

YETERLİLİK SINAVI (IYS)

LISTENING (approximately 55 minutes)

SECTION 1

You'll hear people talking in eight different situations. For questions 1-8, choose the best answer.

1- You hear two friends talking about laptop computer.

What is the woman doing?

A. persuading her friend to buy one like it.

B. offering to lend it to her friend for a day.

C. explaining why she needed a new one

2- You hear two students talking about a play they have just seen.

What do they agree was good about it?

A. the script

B. the set

C. the actors

3- You hear two people talking about a friend.

What do they agree about him?

A. He's very helpful.

B. He's easy to get to know

C. He is rarely complain about anything.

4- You hear a lecturer talking to some of his students about their history project.

What is he doing?

A. encouraging them to ask him questions about it.

B. recommending some books that will help with it.

C. advising them on how to organize their time.

5- You hear two TV sports presenters talking about their work.

What do they agree about sports presenters?

A. They are generally more effective when using a script.

B. They have to be able to relate well to their audience.

C. They should adopt an attitude that isn't too serious.

6-You hear a woman talking about a radio programme.

What does she say about the programme?

- A. It provided her with a lot of information
- B. It was more interesting than she had expected**
- C. It made her want to find out about a place.

7-You hear two music students talking about an assignment they have to do.

What are they both unsure about?

- A. what to include in the piece of writing**
- B. how to organize the recording
- C. What kind of music they should perform

8- You hear a writer talking about a book she wrote

Which has been turned into a film?

- A. She thinks he had made a good film.**
- B. She is upset because her opinion was ignored.
- C. She found him easy to work with.

SECTION 2

Now answer the following questions (9-13)

9- What does the man imply about calling the professor's work phone?

- A. It is impossible since the professor does not give out his work phone number.
- B. It is not an appropriate way for anyone to contact the professor.
- C. It is a way for the man to help the student schedule an interview.**
- D. It is the only possible way to reach the professor while he is on vacation.

10-Why is the student concerned that the professor is on vacation?

- A. She wants to arrange an interview with him soon.**
- B. She has forgotten to turn in her final assignment.
- C. She is disappointed that professors don't spend more time on campus.
- D. She is about to go on vacation herself.

11- Why does the man mention that Professor Deane has taken many interviews already?

- A. To explain why Professor Deane is not doing any more interviews
- B. To emphasize that Professor Deane is extremely busy
- C. To suggest that most of the interviews have gone poorly
- D. To indicate that there is a lot of competition for the position**

12- Why is the student going abroad?

- A. She prefers to study in other countries
- B. She won an art scholarship.**
- C. All students are required to study abroad.
- D. Germany is considered the best place to study.

13- Why does the man say this? **'You probably wouldn't make the best impression on him'**

- A. To discourage the student from waiting outside the professor's office**
- B. To emphasize his concern for the student's well-being
- C. To forbid the student from contacting the professor
- D. To suggest that the professor will not be in his Office

SECTION 3

Now answer the following questions (14-18)

14- What does the professor mainly discuss?

- A. Myths about sea monsters in the Pacific Ocean.
- B. The discovery and origins of pollution in the Mariana Trench.**
- C. New technologies for eliminating marine pollution.
- D. The scarcity of published research about the Mariana Trench.

15- What is the professor's opinion about recent explorations of the Mariana Trench?

- A. They have provided a lot of useful data.**
- B. They have been a major cause of pollution.
- C. They show that the Mariana Trench is now pristine.
- D. They have not been appreciated by scientists.

16- Why does the professor mention a huge garbage patch in the Pacific?

- A. To give an example of man-made pollution in the oceans**
- B. To explain why few fish live in the Pacific Ocean
- C. To illustrate the vast size of the Pacific Ocean
- D. To indicate the difficulty of locating the Mariana Trench

17- What does the professor say about sending humans into the Mariana Trench?

- A. It would be an unreliable method of gathering information.
- B. It would terrify the sea animals who inhabit the Mariana Trench.
- C. It would provide better data but is currently not feasible.**
- D. It would demonstrate the power of human ingenuity.

18- Why does the woman mention bacteria that eat pollution?

- A. To explain why pollution is not really much of a problem
- B. To give an example of a proposal to reduce marine pollution**
- C. To indicate her skepticism about current technology
- D. To argue against the professor's views about pollution

SECTION 4

Now answer the following questions (19-24)

19- The competition this year is to find the best

A. actor.

B. dancer.

C. singer.

20- You can enter the competition if you

A. send your entry by post.

B. live less than five miles from the city centre.

C. phone any time after Saturday.

21- To find out more about the theatre group, you should phone

A. the theatre.

B. Saint Paul's School.

C. the secretary of the group.

22- What is different about the arrangements at the sports hall this week?

A. The closing time is later than usual.

B. It is not possible to hire the football pitch.

C. All activities must be booked in advance.

23- What information are we given about the new swimming pool?

A. It will open next month.

B. It will be free for one week.

C. It is bigger than the old one.

24- What are we told about the rock group Switch?

A. They were all born in Westfield.

B. They all live in Westfield.

C. They are doing two concerts in Westfield

36) It yesterday. It's wet everywhere.

- a) should have rained b) could rain c) would rain
d) **must have rained** e) has rained

37) You talk like that. It's a shame.

- a) don't have to b) won't c) **shouldn't**
d) don't e) wouldn't have

38) You harder. You didn't study at all.

- a) can't have studied b) can't study c) would study
d) **should have studied** e) may study

39) Jerry at home last night. We were at the cinema together.

- a) weren't be b) **can't have been** c) shouldn't have been
d) didn't come e) may have been

40) I think you study harder. It will be a really hard exam.

- a) **should** b) would c) has to d) can e) did

41) John ride a bike. He has never learnt how to do it.

- a) may not b) might not c) shouldn't d) **can't** e) can

42) you like a glass of water or a cup of tea?

- a) could b) shall c) **would** d) may e) might

43) Mobile phones be switched off in cinemas and theatres so as not to disturb the audience.

- a) may b) has to c) **should** d) can't e) might

44) University students wear a tie at school anymore.

- a) should b) has to c) would
d) have to e) **don't have to**

45) You smoke in a closed area. It's a real threat for other people's health.

- a) won't b) **mustn't** c) don't have to
d) may not e) might not

46) You should your car It is so dirty.

- a) has / wash b) **have / washed** c) have / wash
d) have been / washing e) - / washed

47) A : The people in the apartment upstairs must have a lot of children.

B : I don't know how many, but it sounds like they have a dozen.

- a) children do they have b) do they have children c) **children they have**
d) they have children e) have they children

48) Do you know? I myself have no idea.
a) how many years the earth is **b) how old the earth is** c) how far is the earth
d) how much time has been the earth e) how long is the earth

49) A: There's too much noise in this room . I can't understand what
B: Neither can I.
a) is the professor saying b) is saying the professor c) that the professor is saying
d) the professor is saying e) being said to the professor.

50) He asked me where.....
a) did I live **b) I lived** c) do you live
d) that I lived e) live I

READING

SECTION 7

Yoruba Town

A. The Yoruba people of Nigeria classify their towns in two ways. Permanent towns with their own governments are called "ilu", whereas temporary settlements, set up to support work in the country are "aba". Although ilu tend to be larger than aba, the distinction is not one of size, some aba are large, while declining ilu can be small, but of purpose. There is no "typical" Yoruba town, but some features are common to most towns.

B. In the 19th century most towns were heavily fortified and the foundations of these walls are sometimes visible. Collecting tolls to enter and exit through the walls was a major source of revenue for the old town rulers, as were market fees. The markets were generally located centrally and in small towns, while in large towns there were permanent stands made of corrugated iron or concrete. The market was usually next to the local ruler's palace.

C. The palaces were often very large. In the 1930's, the area of Oyo's palace covered 17 acres, and consisted of a series of courtyards surrounded by private and public rooms. After colonisation, many of the palaces were completely or partially demolished. Often the rulers built two storey houses for themselves using some of the palace grounds for government buildings.

D. The town is divided into different sections. In some towns these are regular, extending out from the center of the town like spokes on a wheel, while in others, where space is limited, they are more random. The different areas are further divided into compounds called "ile". These vary in size considerably from single dwellings to up to thirty houses. They tend to be larger in the North. Large areas are devoted to government administrative buildings. Newer developments such as industrial or commercial areas or apartment housing for civil servants tends to be build on the edge of the town.

E. Houses are rectangular and either have a courtyard in the center or the rooms come off a central corridor. Most social life occurs in the courtyard. They are usually built of hardened mud and have roofs of corrugated iron or, in the countryside, thatch. Buildings of this material are easy to alter, either by knocking down rooms or adding new ones. And can be improved

by coating the walls with cement. Richer people often build their houses of concrete blocks and, if they can afford to, build two storey houses. Within compounds there can be quite a mixture of building types. Younger well-educated people may have well furnished houses while their older relatives live in mud walled buildings and sleep on mats on the floor.

F. The builder or the most senior man gets a room either near the entrance or, in a two storied house, next to the balcony. He usually has more than one room. Junior men get a room each and there are separate rooms for teenage boys and girls to sleep in. Younger children sleep with their mothers. Any empty room are used as storage, let out or, if they face the street, used as shops.

G. Amenities vary. In some towns most of the population uses communal water taps and only the rich have piped water, in others piped water is more normal. Some areas have toilets, but bucket toilets are common with waste being collected by a “night soil man”. Access to water and electricity are key political issues.

List of Paragraph Headings

- i. Town facilities
- ii. Colonisation
- iii. Urban divisions
- iv. Architectural home styles
- v. Types of settlements
- vi. Historical foundations
- vii. Domestic arrangements
- viii. City defenses
- ix. The residences of the rulers
- x. Government buildings

51. Paragraph A

- a) i b) ii c) iii d) iv **e) v**

52. Paragraph B

- a) vi** b) vii c) viii d) ix e) x

53. Paragraph C

- a) vi b) vii c) viii **d) ix** e) x

54. Paragraph D

- a) i b) ii **c) iii** d) iv e) v

55. Paragraph E

- a) i b) ii c) iii **d) iv** e) v

56. Paragraph F

- a) vi **b) vii** c) viii d) ix e) x

57. Paragraph G

- a) i** b) ii c) iii d) iv e) v

SECTION 8

Education Industry Revving Up

1. A recent newspaper investigation into the growing number of foreign fee-paying students raises some issues for timely reflection. To be blunt, we need to prepare ourselves for a sudden and major increase in population. This new population will not be permanent but it will continue to increase in numbers and make itself at home in New Zealand for the main purpose of intellectual advancement. It will, in effect, be a rotating population but one that produces an increase in the total population at any one time.
2. If you think, as even some Asian students do, that Auckland is already too Asian (one in eight Aucklanders is now Asian), be prepared for it becoming too European or too South American. Our booming education industry still catches some locals by surprise and, depending on your point of view about racial diversity, it may or may not be of comfort to know that it has only just begun.
3. The only limitations to its growth will be the decisions and behaviour of organizations serving these students from overseas who want to study here - whether it is English language or IT skills. And I do not mean just the education function itself: it includes health, transport, property and entertainment. The list increases into all aspects of society as more students arrive from the major continents.
4. My own company has grown 500 per cent in the past four years and our board is anticipating an even higher rate over the next five years. I see no reason we should consider industry growth expectations below this. Early next month we will open a new international language school in Queen St designed to give students internationally accredited English language skills so they can stay longer and study IT courses. Some will go on to our universities.
5. This one new school alone will inject an extra \$60 million-odd annually into Auckland's economy. What does this industry growth mean? It could mean a \$10 billion (contribution to gross domestic product) industry by the end of this decade, employing 100,000 New Zealanders directly and many more indirectly.
6. The conditions which have created this opportunity are many, but underlying them all are the standards which shape education in this country. Some will argue that whimsical circumstances, such as a favourable exchange rate or our distance from the troubled areas of

the world, have caused it all. But without the right internationally recognised education standards we would have no such booming industry.

7. Make no mistake, this is our trump card. As long as we are known for quality education we can develop what we have started regardless of almost any other change of circumstance. Undoubtedly, there are financial benefits for society. But we would be blind not to acknowledge and address the many other implications which the newspaper article began to identify.

8. The growth opportunity is so good that we must effectively evolve as an industry and fast, too. We must eliminate the clumsy, experimental mistake-ridden phase of youth. Fundamentally we must leap from childhood to maturity.

9. But how? Experiences in my company lead me to suggest three main areas to address - total service, performance regulation and long-term planning. By total service I mean accepting some responsibility for students inside and outside of campus. Within two years, my company expects at least 1000 overseas students to be studying at all our six campuses. We must take some responsibility for this size of customer base, as any normal company would.

10. This means we must attract other suppliers as dedicated partners with us - property, insurance, healthcare, transport, social support, the list goes on. Education New Zealand has a valuable role here.

11. This type of care begins in the students' countries of origin, ensuring they have correct information about our country and how different it will be in many small and large ways. Our company, intent on achieving this, is introducing marketing programmes in three continents. Performance regulation will be vital in our leap to adulthood. We cannot leave it up to the Government; it will mean a private sector-Government partnership.

12. I am also not surprised to hear calls for the Government to introduce an industry levy - frankly, just another tax - to "protect" standards. We should keep in mind that foreign students are happy to come here because of our stable Government, virtually non-existent corruption, and education standards. For the Government to come to our support with an extra levy imposition reminds me of an old saying: When a sufficient number of management layers are superimposed on top of each other, it can be assured that disaster is not left to chance.

13. Long-term planning usually begins with a vision agreed by the industry and I will support any immediate efforts in this area. We now have an industry that is arguably our country's third largest export earner. We need to know where we can take this industry, how it fits with society and its place in an increasingly systemic world where people move more freely and technology drives a global economy

True (T) False (F) Not Given (NG)

58. The new residents will stay in New Zealand forever?

a) True b) False c) NG

59. The main reason these people are in New Zealand is to progress academically.

a) True b) False c) NG

60. There are many Vietnamese people living in New Zealand.

a) True b) False c) NG

61. The success of the education industry has been happening for many years.

a) True b) False c) NG

62. People from Auckland are surprised at the number of Asian students there are.

a) True b) False c) NG

63. All students want to study English and IT.

a) True b) False c) NG

64. The writer's company has increased in size over the last few years.

a) True b) False c) NG

65. The country's financial situation will benefit from overseas students.

a) True b) False c) NG

66. There will be less jobs for native speakers in the future.

a) True b) False c) NG

67. According to the writer, New Zealand's exchange rate and location underpin the opportunities available.

a) True b) False c) NG

SECTION 9

Last Photo From The Third Planet - Benjamin Kensey

The last photo from Earth was nothing special, Aspen thought. There was a woman walking away from the camera, her frumpy red coat in perfect focus. Over her shoulder, a dog, led by an inquisitive nose and young legs, scurries around on the autumn leaves in a slight blur.

Aspen held only the frame, keeping his fingers from encroaching onto the sacred paper, for the glass protecting the photo had long ago broken and fallen away, leaving only a stubborn sliver in one corner that clung to the frame.

He turned towards Kieran, on the other side of the store room, looking for his sled in the fading light of the two setting suns. "Tell me about the other photos, Kieran".

Kieran came over to where Aspen was and put a hand on his arm. He moved in a stilted manner, the white tufts of hair above and around his ears betraying his age. "There weren't that many, Aspen. Perhaps ten or so."

Aspen sat on some boxes. He'd heard the story many times and as many times had felt such melancholy that he thought his eyes would water. If that were possible.

"Tell me about the other photos again, Kieran."

Kieran nodded. "My aunt Susan and her husband, they had some woods out back of their house and they would often take Bobby there, that was their dog. It's odd, the first half dozen shots were of my aunt's back, perhaps she never wanted to be in the photos or my uncle was trying out the camera. There were a couple taken in a clearing, there are some fake Roman ruins, Bobby is peeing against a column in one of them. None of it is award-winning stuff, believe me."

"You must have known those photos so well," Aspen said.

"At one time, yes. Every pixel. I looked at them a lot on the ship because then, I was missing Earth terribly. I was twenty-three when we arrived here and I still looked at them sometimes, but then they got shoved aside, displaced by our new lives, new friends, all the work. When they came for everything during the Purge, I managed to save this one." Kieran picked up the photo from where Aspen had laid it. "I guess it must have slipped out of a box. I found it under the kitchen table when they had gone. I should have handed it in, of course, but, well, this frame was lying around up here doing nothing."

Kieran slapped Aspen lightly on the back and went back to work. "I gotta find that sled before the snows arrive, old friend. You gonna help me?"

They spent the evening sifting through forty years of accumulated junk, so many of his parents' things he'd been unwilling to toss out when they'd died. Apart from that single shot of the Wisconsin woods, every other object among the clutter had its provenance on the new world: poorly-bound books, crude furniture and trinkets, a chunky-tyred bicycle and, eventually, a shoddily put together sled that had enchanted Kieran even into his thirties.

"So much was lost, taken away," Aspen said after a while.

"I know," Kieran said. He looked as though he had more to say, but the wisdom of age hushed him.

"When you argue with a friend, you don't go home and destroy every object that he ever touched, do you?" Aspen said. "Prevent every other one of your friends from uttering his name. It must be so easy to forget where you came from, Kieran. To slip in with current thinking that it all started here thirty-eight years ago."

Kieran sat on a wooden box marked 'Crockery'. "I don't agree with what happened, Aspen, but I understand why those born here decided to take power, make the break. And, hey, I haven't forgotten Earth. I see it everywhere. I've seen long Californian stretches of sand in the east and to the south, the amber foliage of a Vermont Fall. Why, half a day's hike from here, I'll make you think you're in the Bullfrog Mountains of Nevada. I'm Illinois through and through, Aspen. The Purge took the objects, but left the memories untarnished. And of course, we always saw Earth when we saw you."

"Tell me more about Aspen. I never tire of it."

"It was a magical place, somewhere your soul could soar. We went there shortly before leaving and when you were assigned to us on the ship, when they activated you, I knew instantly what name I wanted for you. I never wanted to leave Aspen behind - and I never did."

Aspen smiled. "That means a lot to me."

Aspen left Kieran alone to go outside where it was fully dark now. The twin suns Sita and Shiva had chased each other far below the jagged mountains and a tapestry of stars had come out to wink at the desert floor. Aspen looked up at Sol, hanging there in its own degree of blackness. With his enhanced optics, he could make it appear as a slightly larger disc, but nothing more. The smoking remnants of the third planet were invisible to him but his intellect knew of it. Kieran joined him outside. He'd put on a large sweater.

"You'll never know how lucky you are not to feel the cold, Aspen. Winter's on its way."

Aspen continued gazing skywards. "You can't miss what you've never had, can you?" he said.

"That's what they say," Kieran replied. He put his chilled hands in his pocket. "You know, I find it odd that you miss Earth so much. You weren't programmed to miss things, that I know of."

"They didn't program me not to either."

The two stood quietly, Kieran's weak human eyes adapting to the gloom. The light mauve of the manganese moon, Lila, had begun to glow as the night sky darkened. Kieran glanced across and though he couldn't make out Aspen clearly, could have sworn he was shivering

68. Why was Aspen careful to hold only the frame of the photo?

- a) He was worried about cutting himself on the glass.
- b) The photo itself was very dirty.
- c) He was concerned about damaging the photo.
- d) He knew Kieran was watching him carefully.

69. Why was Kieran having difficulty finding the sled he was looking for?

- a) It was getting dark.
- b) It had been taken away in the Purge.
- c) The store room was chaotic and it was hard to find anything.
- d) There was a lot of junk from Earth there.

70. Why didn't Aspen cry when he looked at the photo he loved so much?

- a) He couldn't cry.
- b) He didn't want to embarrass himself in front of Kieran.
- c) He knew Kieran would get angry and he didn't want that.
- d) He only faked being sad. It really left him unaffected.

71. Why is the photo the last remaining one?

- a) The others were poor quality, out of focus, and were thus thrown away.
- b) Kieran wasn't allowed to keep them.
- c) Kieran had thrown them away because they reminded him too much of Earth.
- d) They slipped out of a box and got lost.

72. What is Kieran's view of the Purge?

- a) That it was like two friends arguing.
- b) Those behind it were totally unjustified in what they did.
- c) That its instigators probably just wanted to start afresh, free from the memories of Earth.
- d) He generally supported it.

73. What does Kieran find remarkable about Aspen?

- a) That his eyesight is so powerful.
- b) That he displays emotions that were not supposed to be part of his makeup.
- c) That he liked spending so much time in the cold and dark outside the house.
- d) That he never could appreciate winter as he didn't feel the cold

SECTION 10

Joseph Pulitzer

Joseph Pulitzer was born in 1847 in Makó, Hungary. He emigrated to the United States when he was seventeen years old, and was naturalised on his twentieth birthday. He spent his career in journalism working in the mid-west and New York. From 1871 he was also the owner or part-owner of many newspapers. His most famous newspaper was the *New York World* (which many believe was the model for the *Daily Planet* of the *Superman* stories). The *World* campaigned against corruption, and exposed many scandals. It was also a strong supporter of the rights of the working man.

In later life, Joseph Pulitzer collapsed from overwork, and lost his sight. He became dedicated to improving the quality of journalism in America, and donated \$1 million to Columbia University to found a school of journalism. However, his most significant contribution was the establishment of the Pulitzer prizes in his will.

These prizes for excellence in journalism have been given every year since 1917 by Columbia University. Since 1942 there have been extra categories for press photography, and later still for criticism, feature writing and commentary. The prize was originally for \$500, but today the winners of the prize receive a gold medal. However, the real value of the prize is that it confirms that the journalist who has received the award is the best American journalist of the year - a fact that is worth much more than \$500 to the journalist and to the newspaper that employs him or her.

74. Pulitzer became an American citizen
a. twenty years after he arrived in the United States.
b. in 1867.
c. after contributing \$1 million to a university
d. when he was 17 years old.

75. As well as writing for newspapers
a. Joseph Pulitzer wrote the Superman stories.
b. was the boss of some newspapers.
c. won prizes for press photography.
d. worked in the mid-west.

76. What did the New York World not do?
a. Investigate wrongdoing by public officials.
b. Establish a famous prize for journalism.
c. Probably provide a model for a famous fictional newspaper.
d. Stand up for the common people.

77. The text tells us that
a. Joseph Pulitzer became a patriotic American.
b. later became a member of Columbia University.
c. was one of the richest men in New York.
d. worked very hard.

78. The Pulitzer prizes are for
a. the best writing in America.
b. press photography and commentary.
c. high quality journalism.
d. none of the above.

79. The prize is worth
a. \$500.
b. a gold medal.
c. more in prestige than money.
d. a job with a good newspaper.

80. This article is about
a. journalism in America.
b. the life of Joseph Pulitzer.
c. the Pulitzer prize.
d. B and C together