

**İstanbul Nişantaşı University**  
**Foreign Languages Department**  
**Erasmus English Test**  
**Sample Questions**

<b>Parts</b>	<b>Number of Questions</b>	<b>Score</b>
<b>Listening</b>	10 (2 pts each)	20
<b>Vocabulary</b>	15 (1 pt each)	15
<b>Grammar</b>	15 (1 pt each)	15
<b>Reading</b>	10 (2 pts each)	20
<b>Total</b>	50	70

## **I. Listening**

**Follow the instructions to answer the questions. You will have some time to read the questions before each recording. Each recording will be played ONLY ONCE. (Each question 2 pts)**

### **A. Part 1**

**Listen to an interview about different ways of greeting people and choose the correct answer for questions 1 to 5.**

1. The earliest known image of a handshake \_\_\_\_\_.
  - A. was meant to prevent fights among kings
  - B. symbolized a kind of agreement or friendship
  - C. marked the beginning of a religious ritual
  - D. showed respect between two different cultures
2. Offering the right hand became a traditional gesture in greetings because it \_\_\_\_\_.
  - A. helped check if someone was armed or not
  - B. was considered polite in religious communities
  - C. showed a person was ready for battle
  - D. demonstrated that someone was left-handed
3. What made the handshake a common gesture again in the 17th century?
  - A. It was required by new laws for business.
  - B. It spread from royal families to the public.
  - C. It was promoted by a group that valued equality.
  - D. It became popular through military leaders.
4. Compared to handshakes, high-fives and fist bumps \_\_\_\_\_.
  - A. completely eliminate the bacteria transfer
  - B. likely reduce the spread of bacteria
  - C. are just as risky as handshakes
  - D. are only used in informal settings
5. About the possibility of the handshake disappearing in the future, Paula Wilson \_\_\_\_\_.
  - A. thinks it will be replaced by safer greetings
  - B. believes it might vanish due to health risks
  - C. is sure modern greetings are more practical
  - D. feels it's unlikely since it's deeply rooted in culture

## B. Part 2

**Listen to five people talking about how to keep the brain young and choose the correct answer for questions 6 to 10.**

6. What does speaker 1 want to highlight about staying mentally young in old age?
  - A. Learning a language is the best way to keep your brain young.
  - B. Older people should focus on just one activity, like doing crosswords.
  - C. Staying mentally active through different types of brain exercises can help slow aging.
  - D. Mental activities must be complex to be effective.
7. What surprising conclusion did Speaker 2's research reveal about brain health?
  - A. Getting eight hours of sleep is the most important factor for brain health.
  - B. Eating less sugar is more effective than physical activity for keeping the brain young.
  - C. Physical activity benefits brain health as much as getting enough sleep.
  - D. Healthy eating habits alone are enough to keep the brain young.
8. What is Speaker 3's main concern when teaching contact sports like boxing?
  - A. Preventing serious long-term brain conditions by raising awareness and using proper protection
  - B. Making sure fighters can defend themselves well and stay physically active into old age
  - C. Encouraging people to enjoy boxing regardless of the risks
  - D. Teaching students to avoid certain sports like rugby due to their known brain damage risks
9. According to Speaker 4, what is a key but often overlooked factor in keeping the brain young?
  - A. Achieving success and staying productive throughout life
  - B. Managing emotions and taking time to care for mental well-being
  - C. Doing regular physical check-ups and maintaining healthy routines
  - D. Practicing mindfulness specifically as a scientifically proven technique
10. According to Speaker 5, what is one of the most powerful benefits of musical activities on the brain?
  - A. It reduces the need for socializing or medical treatment.
  - B. It supports emotional health and slows down brain aging.
  - C. It boosts music and math skills more than other activities.
  - D. It builds emotional bonds and replaces learning subjects like math.

## II. Vocabulary

**Choose the correct answer to fill each gap in questions 11 to 20. (Each question 1 pt)**

11. When we heard the fire alarm, we grabbed our bags and left the building \_\_\_\_\_, without wasting a second.
  - A. steadily
  - B. probably
  - C. regularly
  - D. immediately
12. Because the clinic was fully booked, people had to wait two weeks just to get a/an \_\_\_\_\_ for a routine check-up.
  - A. appointment
  - B. discussion
  - C. invitation
  - D. explanation
13. After studying for many years, she finally received her teaching \_\_\_\_\_ allowing her to apply for jobs in schools around the country.
  - A. qualification
  - B. occupation
  - C. application
  - D. conversation

14. Many people \_\_\_\_\_ from anxiety, but there are effective treatments available to help them cope and improve their quality of life.
- A. experience
  - B. suffer
  - C. celebrate
  - D. ignore
15. The gala event was organised to support local \_\_\_\_\_ aiming to provide food, shelter, and education to disadvantaged children in the community.
- A. charities
  - B. facilities
  - C. activities
  - D. responsibilities
16. Working in the medical field can be particularly \_\_\_\_\_ as professionals often have to handle high-pressure situations while providing exceptional care to their patients.
- A. stressful
  - B. demanding
  - C. rewarding
  - D. predictable
17. The magician smiled as he made the coin \_\_\_\_\_ from his palm, leaving the audience in awe.
- A. vanish
  - B. arrive
  - C. remain
  - D. appear
18. The documentary examines the remarkable beauty and challenging truths of North American society, emphasizing the fragile interplay between nature and human \_\_\_\_\_.
- A. landscape
  - B. civilisation
  - C. wilderness
  - D. environment
19. The artist was known for her \_\_\_\_\_ style, which combined vibrant colours with unusual shapes, making her work instantly recognisable in the crowded gallery.
- A. distinctive
  - B. ordinary
  - C. traditional
  - D. generic
20. The traffic \_\_\_\_\_ during rush hour often leads to frustrating delays and extended commute times for many residents.
- A. congestion
  - B. obstruction
  - C. fluctuation
  - D. interruption
21. Success starts with a strong mindset and determination. Even if there are many challenges along the way, believing in yourself can help you \_\_\_\_\_ your dreams in life. With this, anything is possible.
- A. account
  - B. achieve
  - C. forget
  - D. ignore

22. Climate change is one of the most pressing challenges of our time. As we learn more about it, the \_\_\_\_\_ of rising sea levels and severe storms is becoming clearer, making it essential for cities to prepare for the future.
- A. inevitability
  - B. adversity
  - C. opportunity
  - D. difficulty
23. With a passion for sustainability and as an expert in her field, the \_\_\_\_\_ focused on innovative methods to improve renewable energy sources and presented her findings at various international conferences.
- A. researcher
  - B. architect
  - C. historian
  - D. caretaker
24. When applying for a job, it is essential to provide accurate information about your previous \_\_\_\_\_ as employers often look for relevant experience in the field. Namely, honesty and clarity will leave a positive impression and increase your chances of success.
- A. education
  - B. occupation
  - C. vacation
  - D. celebration
25. Mari was determined to make a difference in her studies. However, after studying late into the night for her final exams, she felt completely \_\_\_\_\_ and struggled to stay awake during class the next day. She understood that hard work is not enough without enough rest.
- A. focused
  - B. energised
  - C. exhausted
  - D. inspired

### III. Grammar

Choose the correct answer to fill each gap in questions 21 to 30. (Each question 1 pt)

26. **Ken:** Excuse me. Is there a hospital near here?  
**Rob:** Actually, there are two in this area; the Family and the Life.  
**Ken:** Which one is \_\_\_?  
**Rob:** The Life, I suppose.  
**Ken:** Okay. And where's \_\_\_\_\_ taxi rank, please? I don't see one around.  
**Rob:** Don't worry about it. I'll call one straight away with my app.  
**Ken:** Ah, great, thanks a lot!
- A. nearer/the nearest
  - B. nearest/nearer
  - C. the near/nearest
  - D. nearer than/nearby
27. **Ruth:** My daughter is very clever. She \_\_\_\_\_ solve difficult maths problems when she was only 8.  
**Nina:** That's interesting. How's she doing now?  
**Ruth:** Unfortunately, things change. Her maths is terrible now. She \_\_\_\_\_ even do simple arithmetic. But she \_\_\_\_\_ paint wonderfully. Here, let me show you some of her paintings.
- A. could/couldn't/can't
  - B. could/can't/can
  - C. can/couldn't/could
  - D. couldn't/couldn't/can

28. Leslie is a university graduate. It \_\_\_\_\_ two years since she \_\_\_\_\_ and she \_\_\_\_\_.  
 A. was being/used to graduate/hasn't worked  
 B. used to be/has graduated/wasn't working  
 C. was/was graduating/still doesn't work  
 D. has been/graduated/is still not working
29. **Don:** I've got a really bad headache. I can't work!  
**Hera:** I'm sorry to hear that, Don. If it's that serious, you \_\_\_\_\_ probably take the day off and rest. I'll take care of the tasks here.  
**Don:** I think so. Is there anything I have to do before I go?  
**Hera:** You \_\_\_\_\_ do anything. Just go and rest at home.  
 A. should/don't have to  
 B. must/mustn't  
 C. have to/can't  
 D. might/won't
30. I'm against hunting and killing animals. Hundreds of birds, rabbits, and deer \_\_\_\_\_ in my area every year. Last year alone, about 150 deer \_\_\_\_\_ by hunters. I think we must put an end to this cruelty as soon as possible.  
 A. were hunted/shooting and killing  
 B. have hunted/shot and killed  
 C. are hunted/were shot and killed  
 D. are hunting/were shooting and killing
31. **Jonas:** Peru seems like a wonderful country. \_\_\_ there?  
**Herbert:** Yes. Actually, I \_\_\_\_\_ there last year. I \_\_\_\_\_ the capital, Lima. It's an interesting country for sure.  
**Jonas:** Lucky you, Herbert.  
 A. Have you ever gone / gone / visit  
 B. Do you ever go / have gone / have visited  
 C. Did you ever go / have been / visiting  
 D. Have you ever been / was / visited
32. **Shop assistant:** We have these three skirts, ma'am; a blue one, a red one, and a green one. Which one would you like?  
**Diana:** The blue one looks nice. But the red one looks \_\_\_\_\_. I don't know. Which one do you think is \_\_\_\_\_ of them?  
**Shop assistant:** The green one, I think. It's good quality and it's \_\_\_\_\_ one.  
**Diana:** Okay then. I'll take the green one.  
 A. nicest / well / most beautiful  
 B. nice / better / beautiful  
 C. nicer / the best / the most beautiful  
 D. nicest / good / more beautiful
33. **Police Officer:** I see you're upset and nervous. Just calm down. How \_\_\_\_\_?  
**Dylan:** This bike \_\_\_\_\_ out of nowhere while I \_\_\_\_\_ on my way. I applied the brakes but couldn't stop. I'm very sorry.  
**Police officer:** Don't worry. The biker's okay. There's only damage to the bike, that's all.  
 A. was the accident happening / appear / am going  
 B. does the accident happen / was appearing / have gone  
 C. has the accident happened / has appeared / went  
 D. did the accident happen / appeared / was going

- 34. Celia:** We have a lot of free time at the weekend. What \_\_\_\_\_?
- Gaby:** I've already made some arrangements. I \_\_\_\_\_ the art museum with some guys from school. You know how much I love art. Why don't you talk to Ethan? He might have a good idea.
- Celia:** Okay, that sounds fine. I \_\_\_\_\_ to him.
- A. do we do / might visit / am going to talk  
 B. shall we do / am visiting / will talk  
 C. are we doing / visit / am talking  
 D. will we do / will visit / talk
- 35. Teacher:** Class, pay attention please. Get your assignments ready in a week. I won't accept late submissions. Okay?
- Student A:** \_\_\_\_\_ it alone?
- Teacher:** No. You can work as a team but your team \_\_\_\_\_ more than 3 members.
- Student B:** Can we benefit from available materials in the field?
- Teacher:** Of course. However, your assignment \_\_\_\_\_ an original one. You mustn't copy others' work. I hope everything's clear.
- Student C:** Crystal, ma'am.
- A. Do we have to do / can't have / must be  
 B. Must we do / doesn't have to have / can be  
 C. Are we doing / doesn't have / has to be  
 D. Could we do / shouldn't have / would be
- 36.** I want to tell you what happened to me yesterday morning. I left home around 7 to go to work. I \_\_\_\_\_ for the bus for nearly half an hour when I realised I had left my phone at home. While I \_\_\_\_\_ back, it suddenly started raining. By the time I got to the house, I was soaked, and my neighbour had already taken my phone inside because I \_\_\_\_\_ it on the table in the garden. I'm lucky to have such a good neighbour. I was late to work, of course, but at least I got my phone back. You can't live without it these days, can you?
- A. am waiting / had been walking / left  
 B. was waiting / am walking / was leaving  
 C. had been waiting / was walking / had left  
 D. have been waiting / walked / have left
- 37.** Clyde is exhausted now because he \_\_\_\_\_ his flat for hours. So far, he \_\_\_\_\_ his bedroom and the kitchen, but he's not done yet. He still has to do the living room. Once that's finished, he'll be done with the painting.
- A. has been painting / has painted  
 B. is painting / painted  
 C. has painted / has been painting  
 D. paints / had painted
- 38.** You know what, time does fly. I'm in my fifties now, and when I think of the things I \_\_\_\_\_ able to do, I feel a bit sad. I *was* really good at most sports back in the day—for example, I \_\_\_\_\_ football, run, go hiking, and swim out in the sea when I was in my twenties and thirties. Those days are long gone, but that doesn't mean I'm completely done. The other day, I actually *did* play in a football match. They stuck me in goal because of my age, so I \_\_\_\_\_ the goalkeeper. I don't think I was *that* bad—the other team scored only five goals. I even managed to save three more!
- A. had been / have played / was being  
 B. used to be / would play / was  
 C. would be / had played / have been  
 D. was / was playing / had been

**39. Dad:** Hey son, where are you going?

**Son:** I'm going out, Dad. I'm going to \_\_\_\_\_.

**Dad:** What for?

**Son:** I want to wear earrings, Dad. I think they look so cool.

**Dad:** No way, son. Don't \_\_\_\_\_ you off. I don't want you doing that.

**Son:** Come on, Dad. I think I really must wear earrings.

**Dad:** Son, don't \_\_\_\_\_ *it* again. No earrings! End of story.

A. get my ears pierced / have me tell / make me say

B. make my ears pierced / have me told / let me say

C. have my ears piercing / get me telling / allow me to say

D. let my ears pierce / allow me to tell / get me to say

**40.** My uncle James, who lives in the countryside, is a man \_\_\_\_\_ stories are always interesting and entertaining. The village \_\_\_\_\_ he lives is the kind of place that people visit when they want to escape the noise of the big city. People \_\_\_\_\_ know my uncle always say he's the kind of person that you never forget. That's why I love my uncle James and I'm so proud of him.

A. that / whose / which

B. whose / where / who

C. whom / that / whose

D. which / which / whom

NEW

İSTANBUL  
NİŞANTAŞI  
UNIVERSITY



#### IV. Reading

Read the texts and choose the correct answer. (Each question 2 pts)

##### A. Reading 1:

##### Teacher Expectations

To what extent do teacher expectations affect student performance? Psychologists, educators, and parents have been interested in this question for a long time. Several studies have been dedicated to finding an answer.

In one study, students were selected at random and placed in three groups. The Control Group was treated normally. Group One was assigned to a teacher who was told that they were exceptionally intelligent. Group Two was assigned to a teacher who was told that they were remedial. At the end of the term, Group One students performed higher on assessment tests than the students in the other groups. Group Two students performed lower on assessment tests than the students in the other groups. Many believed that this study proved that teacher expectation plays a significant role in student achievement. In this case, the Group One teacher had a positive effect, making students feel that they could reach certain expectations. The Group Two teacher had the opposite effect, with expectations that inhibited performance.

Charlotte, a freshman at a high school in a poor neighbourhood was mistakenly placed in a remedial history course. She sat next to students who had always failed. Many of them came from poor backgrounds and were not expected to succeed. The teacher expected very little from the class. Charlotte received a D in the course even though the material was not difficult, and she was intellectually capable of completing the work. The following semester, Charlotte's mother made sure to get her enrolled in the honours courses at the high school. In these courses, students were expected to perform at a high level. The teachers would not accept mediocrity or laziness. As a result, Charlotte excelled in her honours classes.

Examples like this are causing educators to re-examine how they approach different groups of students, particularly those in low economic areas. Initiatives are being passed that require teachers to expect excellence from all students, regardless of ethnicity, economic status, or previous performance.

41. The purpose of the study was to \_\_\_\_\_.
  - A. measure the intelligence of different students
  - B. test the effect of teacher expectations on student performance
  - C. determine the role of economic background in academic success
  - D. analyse the learning methods of remedial students
42. What distinguished Group One from the other groups in the study?
  - A. They had a different curriculum.
  - B. They were treated normally.
  - C. Their teacher was told they were exceptionally intelligent.
  - D. Their teacher focused on remedial work.
43. What was the result for students in Group Two at the end of the term?
  - A. They performed better than the other groups.
  - B. They showed average performance.
  - C. They scored worse than the other groups.
  - D. Their results were not affected by teacher expectations.
44. Why did Charlotte perform poorly in her remedial history class?
  - A. The material was too difficult for her.
  - B. The teacher expected very little from the students.
  - C. She did not study enough.
  - D. She lacked the ability to understand the subject matter.

45. What change in Charlotte's education led to her improvement in performance?
- A. She transferred to a different school.
  - B. She was placed in honours courses where expectations were higher.
  - C. She received extra tutoring after school.
  - D. She was given easier coursework.

NEW✓

İSTANBUL  
NİŞANTAŞI  
UNIVERSITY

## B. Reading 2

### A Step in The Right Direction

It was once famously said that some things in life – like paying taxes and death – are inevitable. And leaving education trying to find employment is something that young people everywhere have to face. But despite the large amount of research that has been undertaken on young people in the job market, relatively little is known about what happens once young people start their first job. A team of researchers from Leeds Metropolitan University looked into this aspect. The survey focused on 30 people and 39 employers and addressed a range of issues in relation to recruitment, employment, and particularly young people in the workplace.

It is clear from the interviews with young people that, for the vast majority, the idea of a 'job for life' no longer exists. While some had clear career ambitions, the majority appeared to be unclear on what they wanted to do. One consequence of this is that many young people saw their early work experiences as temporary – a 'stop gap' until their ideas on what they wanted to do had developed, or simply a way of earning money to pursue other ambitions such as travel.

This tendency has also been noted by many employers and is particularly disappointing to smaller businesses looking for long-term loyalty in their staff. However, some employers – for example in areas such as financial services and call centres – had adjusted to the new situation, and appeared to accept that they cannot expect young people to be loyal and see a long-term future with one employer.

Like a number of other studies, the findings confirm that employers tend to focus on 'softer' skills and behavioural qualities in the recruitment process, with a less prominent role played by formal qualifications. The opinions of this sample of young people were remarkably consistent with those of the employers. Most of the young people seemed to have understood the message that formal qualifications are often a necessary but not sufficient condition for obtaining the types of jobs which they hope to do in the future. They recognised that skills like communication, teamwork, organization, and customer service are all important. There was evidence that many young people had clearly worked on developing such skills.

There is often a big gap between what young people think and what employers think about whether young people really have 'employability' – the skills needed for work. By and large, the young people interviewed were confident in their ability to demonstrate these skills and qualities. Employers, on the whole, were much less positive about this, often feeling that educational institutions were focusing too strongly on academic skills and qualifications, at the expense of employability.

Another area where employers' and young peoples' views differed is in relation to Information Technology (IT) skills. When asked about the things they value most about young recruits, many employers mentioned their ability with computers. On the other hand, few young people mentioned this explicitly. The probable explanation is that young people simply take their IT skills for granted, often not realising how valuable they might be to some employers. Encouraging young people to be more positive about this aspect might help some to improve the way they are viewed by potential employers.

In terms of the inductions provided for their young recruits, the results of this study confirmed both expectations and the findings of earlier research – that employers vary widely in the nature of the training they provide. Differences included the length of time the inductions ran, how formal the training was, what topics were covered, and how often training occurred. The reaction of most young people to the induction they had experienced was positive, or at least neutral. There is clearly a tension between the need for new recruits to become good at their jobs, and their understandable desire to get involved as quickly as possible.

From the point of view of the employer, much depended upon the nature of the job, the type of employer (particularly size and sector), and the frequency with which they recruit young people. In general, the

more regularly young people were recruited and the larger the employer, the more formal the induction process.

In short, in uncertain economic times, it seems that young people more than ever are having to do all they can to find employment.

46. The survey revealed that, in general, young people \_\_\_\_\_.  
A. do not value the early work experience they gain in any way  
B. are unconvinced they will do the same job until they retire  
C. would prefer to have a gap year before starting higher education  
D. are unsure about which jobs they want to do when they leave school
47. What do employers think about formal qualifications?  
A. They are less important than behavioural qualities.  
B. They are more important than behavioural qualities.  
C. They are equally important as behavioural qualities.  
D. They are more important than behavioural qualities for certain jobs only.
48. What can we learn from the survey about young people and IT skills?  
A. Employers do not assume that all young employees have good IT skills.  
B. Young people need to perfect their IT skills before starting work for an employer.  
C. Young people should promote their IT skills to employers more than they do currently.  
D. Employers do not enjoy feeling inadequate as young people's IT skills are often superior to theirs.
49. The survey suggests that young people themselves value skills such as being able to get \_\_\_\_\_.  
A. the job done faster than others  
B. new business opportunities for the company  
C. better results than colleagues  
D. on with other people in the workplace
50. Induction processes vary in terms of \_\_\_\_\_.  
A. where they are carried out  
B. who they are reviewed by  
C. when they take place  
D. what they focus on