness. Throughout the 1920's and 1930's, extravagant neon displays, and elaborate neon signs became more and more common (3) _____ the United States. Las Vegas exploited it to maximum advantage in the 1940's and 1950's with attractive colourful and creative signs that even displayed animation. Neon lights still continue (4) _____ both for indoor lighting and outdoor decoration, and it seems they will not become (5) _____ at least in the near future.

1. A) had been introduced B) was introducing C) introduces D) introduced
2. A) Though B) As if C) Since D) As soon as
3. A) by B) across C) towards D) into
4. A) to using B) to be used C) using D) having used
5. A) obsolete B) creative C) wasteful D) vital

Answer Key: 1)D 2)C 3)B 4)B 5)A

Part C. Reading (30 pts)

Section 1. Sentence Completion

| Section | Objectives | Source of Texts | Number of Items |
|---------------------|--|---|------------------------|
| Sentence Completion | To assess the candidate's ability to recognise the relationship between ideas in a sentence and to recognise and interpret cohesive devices for linking different parts of a text. | Sentences taken and adapted from various authentic sources, such as academic texts, course books, newspaper and journal articles. | 4 |

Sample Question:

In the year 1871, a large part of booming Chicago was destroyed as a major fire engulfed much of the downtown area _____.

- A) so the government was not found responsible because the reason of the incident has still been obscure
- B) but the fire was a great stimulus to architects: it showed them the need to design modern buildings
- C) and New York's skyscrapers were not as tall or developed as Chicago's
- D) where people did not exploit the facilities of the city a lot

Answer: B

Section 2. paragraph Comprehension

| Section | Objectives | Source of Texts | Number of Items |
|-------------------------|---|---|------------------------|
| Paragraph comprehension | To assess the candidate's ability to recognise main idea, the best title, summary and irrelevance at a paragraph level. | Texts taken and adapted from various authentic sources, such as academic texts, course books, newspaper and journal articles. | 5 |

Sample Question:

_____. It is obvious that some career fields offer higher salaries than others, but the students who choose on this basis alone may find that the high-paying position they eventually achieve is not satisfying in another way. On the other hand, students who choose to study only what they love often to find themselves working in other fields because of job shortages or financial responsibilities.

- A) Being admitted to a good university depends on achieving above-average marks.
- B) University professors worry that incoming university students do not have the skills of previous generations.
- C) There are numerous professions that pay well without the need for a college degree.
- D) Students entering university today face the painful decision of whether to follow their hearts or their pockets.

Answer: D

Section 3. Text Comprehension

| Section | Objectives | Source of Texts | Number of Items |
|--------------------------------------|---|--|-----------------|
| Text comprehension (2 long texts) | To assess the candidate’s ability to understand the key ideas in a text and answer comprehension questions, to distinguish between different levels of information, to identify the purpose of a text, to understand the author’s point of view, to comprehend implied meanings and to guess meanings of words. | Two texts followed by four-option multiple-choice questions, which are adapted from various authentic sources. Caution is exercised to select texts in a balanced fashion from both social and physical sciences aimed at popular readers; i. e., not requiring very specialized background knowledge. | 15 |

Sample Text:

Deep-Sea Exploration: The New Frontier

The term “deep-sea” is used frequently today, but it has lots of different meanings. To scientists, the deep sea is the lowest part of the ocean, below the layer called the *thermocline*, where heating from the sun stops having an effect. This is the part of the ocean that is deeper than 1,800 meters. Deep-sea exploration is the investigation of the physical, chemical, and biological conditions at that depth and is considered a relatively recent human activity compared to other areas of geophysical research. Oceans cover 70 percent of the Earth's surface, yet even today their depths remain largely unexplored. Scientists estimate between 90 and 95 percent of the deep sea

remains a mystery. The deep sea is truly the planet's final frontier. The reason for this is that the depths are eternally dark, extremely cold, and under high pressure. Deep-sea exploration, therefore, is a multi-disciplinary field that includes oceanography, biology, geography, archaeology, and engineering.

Until the end of the 19th century, people believed that the deep sea was a lifeless wasteland. In 1818, the British researcher Sir John Ross found that the deep sea was far from lifeless when he caught some jellyfish and worms about 2,000 meters deep with a special device. Despite this, in 1843, Edward Forbes claimed that there was very little life in the deep sea, and it decreases with depth. He stated that there could be no life in waters deeper than 550 meters. He called his theory "Abyssus". Following this, in 1850, Michael Sars found a rich deep-sea fauna at a depth of 800 meters and refuted Forbes's idea. It was not until 1872 to 1876, however, that the first systematic deep-sea exploration was conducted. This was the Challenger expedition on board the ship "HMS Challenger" led by Charles Wyville Thomson. His team discovered many new species adapted to life near the sea floor. After this, in 1930, William Beebe and Otis Barton became the first humans to visit the deep sea. Diving in their vehicle called "Bathysphere", they reached a depth of 435 meters and observed some jellyfish and shrimp.

A key milestone in modern deep-sea exploration happened in 1956, when Jacques-Yves Cousteau and his team aboard the "Calypso" released the first full-color, full-length documentary titled "The Silent World". Their documentary showed people the beauty and life of the deep sea. After this, in 1960, Jacques Piccard and Don Walsh reached the bottom of the Challenger Deep, the deepest point in the oceans located in the Mariana Trench. They descended to a depth of 10,740 meters in their deep-sea vessel "Trieste". In 2012 the "Deepsea Challenger", piloted by James Cameron, completed the second manned voyage and first solo mission to the bottom of the Challenger Deep. Later, in 2018 "DSV Limiting Factor", piloted by Victor Vescovo completed the first mission to the deepest point of the Atlantic Ocean, diving 8,375 meters below the ocean surface to the base of the Puerto Rico Trench.

Vescovo's state-of-the-art submarine cost 48 million dollars to build and is made of titanium. It had been designed to withstand the most extreme underwater conditions. He has successfully taken it on three record-breaking dives to the deepest corners of the ocean already. Two people can fit in it. Its support vessel can hold 47 passengers and crew and weighs 2,000 tons. It contains laboratory equipment with freezers for preserving samples. The submarine itself, which weighs 11.2 tons, can travel down to more than 10,000 meters in less than 2.5 hours. It is much lighter than past deep diving models, and 10 electric propellers allow it to move in any direction. It was built using advanced techniques, and the company that made it tested the vessel in Russia with conditions equivalent to 20% greater than the ocean's deepest point.

Vescovo's work is significant because the deepest 45% of the ocean has been largely ignored so far. Much of today's sea floor mapping is based on unreliable information. A lot of data is only inferred from satellite pictures too. As a result, the deeper we go, the greater our error might be. Vescovo also stated that he had been to places in the Indian Ocean where the depth was over 1,000 meters shallower than it was supposed to be. In other words, it is clear that we do not even know where the bottom of the ocean really is. It is possible that the Challenger Deep is not really the deepest place in the ocean after all. Vescovo and his colleagues think that it is possible that they might discover a deeper place still. Whether he does or not, all these recent advances in deep-sea exploration contribute to new discoveries in the fields of geology, biology, chemistry, engineering, and technology.

- 1. The scientific term “thermocline” refers to _____.**
- A) areas in the ocean heated by the sun.
 - B) all the unexplored parts of the deep sea.**
 - C) a particular depth of the ocean.
 - D) the surface layer of the ocean.
- 2. The Abyssus theory _____.**
- A) ignored some earlier findings about the deep sea.
 - B) was put forward by John Ross.**
 - C) has not been disproven ever since.
 - D) suggests that no sunlight reaches the ocean floor.
- 3. Vescovo believes he may be able to _____.**
- A) prove that the Challenger Deep is shallower than we think.
 - B) find a deeper point than the Challenger Deep.**
 - C) make contributions to engineering with his last expedition.
 - D) discover new species of marine life.

Answer Key: 1)C 2)A 3)B

Session II (Speaking Part)

- Two instructors will conduct the speaking exam. Both instructors are responsible for grading the students.
- Each student takes the exam individually. Each student will have a different topic to talk about.
- The score of the speaking exam is 15 out of 100 points.
- In the first part, you have warm-up questions based on introducing yourself.
- In the second part:
 - You will be given a main question and 3-4 minutes to brainstorm before you start
 - You need to support your opinion with valid details and examples.
 - You will be also asked some follow-up questions (related to the main question) to answer in detail.
- Your speaking performance will be graded according to **task achievement, lexical resource, accuracy, fluency, coherence and pronunciation.**

Sample Question:

Part 1: Warm-up

Will you please introduce yourself briefly?

Part 2: Expressing your opinion

Q1: What advantages do you think higher education provides?

- Are there any disadvantages to pursuing higher education?
- How do you think higher education affects job prospects?
- What alternatives to higher education do you see as viable?
- How do you think the importance of higher education will change in the future?

Session II (Writing Part)

- Choose ONE of 2 topics given and write an essay in minimum **350-400** words by giving reasons and examples to support your ideas.
- You will be given 70 minutes for this task.
- Your essay will be graded according to **content, organization and accuracy of language.**
- The score of the writing exam is 20 out of 100 points.

Sample Question:

Choose ONE of the topics below and write an essay *in minimum 350-400 words* by giving reasons and examples to support your ideas.

- A) Does university education prepare students for real life?
- B) What are the main causes of poverty in your community?

GISTU-EPE WRITING RUBRIC

| | | Limited | | Satisfactory | | Good | | Very Good |
|--------------|--|--|---|--|---|---|---|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| CONTENT | | Displays limited development, using inappropriate or insufficient arguments, exemplifications, explanations or details in response to the topic and task | | Addresses the topic and task using somewhat developed arguments, explanations, exemplifications or details | | Addresses the topic and task well, using clear appropriate and sufficient arguments, explanations, exemplifications, or details <u>though</u> some ideas / points may not be fully elaborated | | Effectively addresses the topic and task using clear, appropriate and sufficient arguments, explanations, or details |
| | | 1 | 2 | 3 | 4 | 5 | | 6 |
| ORGANIZATION | | Inadequately organized; displays limited unity and coherence | | Displays some unity and coherence; may contain redundancy, digression, or somewhat unclear connections | | Generally well organized; displays unity and coherence, though it may contain occasional redundancy, digression, or unclear connections | | Well organized; displays unity and coherence |
| | | 1 | 2 | 3 | 4 | 5 | | 6 |
| LANGUAGE | | Contains numerous errors in sentence structure; displays a noticeably inappropriate or limited choice of words or word forms | | Demonstrates inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning OR displays accurate but limited range of syntactic structures and vocabulary | | Displays facility in the use of language, demonstrating syntactic and lexical variety and appropriate word choice, though it may contain occasional noticeable minor errors in structure and word form that do not interfere with meaning | | Displays consistent in the use of language, demonstrating syntactic and lexical variety and appropriate word choice, though it may contain minor lexical or grammatical errors |
| | | 1 | 2 | 3 | 4 | 5 | | 6 |

GISTU-EPE SPEAKING RUBRIC

| | | |
|---|--|-----------|
| Task Achievement Have students fully addressed all parts of the task? Have students presented an answer to the question with relevant, fully extended and well supported ideas? | The content barely relates to the task. | 5 |
| | The response partially addresses the requirements of the task. | 10 |
| | The response generally addresses the requirements of the task. | 15 |
| | The response addresses the requirements of the task well. | 20 |
| Lexical Resource Have students got enough vocabulary to express their ideas clearly? Is the vocabulary used to express ideas correct? | The range of vocabulary is extremely limited; there are numerous lexical errors often affecting meaning. | 5 |
| | The resource is limited to basic vocabulary which is used repetitively, and may be inappropriate to the task. | 10 |
| | The resource is adequate with some repetition; there are lexical errors but meaning is barely affected. | 15 |
| | The resource enables the student to complete the task well; there are few lexical errors and meaning is not affected. | 20 |
| Grammatical Range and Accuracy Have students used a relevant range of grammatical forms to express ideas and convey their opinions? Have students used grammatical forms accurately? | The range of sentence structures used is extremely limited, and numerous grammatical errors often affect meaning. | 5 |
| | The range of sentence structures is adequate; there are grammatical errors but meaning is not often affected. | 10 |
| | Complex and basic sentence structures are attempted; there are few grammatical errors and meaning is not affected. | 15 |
| | A variety of complex and basic sentence structures is used well; grammatical errors are rare and meaning is not affected. | 20 |
| Fluency and Coherence Are students able to put their message across in a clear manner, with limited hesitation and appropriate speed? Are ideas appropriately linked together? | Some information is linked coherently but the response lacks progression. There are some basic cohesive devices, but these may be inaccurate or repetitive. The speaker has some ability to communicate their message, but with frequent hesitation which sometimes makes comprehension difficult. | 5 |
| | Information is linked coherently with clear progression. Cohesive devices are used effectively, but connections may not always be appropriate or clear. There is some hesitation, but this does not affect comprehension. | 10 |
| | The response sequences information and ideas and there is clear progression throughout. The speaker communicates their message well. Speed and hesitation are not an issue in comprehension. | 15 |
| | The response skillfully connects ideas with clear progression. Hesitation is not a concern and the speed adds to fluency rather than detracts from it. | 20 |
| Pronunciation Are students able to use appropriate speed and intonation? Do they use correct pronunciation? | Pronunciation errors frequently impact on comprehension and make it difficult to follow. | 5 |
| | There are pronunciation errors but these do not impact on comprehension to a great extent. | 10 |
| | Pronunciation does not impact on comprehension. | 15 |
| | Control of intonation, stress, pauses, and pronunciation actually adds to rather than detracts from their message. | 20 |