



# ÇANAKKALE ONSEKİZ MART UNIVERSITY

School of Foreign Languages

Name Surname:	
Student ID:	
Department:	
Date:	.../.../2024
Signature:	

Placement Test Sample  
Good Luck!

## GRAMMAR

- Are these \_\_\_\_\_ for men or \_\_\_\_\_?  
A. sunglasses / women B. sunglass / woman C. sunglasses / woman D. sunglass / women
- We have a meeting \_\_\_\_\_ Monday \_\_\_\_\_ 10.00 a.m.  
A. in / at B. on / in C. on / at D. at / on
- Alice:** What \_\_\_\_\_ you do?  
**Jessica:** I \_\_\_\_\_ a teacher.  
A. are / am B. do / am C. do / do D. are / do
- Emma:** What do we need to buy for our birthday party?  
**Lily:** I want to make a big birthday cake, so we need \_\_\_\_\_ eggs and \_\_\_\_\_ sugar.  
A. some / many B. some / a few C. a little / a few D. a few / some
- Nathan:** How many bedrooms \_\_\_\_\_ in your new flat?  
**Theo:** \_\_\_\_\_ two bedrooms and a bathroom.  
A. are there / There are B. is there / There is C. are there / There is D. is there / There are
- Noah:** Let's go to Charlie's Café and have \_\_\_\_\_ lunch.  
**Mia:** Good idea! I can have \_\_\_\_\_ pizza. \_\_\_\_\_ pizzas are very good there.  
A. the / a / The B. a / a / - C. a / a / The D. - / a / The
- It says 'No parking'. You \_\_\_\_\_ park here, but you \_\_\_\_\_ park across the road.  
A. can't / can't B. can't / can C. can / can D. can / can't
- William \_\_\_\_\_ in Manchester, but he \_\_\_\_\_ in Istanbul at the moment.  
A. lives / is working B. is living / is working C. lives / works D. is living / works
- Harry and Arthur \_\_\_\_\_ *The Crown* when I \_\_\_\_\_.  
A. was watching / called B. are watching / was calling C. were watching / called D. watch / was calling
- Isabella forgot her umbrella, \_\_\_\_\_ she got wet in the rain.  
A. because B. although C. but D. so
- It is very boring in this city. There is \_\_\_\_\_ to go in the evenings.  
A. anywhere B. nowhere C. somewhere D. anything
- My sister writes in English \_\_\_\_\_ than me, but my brother is the \_\_\_\_\_ in our family.  
A. good / best B. best / better C. better / best D. better / better
- Harold is thinking of \_\_\_\_\_ a new flat, but he needs \_\_\_\_\_ more money.  
A. buying / to save B. buying / saving C. to buy / to save D. to buy / saving
- Walter and I are in the same classroom. \_\_\_\_\_ bags are under the desk over there. Could you bring \_\_\_\_\_ to \_\_\_\_\_?  
A. Ours / their / our B. Our / them / us C. Ours / them / us D. Our / their / our
- You \_\_\_\_\_ submit your assignment by Friday; it's the final deadline. Late submissions are not accepted.  
A. must B. can C. should D. may

16. If he \_\_\_\_\_ her address, he would send her an invitation.  
A. knew B. know C. will know D. would know
17. **Direct:** "Where did you put the keys?" she asked.  
**Reported:** She asked me where \_\_\_\_\_ the keys.  
A. did I put B. I had put C. I have put D. do I put
18. They could see the fireworks from their house, \_\_\_\_\_?  
A. don't they B. did they C. couldn't they D. are they
19. The project \_\_\_\_\_ we worked on together was successful.  
A. what B. which C. who D. where
20. By the time the professor arrived at the hall, the conference \_\_\_\_\_.  
A. had started B. has started C. started D. is starting
21. If Nelly had studied harder instead of hanging out with her friends, she \_\_\_\_\_ the exam.  
A. would pass B. would have passed C. had passed D. passed
22. I wish I \_\_\_\_\_ to the party last night. Yet, the last-minute meeting ruined it all.  
A. went B. go C. had gone D. have gone
23. The president of the USA promised that he \_\_\_\_\_ find the people who are responsible for the attempted suicide of Donald Trump.  
A. will B. would C. shall D. could
24. The residents of this remote island \_\_\_\_\_ in there for five years by next January.  
A. will have lived B. would have lived C. live D. have lived

## VOCABULARY

25. My friends Alexander and Eric are \_\_\_\_\_. They are from \_\_\_\_\_.  
A. Spanish / Spain  
B. Scotland / Scottish  
C. Swiss / Switzerland  
D. Australia / Australian
26. **James:** Hello, I'm James, from English Language School.  
**You:** Hi James.  
**James:** I will check your details first. What is your first name?  
**You:** Beyza.  
**James:** \_\_\_\_\_  
**You:** B – E – Y – Z – A  
A. Can I have a copy, please?  
B. Can you help me, please?  
C. How do you say 'Beyza' in English?  
D. How do you spell it?
27. My cousin works as a \_\_\_\_\_ for years, so she can tell you about the history of Çanakkale.  
A. guide  
B. lawyer  
C. flight attendant  
D. engineer
28. **Emma:** What time is it?  
**Liam:** \_\_\_\_\_ (09.45)  
A. It's forty-five minutes past ten.  
B. It's a quarter to ten.  
C. It's a quarter past ten.  
D. It's forty-five to ten.
29. I will make a fruit salad, so I need apples, pineapples, and \_\_\_\_\_.  
A. strawberries  
B. chips  
C. peppers  
D. potatoes
30. **Elizabeth:** I need to buy a new armchair for my living room.  
**Oliver:** There is a \_\_\_\_\_ very near here. You can find a good one there.  
A. town hall  
B. department store  
C. art gallery  
D. chemist's
31. To enter the building, you need to show your \_\_\_\_\_.  
A. diary  
B. purse  
C. identity card  
D. wallet
32. Rachel loves studying English \_\_\_\_\_, especially writers like Jane Austen.  
A. literature  
B. chemistry  
C. foreign languages  
D. art
33. I have to \_\_\_\_\_ my friend's cat while she is on vacation.  
A. look for  
B. look forward to  
C. look after  
D. look up
34. When I go shopping, I don't usually try on clothes. So, I sometimes get the wrong \_\_\_\_\_ and the clothes don't \_\_\_\_\_.  
A. size / suit  
B. receipt / fit  
C. medium / suit  
D. size / fit
35. George bought a new \_\_\_\_\_ for the job interview.  
A. tracksuit  
B. suit  
C. trainers  
D. flip-flops
36. Please, \_\_\_\_\_ to bring your umbrella; it might rain later.  
A. remember  
B. send  
C. get  
D. forget
37. We waited \_\_\_\_\_ our friends at the train station for an hour before they finally arrived \_\_\_\_\_ Ankara.  
A. of / in  
B. for / at  
C. for / in  
D. of / at

38. Paul doesn't like to exercise and often sleeps all day. He is really \_\_\_\_\_. His friend, Sally, works out every day and is always busy. She is \_\_\_\_\_.
- A. talkative / quiet    B. serious / funny    C. friendly / unfriendly    **D. lazy / hardworking**
39. Despite the clear skies, the \_\_\_\_\_ of the storm was felt in the high winds and sudden drop in temperature.
- A. contact    **B. effect**    C. flood    D. loss
40. The scientist had to \_\_\_\_\_ the new species discovered in the remote jungle to confirm it was previously unknown.
- A. point    B. construct    **C. investigate**    D. survive
41. The museum's latest exhibit features a beautiful marble \_\_\_\_\_ of an ancient Greek god.
- A. expedition    B. emotion    C. improvement    **D. sculpture**
42. The doctor advised him to take a short walk every day to maintain his \_\_\_\_\_.
- A. health**    B. wealth    C. happiness    D. education
43. The teacher \_\_\_\_\_ the students to read regularly because it helps to improve their vocabulary.
- A. ignores    **B. encourages**    C. confuses    D. delivers
44. The company is planning to \_\_\_\_\_ new employees next month.
- A. **hire**    B. fire    C. resign    D. retire
45. The new intern gave a very \_\_\_\_\_ presentation on cancer that was hard to follow and left everyone frustrated.
- A. tight    B. brief    **C. confusing**    D. clear
46. **Sarah:** Do you \_\_\_\_\_ going to the new art exhibition this weekend?    **Jane:** I'd love to.
- A. consider**    B. fancy    C. decide    D. reject
47. After several hours of negotiation on stray animals, members of parliament reached a/an \_\_\_\_\_ and signed the agreement.
- A. conclusion**    B. debate    C. discussion    D. argument
48. Choose the word that is closest in meaning to the underlined word:
- "The scientist made a remarkable discovery."*
- A. ordinary    B. surprising    C. insignificant    D. **outstanding**

## READING 1

Answer questions 49-51 according to the text "The Lost Tourist".

### The Lost Tourist

This is a funny story about a tourist named Alex. Alex is from Australia, and he loves to travel. Last summer, Alex visited Paris for the first time. He was very excited to see the Eiffel Tower, the Louvre Museum, and other famous places.

On his first day, Alex wanted to see the Eiffel Tower. He took a map and started walking. After a long walk, Alex got tired and hungry. He saw a small cafe and decided to stop for lunch. Alex ordered a sandwich and a coffee. While he was eating, he looked at his map again. He was surprised because he couldn't find the Eiffel Tower on the map!

Alex asked the waiter for help. The waiter smiled and said, "You are not in Paris. You are in a small town near Paris." Alex was shocked. He was in a town called Poissy, which is about 30 kilometers from Paris! He accidentally took the wrong train and went in the wrong direction.

Alex laughed at his mistake. The waiter helped him find the right train back to Paris. Alex finally arrived at the Eiffel Tower in the evening. He took many pictures and enjoyed the beautiful view. Alex learned a lesson: always check the train map before traveling!

49. Why did Alex stop at the cafe?  
A. He wanted to meet friends.  
B. He wanted to call his family.  
C. He was tired and hungry.  
D. He was looking for his hotel.
50. Alex was actually \_\_\_\_\_ when he thought he was in Paris.  
A. at the Louvre Museum  
B. in a small town near Paris  
C. at the Eiffel Tower  
D. in his hotel room
51. What did the waiter help Alex with?  
A. Finding a hotel and making reservation  
B. Finding the right train back to Paris  
C. Getting a taxi to the Eiffel Tower  
D. Ordering food and drink

## READING 2

Answer questions 52-54 according to the text “Maria’s Busy Day”.

### Maria’s Busy Day

Maria is a student who lives in a small town. She has a busy daily routine that helps her stay on track. Every morning, Maria wakes up at 6:30 a.m. She gets out of bed, makes her bed, and then goes to the bathroom to brush her teeth and wash her face. After that, she takes a quick shower.

At 7 a.m., Maria makes herself a healthy breakfast. She usually eats oatmeal with fruits and drinks a glass of orange juice. After breakfast, she gets dressed and prepares her school bag. She makes sure to pack her books, notebook, and lunch.

By 8 a.m., Maria is ready to leave for school. She walks to school with her friend Anna. School starts at 9 a.m., and they have classes until 3 p.m. During school, Maria has a break at 10:30 a.m. and eats a snack. At lunchtime, she enjoys a sandwich and an apple with her friends in the school cafeteria.

After school, Maria walks home and arrives around 3:30 p.m. She spends some time playing outside or reading a book before starting her homework. Maria does her homework from 4 p.m. to 5 p.m. After finishing her homework, she likes to relax. Sometimes she watches TV, plays games, or listens to music.

Before going to bed, Maria gets ready for the next day. She packs her school bag, chooses her clothes, and then takes a bath. She likes to read a book for a little while before sleep. By 9:30 p.m., Maria goes to bed and falls asleep, ready to start another busy day.

52. What could be another title for this reading?

- A. Maria’s Favorite TV Shows
- B. Maria’s School Subjects

- C. A Day in Maria’s Life
- D. Maria’s Summer Holiday

53. School starts for Maria at \_\_\_\_\_.

- A. 8:00 a.m.
- B. 9:00 a.m.

- C. 8:30 a.m.
- D. 9:30 a.m.

54. What does Maria do after she finishes her homework?

- A. She watches TV, plays games, or listens to music.
- B. She prepares her school bag and packs her books.

- C. She goes to the gym and does exercise.
- D. She studies for exams or reads a book.

### READING 3

Answer questions 55-57 according to the text “Lisbon”

#### Lisbon

Lisbon is the capital city of Portugal. It is a beautiful and sunny city by the Atlantic Ocean. Many people visit Lisbon every year because it has a lot to offer. The city has a mix of old and new buildings, and it is famous for its historic places, tasty food, and friendly people.

One of the most famous places in Lisbon is the Belem Tower. It is a very old tower that was built over 500 years ago. The tower is near the water and has beautiful views. Another important place is the Jerónimos Monastery. It is a big and beautiful church where people can learn about the history of Portugal.

In Lisbon, there are many small streets and old houses. The oldest part of the city is called Alfama. Alfama has narrow streets where you can see colorful houses and small shops. You can also ride on the yellow trams that go through the city. The trams are very old and give a special experience of Lisbon.

Lisbon is known for its delicious food. People love to eat seafood here, especially grilled sardines and bacalhau, which is a type of dried and salted codfish. There is also a special dessert called pastel de nata. It is a small, sweet pastry with a creamy filling.

For shopping, Lisbon has many markets and shops. One popular market is Mercado da Ribeira, where you can buy fresh food, local crafts, and other goods. You can find many traditional Portuguese products like ceramics and items made from cork.

At night, Lisbon is very lively. There are many restaurants, bars, and clubs where people can have fun. There is also a special type of music called Fado, which is very emotional and traditional in Portugal. You can listen to Fado music in many places around the city.

Lisbon is a city that has something for everyone. Whether you like history, food, shopping, or nature, you can find it all in Lisbon. It is a great place to visit and explore.

55. According to the reading text, Lisbon \_\_\_\_\_.
- A. is famous for its technology and amazing nature.
  - B. has rich history, delicious food, and attractions.
  - C. has many factories, schools, hospitals, and parks.
  - D. is known for its cold weather and rains.
56. What can you buy at Mercado da Ribeira?
- A. Cars
  - B. Sports equipment
  - C. Electronics
  - D. Fresh food and local crafts
57. What is the oldest part of Lisbon called?
- A. Alfama
  - B. Belem
  - C. Jerónimos Monastery
  - D. Fado



## READING 4

Answer questions 58-60 according to the text "Work to live or live to work?"

### Work to live or live to work?

Many people ask themselves a big question: "Do we work to live, or do we live to work?" This question is about how we balance our work with our personal life. Some people work long hours and think their job is very important. Others believe that work should not take up too much time and that it is more important to enjoy life.

People who "live to work" often spend a lot of time at their job. They may like their work very much and feel proud of what they do. These people sometimes work late, even on weekends, and they often think about work even when they are at home. For them, their job is a big part of their life, and they might feel happy and successful because of their work. They might want to get promoted and earn more money, which can be a big motivation for them.

On the other hand, people who "work to live" see work as just a part of their life, not the main focus. They work because they need money to pay for things like food, housing, and fun activities. These people usually do not work extra hours and prefer to leave work at the office. They like to spend more time with family and friends, go on vacations, or do hobbies. For them, it is important to have free time to relax and enjoy life. They believe that work should not take up too much of their time and energy.

Some people think it is important to find a good balance between work and personal life. They believe that working too much can make you tired and stressed, while having too much free time can make you feel bored. It is different for everyone, and some people feel happiest when they are very busy with work, while others need more time to relax and have fun. It is important to find what makes you happy and try to have a good balance between work and personal time. It is important to find what makes you happy and try to have a good balance between work and personal time.

58. What do people who "live to work" often do?

- A. They work long hours and think a lot about their job. C. They spend more time with family.  
B. They take a lot of vacations and off days. D. They enjoy hobbies more than work.

59. What does the phrase "work to live" mean in the passage?

- A. People work because they enjoy it. C. People work because they want to avoid home.  
B. People work because it is their hobby. D. People work because they need money for living.

60. What does the reading suggest about finding a balance between work and life?

- A. Everyone should spend less time for work and enjoy life more.  
B. Find what makes you happy and balance work and personal time.  
C. Work should always be the most important thing in people's lives.  
D. No one needs to work if they really want to enjoy their lives.

## READING 5

Answer questions 61-63 according to the text “The Quest for Ancient Wonders”

### The Quest for Ancient Wonders

From a young age, Amara Patel was fascinated by ancient history. Her interest grew when she found her first artifact in her backyard—a small, chipped piece of pottery. This discovery made her curious and led her to dream of uncovering the secrets of past civilizations. She imagined the artifact whispering, “I am not just a piece of clay. I have a story to tell.”

Amara kept her passion, earning a degree in archaeology. Her work has taken her to various parts of the world, but she spends most of her time in Egypt. The vast deserts and ancient ruins provide a huge opportunity for artifacts from millennia ago. Surprisingly, many of the most significant finds come not from grand temples, but from the dusty outskirts of old settlements where everyday life once thrived.

The excavation season in Egypt is limited by the intense heat of summer, making spring and autumn the most productive times. During these periods, the temperatures are more manageable, and the longer days allow for extended work hours. Additionally, the winds are calmer, reducing the risk of sandstorms disrupting the delicate excavation process.

Despite the excitement, Amara knows the difficulties. “Sometimes, we face what I call “dusty disappointments,” she says. This refers to sites that seem promising, but had only broken fragments scattered across the site and it makes it challenging to piece together a complete artifact. Each expedition requires a detailed planning and significant resources. “We have a team of about 20 people, with loads of gear—shovels, brushes, tents, and supplies,” Amara explains. “There's a ton of preparation before we can even begin to dig.”

For Amara, the “cool thing” is the excitement of unearthing a new find. In 2015, her team made a ground breaking discovery. After days of careful digging, they uncovered an intact burial chamber. “We knew right away this was extraordinary,” Amara recalls. “The details on the carvings and the complete size of the chamber were breath taking.”

Inside the chamber, they found the well-preserved sarcophagus -a type of tomb- of an ancient noble. The artifacts within provided invaluable insights into the life and culture of that era. “It was like hitting the archaeological jackpot,” Amara describes. “Sometimes, you only find small fragments, but other times, you uncover something that changes our understanding of history.”

61. What is the reading mainly about?

- A. an archaeologist's journey to uncover ancient secrets in Egypt
- B. the discovery of an ancient noble's burial chamber in Egypt
- C. the challenges of working in Egypt's deserts in the summer
- D. the most significant archaeological finds in Egypt

62. Which of the following is **NOT mentioned** as a reason why spring and autumn are the best times to excavate in Egypt?

- A. The temperatures.
- B. Tourist activities.
- C. The length of the days.
- D. The wind's calmness.

63. What does Amara refer to as “dusty disappointments”?

- A. artifacts that are incomplete and scattered
- B. sites that had nothing of value
- C. areas that are covered in thick layers of dust
- D. the long preparation times before digging

## READING 6

Answer questions 64-66 according to the text “Food for Tomorrow”

### Food for Tomorrow

In the mid-19th century, a catastrophic disease devastated Ireland’s potato crops, wiping out the variety. In Ireland, where the potato was the main food source, this loss led to a severe famine. This historical event highlights the danger of depending heavily on a single crop species. Today, some scientists are concerned that a similar crisis could occur on a global scale, but with potentially even more devastating consequences.

Throughout history, farmers have grown a vast kinds of food crops, each with unique characteristics. Some crops endured in extreme temperatures, while others are resistant to specific diseases. Despite this diversity, most modern agriculture relies on a narrow selection of plant and animal species that are easy to mass-produce. As a result, many traditional species are disappearing.

For instance, the Philippines once had thousands of rice varieties, but now fewer than a hundred are cultivated. Similarly, China has lost 90% of its wheat varieties from just a century ago. Experts estimate that over the past hundred years, more than half of the world's food varieties have disappeared.

To address this issue, one effective approach is to collect and preserve seeds from a wide range of plant varieties before they become extinct. This idea was pioneered by Russian scientist Nikolay Vavilov, who in the 1920s and '30s gathered around 400,000 seeds from five continents. His work was a start for ongoing seed preservation efforts.

In the United States, Diane Ott Whealy has continued this mission by establishing Heritage Farm in Iowa. Inspired by her great-grandfather's seeds brought from Germany, Whealy and her husband created a sanctuary for historic plant varieties. Heritage Farm not only preserves these seeds but also grows them, reintroducing forgotten foods to the market. By doing so, they provide farmers with resilient food solutions that blend the wisdom of the past with the needs of the future.

64. What is the main idea of the text?
- A. The importance of modern farming methods and tools to supply the demand
  - B. The impact of historical events on food diversity especially in America
  - C. The need to preserve and reintroduce plant varieties to prevent future food crises
  - D. The benefits of consuming traditional foods compared to the ones newly grown
65. What specific action did Diane Ott Whealy take to support seed preservation?
- A. She wrote a book about agricultural history and distributed to farmers for free.
  - B. She founded Heritage Farm to preserve and grow historic plant varieties
  - C. She developed new crop species for modern farming and introduced them.
  - D. She organized international conferences on food security to inform farmers.
66. What can be inferred about the impact of losing a diverse range of plant varieties on global agriculture?
- A. It will make agriculture more efficient and grow variety of crops.
  - B. It will decrease the need for crop research and encourage scientists.
  - C. It may lead to increased vulnerability in food supply and agricultural systems.
  - D. It will improve the quality of modern crops and the idea of diversity in crops.

## READING 7

Answer questions 67-72 according to the text “Young Women Changing the World”

### Babies Prove Sound Learners

[A] It can be hard to know what newborns want. They can't talk, walk, or even point at what they're thinking about. Yet babies begin to develop language skills long before they begin speaking, according to recent research. And, compared to adults, they develop these skills quickly. People have a tough time learning new languages as they grow older, but infants have the ability to learn any language, even fake ones, easily.

[B] For a long time, scientists have struggled to explain how such young children can learn the complicated grammatical rules and sounds required to communicate in words. Now, researchers are getting a better idea of what's happening in the brains of society's tiniest language learners. The insights might eventually help kids with learning disabilities as well as adults who want to learn new languages. The work might even help scientists who are trying to design computers that can communicate like people do. “His brain of the baby is a new frontier,” says Patricia Kuhl, co-director of the University of Washington's Institute for Learning and Brain Sciences.

#### The Learning Process

[C] For decades scientists have debated how the brains of young children figure out how to communicate using language. With help from new technologies and research strategies, scientists are now finding that babies begin life with the ability to learn any language. By interacting with other people and using their superb listening and watching skills, they quickly master the specific languages *they* hear most often.

[D] “The [baby] brain is really flexible,” says Rebecca Gomez, an experimental psychologist at the University of Arizona, Tucson. Babies “can't say much, but they're learning a lot.” Kuhl's research, for example, suggests that the progression from babbles like “gaga” to actual words like “good morning” begins with the ability to tell the difference between simple sounds, such as “ga,” “ba,” and “da.” Such studies show that, up to about six months of age, babies can recognize all the sounds that make up all the languages in the world. “Their ability to do that shows that [babies] are prepared to learn any language,” Kuhl says. “That's why we call them ‘citizens of the world.’”

[E] About 6,000 sounds make up the languages spoken around the globe, but not every language uses every sound. For example, while the Swedish language distinguishes among 16 vowel sounds, English uses only eight vowel sounds, and Japanese uses just five. Adults can hear only the sounds used in the languages they speak fluently. To a native Japanese speaker, for instance, the letters “R” and “L” sound identical. So, unlike someone whose native language is English, a Japanese speaker cannot tell “row” from “low” or “rake” from “lake.”

[F] Starting at around six months old, Kuhl says, a baby's brain focuses on the most common sounds it hears. Then, children begin responding only to the sounds of the language they hear the most. In a similar way, Gomez has found, slightly older babies start recognizing the patterns that make up the rules of their native language. In English, for example, kids who *so* are about 18 months old start to figure out that words ending in “-ing” or “-ed” are usually verbs, and that verbs are action words.

#### Language on the Brain

[G] Scientists are particularly interested in the brains of people who speak more than one language fluently because that skill is hard to acquire after about age seven. In one of Kuhl's studies, for example, native Mandarin Chinese speakers spoke Chinese to nine-month-old American babies for twelve sessions over four weeks. Each session lasted about 25 minutes. At the end of the study, the American babies responded to Mandarin sounds just as well as did Chinese babies who had been hearing the language their entire lives. (English-speaking teenagers and adults would not perform nearly as well.)

[H] If a child regularly hears two languages, her brain forms a different pathway for each language. However, once the brain solidifies those electrical language pathways by around age seven, it gets harder to

form new ones. By then, a baby's brain has disposed of, or pruned, all the unnecessary connections that the infant was born with. So, if you don't start studying Spanish or Russian until middle school, you must struggle against years of brain development, and progress can be frustrating. A twelve-year-old's brain has to work much harder to **forge** language connections than an infant's brain does. "We ought to be learning new languages between ages zero and seven, when the brain does it naturally," Kuhl says.

### Learning from the Baby Brain

[I] For teenagers and adults who want to learn new languages, baby studies may offer some useful tips. For one thing, researchers have found that it is far better for a language learner to talk with people who speak the language than to rely on educational CDs and DVDs with recorded conversations. When infants watched someone speaking a foreign language on TV, Kuhl found, they had a completely different experience than they did if they watched the same speaker in real life. With real speakers, the babies' brains lit up with electrical activity when they heard the sounds they had learned. "The babies were looking at the TV, and they seemed mesmerized," Kuhl says. Learning, however, did not happen. "There was nothing going on in their brains," she says. "Absolutely nothing."

67. Patricia Kuhl calls babies "citizens of the world" because \_\_\_\_\_.
- A. all babies are alike when they begin to talk
  - B. we will learn more about the brains of babies
  - C. babies can hear the sounds of all languages
  - D. babies can tell the difference between sounds
68. According to the reading, which of the following statements is **NOT true** about babies?
- A. They have the ability to learn any language they hear.
  - B. Their brains develop unique pathways for each language.
  - C. They learn languages by listening to and watching people.
  - D. By nine-months old, they lose the ability to hear every language.
69. The word *they* in paragraph C, line 4 refers to \_\_\_\_\_.
- A. skills
  - B. languages
  - C. people
  - D. babies
70. What is the main idea of the text?
- A. Babies are capable of learning multiple languages simultaneously, but this ability declines as they grow older.
  - B. Adults learn languages more efficiently when they use recorded media to study new languages.
  - C. Scientists have developed new technologies that can help adults learn languages as quickly as babies.
  - D. The structure of the baby brain makes it more challenging to learn languages compared to adults.
71. The word **forge** in paragraph H, line 6 is closest in meaning to \_\_\_\_\_.
- A. recognize
  - B. study
  - C. make
  - D. require
72. It may be concluded that a native English speaker would have trouble learning Swedish because \_\_\_\_\_.
- A. English speakers use more vowel sounds than Swedish speakers
  - B. he/she wouldn't be able to hear all of the vowel sounds in Swedish
  - C. the vowel sounds in Swedish would all sound the same to them
  - D. all of the vowel sounds in Swedish would sound unfamiliar

## WRITING

**73. Choose the best supporting sentence to complete the following paragraph.**

“Water is essential for all forms of life. It regulates body temperature, helps in digestion, and carries nutrients and oxygen to cells. Proper hydration supports the functioning of vital organs and maintains the balance of bodily fluids. It also helps in the removal of waste products and toxins from the body through urine. \_\_\_\_\_ . Therefore, maintaining hydration is important for overall health.”

- A. Many animals live in water bodies including oceans, seas and streams
- B. Plants also need water to photosynthesize, which produces oxygen
- C. Without enough water, the body's systems cannot function properly
- D. River and lakes are major sources of freshwater in the world

**74. Find the irrelevant sentence that does not fit with the overall theme of the paragraph.**

“Regular exercise has numerous health benefits. It helps in weight management and reduces the risk of chronic diseases. Listening to music during the exercise can also be a good way to relax. People who exercise regularly tend to have better mental health and mood. Exercise also improves sleep quality and boosts energy levels. Additionally, it can enhance overall physical fitness and increase longevity.”

- A. Regular exercise has numerous health benefits.
- B. Listening to music during the exercise can also be a good way to relax.
- C. It helps in weight management and reduces the risk of chronic diseases.
- D. Exercise also improves sleep quality and boosts energy levels.

**75. Choose the best concluding sentence to complete the following paragraph.**

Learning a new language can be a challenging but rewarding experience. It not only enhances cognitive abilities but also opens up new cultural perspectives. Moreover, being bilingual or multilingual can improve career prospects and provide more opportunities for personal and professional growth. Understanding multiple languages can promote travel and communication in different regions, making interactions more meaningful and enriching. \_\_\_\_\_ .

- A. To sum up, language learning will soon change with new technologies
- B. As a result, all languages have unique cultural and social characteristics
- C. In conclusion, mastering a new language offers numerous benefits
- D. Overall, languages evolved and spread through cultural contact

**76. Choose the best supporting sentence to complete the following paragraph.**

Renewable energy sources are becoming increasingly important in today's world. They provide a sustainable alternative to fossil fuels and help reduce greenhouse gas emissions. Renewable energy technologies, such as solar panels and wind turbines, are being rapidly developed and implemented across the globe. \_\_\_\_\_ . Governments and organizations worldwide are investing heavily in renewable energy projects to ensure a greener future.

- A. Solar power is a type of renewable energy
- B. Many countries are facing energy shortages
- C. Wind turbines are used to generate electricity
- D. This shift is significant for fighting climate change

**77. Choose the best topic sentence to complete the following paragraph:**

\_\_\_\_\_. Many of them, such as tigers, elephants, and wolves, play crucial roles in their habitats. For instance, tigers help control the population of herbivores, preventing overgrazing, while elephants aid in seed dispersal, promoting plant diversity. Additionally, wolves maintain the health of prey populations by hunting the weakest members, which can prevent the spread of disease. Protecting these animals is vital for sustaining the natural processes that support life on Earth.

- A. Domestic animals, like dogs and cats, offer companionship and provide emotional support to humans.
- B. Wild animals face numerous threats from habitat destruction, climate change, and illegal hunting.
- C. **Wild animals are an essential part of our ecosystem, contributing to biodiversity and environmental balance.**
- D. Zoos play an important role in conserving endangered species and educating the public about wildlife.

**78. Rearrange the following sentences to form a coherent paragraph about Turkish traditions:**

1. Another important tradition is the practice of “Ramazan,” or Ramadan, where Muslims fast from sunrise to sunset for a month.
2. One of the most well-known traditions is the Turkish tea culture, where people enjoy strong, black tea in small, tulip-shaped glasses.
3. These traditions, among many others, play a significant role in Turkish society, bringing people together and preserving their cultural identity.
4. Additionally, Turkish weddings are grand celebrations that can last several days, featuring traditional music, dancing, and lavish feasts.
5. Turkish traditions are rich and diverse, reflecting the country’s long history and cultural heritage.

**A. 5, 2, 4, 1, 3**

B. 2, 1, 4, 5, 3

C. 3, 4, 1, 2, 5

D. 5, 3, 1, 4, 2

**79. Choose the best topic sentence to complete the following paragraph.**

\_\_\_\_\_. These creatures are known for their impressive migratory patterns, traveling thousands of miles each year. They navigate using the Earth's magnetic field and are able to return to the same locations annually. Additionally, their social structure and communication methods are highly sophisticated, allowing them to thrive in various environments.

- A. Migration is a fascinating aspect of bird behaviour.
- B. **Birds are found all over the world.**
- C. The study of animal behaviour is complex.
- D. Environmental changes affect bird populations.

**80. Choose the best supporting sentence to complete the following paragraph.**

Social media significantly affects the study habits of teenagers preparing for final exams at university. Many students find it challenging to concentrate on their studies because they are often distracted by notifications and updates from platforms like Instagram and TikTok. \_\_\_\_\_. Moreover, teenagers tend to spend long hours scrolling through their feeds, which reduces the time available for effective studying and can lead to procrastination. However, social media can also be a helpful tool when used wisely. Students can join study groups or follow educational pages to access useful resources and share tips with peers. Therefore, managing social media use is essential for teenagers to maintain productive study habits during exams.

- A. Social media platforms improve students' concentration and memory skills.
- B. **This constant interruption makes it difficult for them to focus and retain information.**
- C. Notifications from social media encourage students to study more effectively.
- D. Social media helps students organize their study schedules efficiently.