



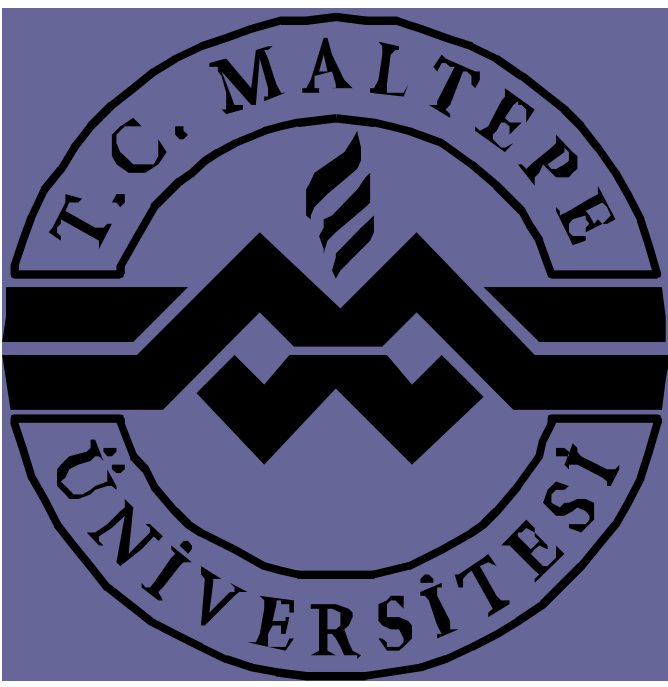
**MALTEPE UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

**EXAMINATION FOR ERASMUS CANDIDATES
2012-2013 ACADEMIC YEAR**

26 NOVEMBER 2012

NAME/SURNAME:
.....
FACULTY:
DEPARTMENT:
NUMBER:

SCORING		Out of	1st CHECK	2nd CHECK
SECTION I – LISTENING		100		
SECTION II – READING		100		
SECTION III – WRITING		100		
TOTAL		300		
		100		

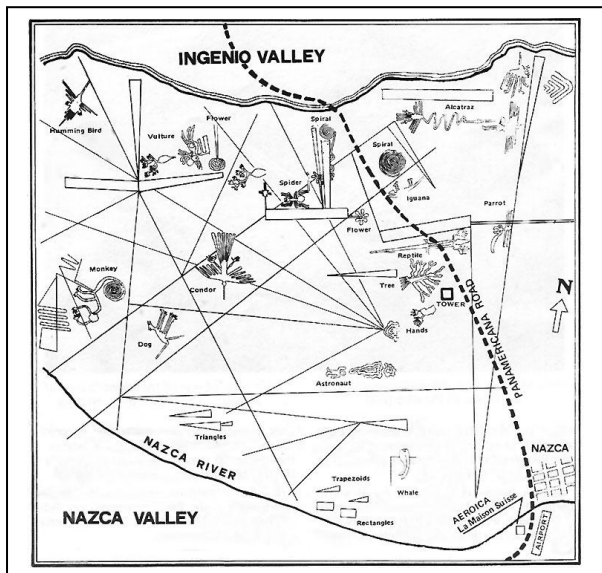


ÖĞRENCİLERİN DİKKATİNE

- Sınav süresi toplam 150 dakikadır ve 3 ana bölümden oluşmaktadır. Size verilen sınav kâğıtlarının sağ üst köşesindeki ayrılan bölüme ad ve soyadınızı, kayıtlı olduğunuz BÖLÜMÜNÜZÜ tükenmez kalemle yazın. İmza bölümüne imzanızı atmayı unutmayın. Sınav kitapçığının üzerinde başka hiçbir yere adınızı soyadınızı yazmayın.
- Sınav, **Listening**, **Reading** ve **Writing** olmak üzere üç bölümden ve numaralandırılmış 13 sayfadan oluşmaktadır. Kitapçığınızı alır almaz derhal sayfaları kontrol edip bir eksiklik varsa sınav sorumlularına bildirin.
- **Listening** bölümünde 2 adet kayıt ve bunlarla ilgili sorular yer almaktadır.
- **Reading** bölümü 2 okuma parçasından ve kelime bölümlerinden oluşmaktadır.
- **Writing** bölümünde bir kompozisyon yazmanız beklenmektedir.
- Sınav süresince sınav sorumlularına soru sorulmamalıdır.
- Sınav salonunda cep telefonları mutlaka kapalı tutulmalıdır. Cep telefonu hiçbir amaçla açık tutulamaz ve kullanılamaz. Cep telefonlarını kapatmamış öğrencilerin kâğıtları derhal alınacaktır.
- Sınav süresince diğer adaylarla konuşulamaz, kalem, silgi alışverişi yapılamaz, sözlük kullanılamaz.
- Sınav sırasında kopya çeken veya çekmeye yeltenen öğrencinin uyarılmaya gerek kalmadan sınavı iptal edilir.
- Sınav sırasında sigara içilemez, bir şey yenemez, sakız çiğnenemez.
- Sınav başladıktan sonra LISTENING bölümü bitene kadar dışarı çıkılamaz.
- Sınav süresince salon dışına çıkan öğrenci tekrar içeri alınmayacaktır.
- Sınav salonunu terk etmeden soru kitapçıkları imza karşılığında teslim edilecektir.

SECTION I: LISTENING

LECTURE I: Listen to a lecture about *the Nazca Lines*, twice. You are expected to answer the following questions while listening. There are 10 questions. You have 2 minutes to look at the questions. (4 points each)



INTRODUCTION:

1. The Nazca desert looks mysterious...
A) from all directions
B) only from the ground
C) from the air
2. The designs on the Nazca desert look like ...
A) geometric shapes
B) animals
C) perfectly straight lines
D) all of the above
3. The longest straight line is _____ kilometers long.

• THEORIES ABOUT THE NAZCA LINES:

4. One theory claimed that the Nazca lines were built as the landing fields for the pilots from the _____ island of Atlantis.

5. Another theory claimed that the lines were used by aliens who landed on Earth in prehistoric times.

TRUE / FALSE / NO INFORMATION

6. Maria Reiche's theory: the Nazca lines were astronomical _____.

7. Because of the sensational theories mentioned above people began visiting Nazca from 1980s on.

TRUE / FALSE / NO INFORMATION

• MORE REASONABLE THEORIES:

8. Some scientists think that the lines and pictures were used by people in ceremonies and _____.

9. Another theory is that animal drawings _____ different family groups.



- **FINAL JUDGEMENT:**

10. The speaker thinks that the Nazca lines will continue to be fascinating for people.
TRUE / FALSE / NO INFORMATION

LECTURE 1: _____ / 40 pts

LECTURE 2: Listen to a lecture about life on Earth, twice. You are expected to answer the following questions while listening. There are 20 questions. You have 2 minutes to look at the questions. (3 points each)

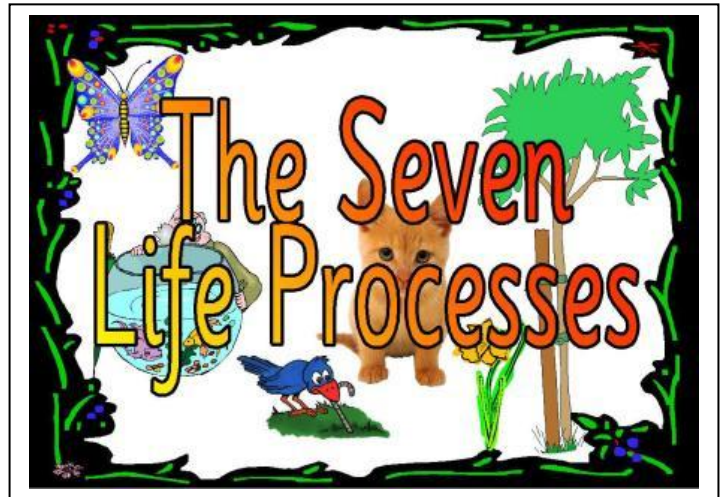
1. What is the study of all living things in the biosphere? _____

2. An organism can not be called a living thing if it doesn't have even one of the seven processes.
TRUE / FALSE / NO INFORMATION

- **GROWTH:**

3. Living things increase in _____.

4. Animals stop growing when they become _____.



- **MOVEMENT:**

What are **TWO** examples of different kinds of animal movement?

5. _____

6. _____

Plants and animals move for the same reasons. Write **TWO** of them.

7. _____

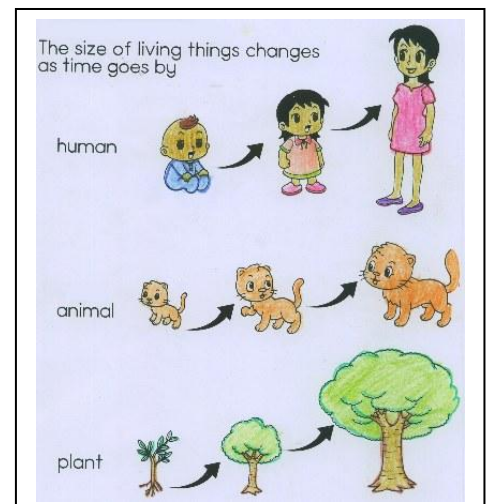
8. _____

- **SENSITIVITY:**

9. Animals use their senses to take in _____ about their environment.

10. Plants have fewer senses than animals.
TRUE / FALSE / NO INFORMATION

11. One of the stimuli that plants react to is water. Can you write another one? _____.



- **NUTRITION:**

12. Unlike animals, plants make their own food by using a special process.
TRUE / FALSE / NO INFORMATION

- **RESPIRATION:**

13. It is the process of changing food into _____ by using oxygen.

14. Plants and animals take oxygen the same way.
TRUE / FALSE / NO INFORMATION

15. Plants need more oxygen than animals to grow and to move.
TRUE / FALSE / NO INFORMATION

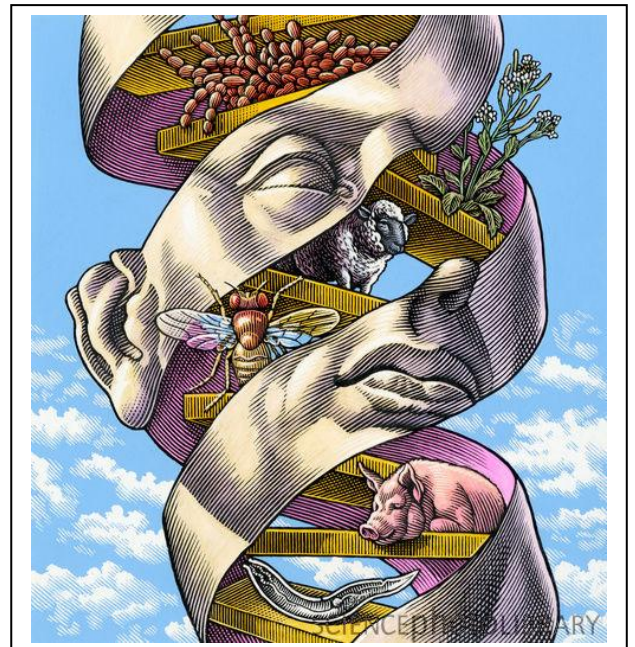
- **EXCRETION:**

16. Plants can remove waste only through their roots.
TRUE / FALSE / NO INFORMATION

17. Animals remove waste out of their bodies in...
A) urine.
B) breath.
C) sweat.
D) all of the above.

- **REPRODUCTION:**

18. Reproduction is necessary for the living things to _____ into the future.



19. Which of the following is **NOT TRUE** for animals to reproduce?
A) laying eggs
B) having babies
C) making seeds

20. The lecturer thinks that automobiles are living things because they can move and need nutrition like gas.
TRUE / FALSE / NO INFORMATION

LECTURE 2: _____ / 60 pts

SECTION II: READING

TEXT I: Choose the best answer according to the passage below. (4 points each)



1. From 1950 to 1980, the so-called "Green Revolution" swept the world. World food production doubled with the introduction of a new approach to agriculture which involved the large-scale cultivation of new types of grain (wheat, corn, and rice), and the extensive use of chemicals and farm machinery.

2. These features were the cause of the early, enormous success of this "revolution." However, the "Green Revolution" methods no longer appear to be so successful. Though the population continues to grow, food production has failed to keep up with it.

3. There are a number of reasons for this. One reason lies in the expense of the new farming methods. The new kinds of grain produce much more than traditional grains, but only under certain conditions. In order to get maximum production, farmers must use large amounts of expensive chemical fertilizers. They also need to use expensive chemical insecticides since the new grains are more easily damaged by insects. Expensive watering systems are also necessary for these grains, especially in drier areas. Many farmers cannot afford to buy all the chemicals and equipment.

4. Erosion is another reason for the lower grain production. The large-scale farming of a single crop creates the perfect conditions for erosion. In dry areas, especially, the loss of top soil has lowered the productivity of the land. In these areas, also, grain production has been limited by the lack of water. The new types of grain, in fact, require much more water than the grains people used to grow. Yet another reason for lower production lies in the nature of the chemicals that farmers have used. Though these fertilizers and pesticides raise production levels at first, they must be used in increasing amounts in the following years. Many farmers cannot afford to buy more, and so production decreases. These chemicals have other effects that are expensive in the long run. They flow into the ground water, causing pollution and health problems. As people learn about these problems, they put pressure on farmers to further limit their use of chemicals.

5. Finally, the Green Revolution has brought about social and political conflict that has interfered with food production. The problem lies in the cost of the new agricultural methods. Only the larger landowners can afford to make the necessary investments for maximum production of the new grains. With their profits, the large landowners then buy land from the smaller farmers. This way, the large landowners become ever richer and the number of landless poor people increases. Social tensions naturally increase under these circumstances. Clearly, it is time to question the methods of the Green Revolution. Governments and farmers need to look at the overall picture and long-term effects. They need to find

new methods that will better meet the needs of the world's hungry people and will also be less destructive.

1. This passage is about _____.

- a) how the Green Revolution increased grain production
- b) the environmental effects of the Green Revolution
- c) some negative aspects of the Green Revolution
- d) the success of the Green Revolution

2. The production of grain worldwide has _____.

- a) not kept up with the world population
- b) increased faster than the population has increased
- c) more than doubled in recent years
- d) decreased by half in recent years

3. The new types of grain are _____.

- a) easier to cultivate than the traditional kinds
- b) more expensive to cultivate than the traditional kinds
- c) cheaper to cultivate than the traditional kinds
- d) better tasting than the traditional kinds

4. Erosion is often the result of _____.

- a) traditional methods of farming
- b) the costliness of farm equipment
- c) the use of too much water in farming
- d) single crop farming on a large scale

5. Chemical fertilizers and insecticides _____.

- a) rarely have any effect on people
- b) can cause large-scale erosion
- c) are both expensive and damaging
- d) are not always necessary with the new types of grain

6. In some regions, the new farming methods have _____.

- a) increased the differences between rich and poor
- b) increased the size of the middle class
- c) encouraged small farmers to produce more
- d) increased the profits of both rich and poor

7. We can infer from this passage that traditional farming methods were probably _____.

- a) more expensive
- b) less damaging to people and the environment
- c) preferred by the large landowners
- d) the cause of many social problems

8. The Green Revolution methods can be _____.

- a) the most productive that we know
- b) damaging only to farmers
- c) often unproductive and destructive
- d) the only way to solve the problem of world hunger

9. The word "it" in paragraph 2 refers to _____.

- a) food production
- b) success of revolution
- c) large-scale cultivation
- d) population growth

10. The word "they" in paragraph 5 refers to _____.

- a) farmers and governments
- b) production levels
- c) fertilizers and pesticides
- d) reasons for lower production

TEXT 1: _____ / 40 pts

TEXT II: Choose the best answer according to the passage below. (4 points each)

A

The 1970s were a ten-year period that began in 1970 and ended in 1979. This was an interesting decade because it was a time of economic disorder, technological development and social change.

The economy of the 1970s went through several ups and downs. In 1973 and then again in 1979 there were shortages of oil. This meant that the cost of many things increased. But unfortunately, people's salaries did not increase. Another economic problem was that many people lost their jobs and could not find new ones. These problems happened in North America, Europe and Russia. On the other hand, in some Asian countries, such as Japan, Hong Kong, South Korea, Singapore and Taiwan, the economies were good. This was because these countries exported things that other countries bought. This meant that money was coming into these countries and people in these countries had jobs.

B

C

Several important and interesting technological developments happened during the 1970s. A lot of the technology we use in our daily lives today was invented in the 1970s. Microprocessors, which are the "brains" of modern computers, tablets and smart phones were first invented in the 1970s. The first personal computers were made and sold during this time. People were also able to listen to music anywhere they wanted with the invention of the Walkman in 1978. The first video games were made in the 1970s. In 1971, the first email was written and sent. Later, in 1973, the first call on a mobile phone was made.



D

The technology people used to grow food improved during this time. Something called the "green revolution" happened during the 1970s. The green revolution refers to improving farming technology. This meant that farms produced more food. This in turn meant that less people went hungry and more countries were able to produce their own food.

E

Society also changed during the 1970s. Women began to have a more important place in public life. Isabel de Peron became the first woman president of Argentina in 1974 and Margaret Thatcher became the United Kingdom's first female Prime Minister in 1979. Women also started to do more work outside of the home in the 1970s. Another social change was that people began to be more and more intrigued in protecting the environment.



F When we look back at the 1970s we can see that many interesting things happened at that time. It makes you wonder what people of the future will think of our time.

1. What is the main idea of the text?

- a) New technologies such as smart phones and computers were invented in the 1970s.
- b) The 1970s were a time of change, innovation and development.
- c) People living in the 1970s experienced economic change and powerful new technologies.

2. What is the main idea of paragraph B?

- a) Without oil many economies of the 1970s would have failed.
- b) Some countries had good economies and some countries had troubled economies.
- c) Some Asian countries had strong economies during the 1970s.

3. What is the main idea of paragraph C?

- a) Farming technology and information technology made progress during the 1970s.
- b) New information technologies were invented and improved upon during the 1970s.
- c) During the 1970s, computers, smart phones and other technologies were widely used.

4. Paragraph E is about ...

- a) ... the way people lived in the 1970s.
- b) ... social change and powerful women.
- c) ... changes in society in the 1970s.

5. The reason why some Asian countries had healthy economies during the 1970s was that they sold products to other countries.

TRUE FALSE NO INFORMATION

6. People in the 1970s had a hard time buying things because banks did not let people have their money.

TRUE FALSE NO INFORMATION

7. Which four technologies were developed in the 1970s? (Select 4 answers)

- a) printers b) tablet computers c) smart phones d) personal computers
- e) fax machines f) MP3 players g) video games h) microwave ovens

8. What was the "green revolution"?

- a) The use of technology to increase the amount of food from the same amount of land.
- b) More people were hungry so scientists created new types of food to feed more people.
- c) Some countries produced their own food because the number of people decreased.

9. What societal change occurred in the 1970s?

- a) Many countries had women as presidents.
- b) More women started to care about the environment.
- c) Women's roles began to change.

10. Which word from paragraph A means *a period of ten years*?

11. Which word from paragraph D means *got better*?

12. Which word from paragraph B means *all the buying and selling that happens in a country*?

13. Which word from paragraph B means *when there is not enough of something*?

14. Which word from paragraph E means *interested*?

15. What does the word 'ones' refer to in paragraph B line 4?

TEXT 2: _____ / 60 pts

SECTION III: WRITING

Choose **one** of the topics below and write an essay of 300-350 words. Use specific reasons and examples to support your answer.

- Youth today do not seem to enjoy reading. What are the **causes and / or effects** of young people's lack of interest in reading?
- **Compare and / or contrast** two TV commercials.
- 'When people move to a new country, they should follow the customs of the new country.' Discuss.

SECTION III: _____ / 100

YOU CAN TAKE NOTES HERE

