



BTÜ YDS

Bursa Teknik Üniversitesi Yabancı Dil Sınavı

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Bu belge sınava girecek adayları bilgilendirmek amacıyla hazırlanmıştır. BTÜ Yabancı Diller Yüksekokulu, BTÜ YDS içerisinde yer alacak soruların sayısı, tipi ve içerikleri ile ilgili değişiklik yapma hakkını saklı tutar.

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Sınav Hakkında Genel Bilgi

BTÜ YDS, adayların İngilizce yeterliğini belirlemek amacıyla hazırlanmış iki aşamalı ve üç oturumlu bir sınavdır. Sınavda ölçülen dil becerisi bölümlerinin, iki aşamalı sınavın tamamı içerisindeki ağırlık oranları aşağıdaki tabloda gösterilmiştir.

1. AŞAMA %46		2. AŞAMA %54	
1. Oturum	Dil Bilgisi %18	2. Oturum	Dinleme %18
	Kelime Bilgisi %10		Yazma %18
	Okuma %18	3. Oturum	Konuşma %18

Birinci aşamada Dilbilgisi, Okuma ve Kelime Bilgisi bir arada olarak 100 puan üzerinden değerlendirilmektedir. Adayların ikinci aşamaya geçebilmeleri için birinci aşamada 100 puan üzerinden en az 50 puan almaları gerekmektedir. Birinci aşama sonucunda 50 ve üzeri puan alamayan adaylar sınavın ikinci aşamasına alınmazlar. (Yüksek Lisans yapmak amacıyla BTÜ YDS sınavına girecek adaylar sadece birinci oturuma katılırlar.)

Birinci Aşama – 1. Oturum

Birinci Aşama Sınavı “Dil Bilgisi” için 32, “Okuma” için 32, “Kelime Bilgisi” için 16, toplamda 80 soru içermektedir; sınav süresi 150 dakikadır.

İkinci Aşama – 2. ve 3. Oturum

İkinci Aşama “Dinleme”, “Yazma” (2. oturum) ve “Konuşma” (3. oturum) bölümlerinden oluşur. Dinleme bölümü iki farklı dinleme parçası ile toplam 15 sorudan oluşmakta ve sınav süresi 45 dakikadan daha uzun olmamaktadır. Dinleme sınavından sonra ara verilmeden Yazma bölümüne geçilmektedir.

Yazma bölümü iki soru içerir ve süresi 70 dakikadır. Aday bu süre içerisinde sınavda sorulan her iki soruyu da cevaplar.

Konuşma bölümünde dört soru tipi mevcuttur. Bu bölümün süresi her bir aday için yaklaşık 10 dakikadır.

Aşağıda verilen soru örnekleri, sınava girecek adayları bilgilendirmek amacıyla hazırlanmıştır. BTÜ Yabancı Diller Yüksekokulu, BTÜ YDS içerisinde yer alacak soruların sayısı, tipi ve içerikleri ile ilgili değişiklik yapma hakkını saklı tutar.

Dil Bilgisi Bölümü & Örnek Sorular

80 soruluk Birinci Aşama sınavının 32 sorusu Dil Bilgisi bölümünden oluşmaktadır. Bu bölümde adayların İngilizce Dil Bilgisi konularındaki yeterliklerini ölçen sorular bulunmaktadır.

Choose the answer which BEST completes each sentence.

1. The lawyer _____ the judge had an argument during the trial may soon lose his license.
a) that
b) who
c) with whom
d) with who
2. Situated on the old Silk Road from China to Europe, one of the old inns _____ open for tourists.
a) is
b) are
c) have been
d) has
3. Noam Chomsky, whose theories focused _____ language acquisition, contributed _____ the academic field now known as applied linguistics.
a) on / to
b) in / of
c) Ø / on
d) to / Ø
4. _____ the popularity of their shop, they weren't making any money.
a) On account of
b) Even though
c) Therefore
d) In spite of

Cevaplar: 1.c / 2.a / 3.a / 4.d

Kelime Bilgisi Bölümü & Örnek Sorular

80 soruluk Birinci Aşama sınavının 16 tanesi Kelime Bilgisi sorularından oluşmaktadır. Kelime Bilgisi soruları *The Academic Word List (AWL)* kapsamındadır. (AWL hakkında daha detaylı bilgi için: <http://www.victoria.ac.nz/lals/resources/academicwordlist/information>) (Ek kaynak: <http://www.uefap.com/vocab/vocfram.htm>)

Choose the answer which BEST completes each sentence.

- | | |
|---|---|
| <p>1. She _____ the expense by saying that the costly carpet would last longer than a cheaper one.
a) purchased
b) rationalized
c) specified
d) predicted</p> <p>2. He _____ his speech thanking the conference Secretary General for the support.
a) invoked
b) simulated
c) concluded
d) released</p> | <p>3. For further information, please refer to the _____ brochure.
a) relevant
b) inevitable
c) voluntary
d) mutual</p> <p>4. Although the two buildings are in separate locations, the museum they are part of is a single _____.
a) incidence
b) notion
c) substitute
d) entity</p> |
|---|---|

Cevaplar: 1.b / 2.c / 3.a / 4.d

Okuma Bölümü & Örnek Sorular

80 soruluk Birinci Aşama sınavının 32 tanesi "Okuma" sorularından oluşmaktadır. Bu bölümde yer alan üç soru tipi ve örnek soruları aşağıda listelenmiştir:

1. Verilen ifadeyi en iyi destekleyen cümleyi bulma (*Finding the supporting sentence*)
2. Verilen paragrafı en uygun tamamlayan cümleyi bulma (*Paragraph Completion*)
3. Verilen metin hakkındaki soruları cevaplama (*Text Comprehension*)

Choose the answer which BEST follows and supports / develops the given topic sentence.

1. Last year, a research report set off alarm bells, because it showed that the proportion of students in the United States completing bachelor's degrees in the humanities fell from 14% to 7%.
- a) Can it really be true that four of the world's five most influential thinkers come from the humanities?
 - b) For at least a billion people on our planet, the problems of food, shelter, and personal security have largely been solved.
 - c) Even elite universities like Harvard itself have experienced a similar decrease.
 - d) For instance, taking a course in philosophy can change a person's entire life style.

2. Quality and uninterrupted sleep is essential in helping the body repair tissue and restore itself, especially in people who exercise.
- a) Obesity is one major cause of sleep apnea.
 - b) Lack of sleep can impede your concentration levels and can cause depression.
 - c) But if your mind is cluttered with worries during a fitness class it becomes difficult to reach your potential.
 - d) Are we working harder, not taking care of ourselves, or simply expecting more out of each 24-hour day?

Cevap: 1.c / 2.b

Choose the answer which BEST completes the given paragraph.

1. An increasing number of scholars have sought to study and measure the impact of social media. A 2010 study by the University of Maryland suggested that social media services may be addictive. _____ It has been observed that Facebook is now the primary method for communication by college students in the United States. According to Nielsen, global consumers spend more than six hours on social networking sites.
- a) There is an increasing trend towards using social media monitoring tools that allow marketers to search, track, and analyze conversation on the web.
 - b) Using social media services may even lead to a "fear of missing out," also known as the phrase "FOMO" by many students.
 - c) Social media have also been recognized for the way they have changed how public relations professionals conduct their jobs.
 - d) Several colleges and universities in United States have even introduced classes on best social media practices.
2. _____ After they fill up their 40-pound jars with water, many people who live in villages far away from clean drinking supplies have to carry their water many miles to their homes. They may even have to make multiple trips in a single day to bring enough water for their families. Traveling back and forth from their water source every day can require many hours, and take them away from the things they love to do. Imagine if in order to survive you no longer had time to go to school or meet with friends because you needed to spend most of your day fetching water.
- a) The consequence of drinking unsafe water is serious health risks.
 - b) Some non-governmental organizations are working with local communities around the world to raise money and build new water supply systems.
 - c) Keeping the water supply healthy is a never-ending mission.
 - d) Collection of water from distant sources is a major challenge in many developing communities.

Cevap: 1.b / 2.d

Read each passage below and choose the answer which BEST completes each sentence or BEST answers each question.

Most of us tend to think of production when we think of mass media industries. After all, it is the output of this production - the papers we read, the cable TV shows we watch - that grab our attention, make us happy or angry, interested or bored. Moreover, most public discussion about mass communication tends to be about production. The latest gossip about that actor will be in what film, the angry comments a mayor makes about the violence on local TV news, the newest CDs by an up-and-coming group - these are the kinds of topics that focus our attention on the making of content, not its distribution or exhibition.

Media executives know, however, the production is only one step in the difficult and risky process of getting a mass media idea to an audience. Distribution is the delivery of the produced material to the point where it will be shown to its intended audience. The activity takes place out of public view. NBC acts as a distributor when it disseminates television programming via satellite to TV stations. When Philadelphia Newspapers Inc. delivers its Philadelphia Inquirer to city newsstands, when Twentieth Century Fox moves its movies to the United Artists Theaters, and when Sony Music sends its newest releases to Sam Goody and Musicland stores, they are involved in distribution to exhibitors.

1. What is the main idea of this passage?
 - a) Production is more interesting than distribution.
 - b) Distribution must always come before production.
 - c) Distribution is equally as important as production.
 - d) Distribution and exhibition work together.
2. The passage states that people tend to focus on production because _____.
 - a) it takes place out of public view
 - b) mass media companies do not own production divisions
 - c) the output of mass media is intended to grab our attention
 - d) companies can function as both producers and distributors
3. According to the passage, NBC is acting as a distributor when it _____.
 - a) transfers programs to local stations
 - b) buys local stations
 - c) hires newscasters
 - d) develops new sports and news programs
4. The passage states that distribution is _____.
 - a) the first step in mass media production
 - b) the most talked-about step in mass media production
 - c) at least as important as production
 - d) not as important as exhibition
5. In this passage, the word "disseminate" means _____.
 - a) create
 - b) send out
 - c) take in
 - d) fertilize

Cevaplar: 1.c / 2.c / 3.a / 4.c / 5.b

Dinleme Bölümü & Örnek Sorular

Dinleme bölümü İkinci Aşama Sınavı içerisinde yer almaktadır. Bu bölümde, iki farklı dinleme metni mevcuttur. Adaylar, *birinci dinleme* metnini henüz sınav kâğıdını almadan dinleyerek not alırlar. Daha sonra sınav kâğıdı verilerek adaylardan birinci dinleme metni ile ilgili soruyu, almış oldukları notlardan faydalanarak cevaplamaları istenir. Bundan sonra adaylar, *ikinci dinleme* metni hakkında sorulacak beş soruyu önceden okurlar ve dinleme sırasında yanıtlarlar.

LISTENING 1: Listen to the lecture. Choose the best choice according to your notes.
(5 points for each correct answer.)

TAPESCRIPT

Professor: Good buildings should inspire strong emotional responses. Think about the Taj Mahal, serene and relaxed. Who could fail to feel peace and calm when looking at it? In comparison, the Sydney Opera House with its elegant sail-shaped roofs projects a livelier, energetic feeling. So, what aspects of a building inspire these feelings? Three factors which appear to strongly affect this are form, texture, and scale. Today I'm going to talk a little about each.

So, let's begin with form. Let's look at two examples. First, a building from the so-called "modern" era, a typical skyscraper - the MLC Centre in Sydney. It's pretty rectangular, isn't it? And what emotions does it inspire? Interest? Boredom? Anger - at how something so ugly could be allowed? Perhaps it's so plain you just feel nothing? Let's compare it with the Sydney Opera House. These buildings were both designed at around the same time, but they could hardly be more different from one another. The curved roofs of the Opera House form a far more interesting shape. And the shape actually means something - the curved roofs remind us of the sails of the yachts on Sydney Harbor. I think that explains why people feel so much more affectionate toward the Opera House! A lovely building, isn't it? Now, which building would you be most proud to work in? .

OK. Now, here's another building - the Chrysler Building, in New York City, which, incidentally, is still the world's tallest brick building. Just like the MLC Centre, it's an office building. Now, the MLC Centre is just a plain block, a box. But look at the variety on the Chrysler Building - far more curves, complex shapes at the top... in short, more interest! There's far more to look at in the older building, isn't there?

That leads us to our next theme, texture. It is often said that older buildings look much better than modern ones. So let's examine that opinion in terms of texture. First, here's Durham Cathedral in England, which is a great example of a European cathedral. Durham's a wonderful place to visit by the way. It's a great little town, very friendly. I spent some time there a few years ago. Really enjoyed it! And here's Todai-ji in Japan, one of the most famous temples in that country. Now, the texture of the buildings is far richer and more detailed than on most modern buildings, isn't it? There's still some repetition, but there's also a lot more variety. And there are no large areas with the same monotonous texture. Having the same texture all over just inspires boredom. I believe this is a key point that many modern architects have forgotten.

OK. The third factor, as I mentioned, is scale. Think about a small house and a large one on the same street. Which one would you prefer to live in? Which one projects the best image? And would the Taj Mahal create such strong emotions if it were only 12 feet high? That's not to say that big is necessarily beautiful, just that the emotional response is different. Architects of older religious buildings knew the effect of scale on emotional response very well. A sense of power and importance is one reason that towers are so popular in these buildings, and why temples, mosques, and churches often dominate their towns.

So, to conclude, we have looked at three of the things that allow an architect to affect people's emotional responses to buildings. I say again - people's emotional response is often the most important thing to think about when considering a building's appearance. Get that right, and you'll have a building that people remember and like. Alright, our time is up. For next time, please read chapter...

1) What is the lecturer's thesis?

- a) Classic architecture is more aesthetically pleasing than modern architecture.
- b) The majority of the world's most popular buildings are large-scale, modern structures.
- c) Good architecture should provoke powerful emotional responses.
- d) The appearance of a building is influenced by people's emotional response to it.

2) No-one can feel the peace and calm when looking at the Taj Mahal.

- a) True
- b) False

3) Form, texture and scale are some of the factors that inspire strong emotional responses towards buildings.

- a) True
- b) False

4) Which building could be described as having "monotonous texture"?

- a) MLC Center
- b) Chrysler Building
- c) Durham Cathedral
- d) Todai-ji Temple

5) Which building is NOT used as an example of form?

- a) MLC Centre
- b) Sydney Opera House
- c) Durham Cathedral
- d) Chrysler Building

6) According to the lecturer, more people like the Chrysler Building than most modern architecture because _____.

- a) it generates a positive emotional response.
- b) the texture of the building's surfaces is interesting.
- c) it's the ninth most popular building in the U.S.
- d) the whole height of the building has the same pattern.

7) The Chrysler Building and MLC Center have some common features.

- a) True
- b) False

8) If texture is varied and rich, it inspires more interest.

- a) True
- b) False

9) Chrysler Building was built between office blocks.

- a) True
- b) False

10) Which of the following statements would the lecturer agree with?

- a) Modern architects have forgotten that buildings should have repeated patterns.
- b) Building materials seen up close are more important than patterns seen from a distance.
- c) Good architecture includes both repetition of pattern and variety of texture.
- d) Large-scale buildings are always more appealing than smaller buildings.

Cevaplar: 1.c / 2.b / 3.a / 4.a / 5.c / 6.b / 7.a / 8.a / 9.b / 10.c

LISTENING 2: Listen to the dialogue. Choose the best option according to the listening. (10 points for each correct answer.)

TAPESCRIPT

Lisa: Hi. This is Lisa. I'm doing a project on accents for my sociolinguistics course, so I'm interviewing some of my friends from grad school. This is my friend Peter. Peter, can you give me a little background on where you grew up?

Peter: I'm from St. Vincent, in the Caribbean. That's what we call home. And I've lived in the States, here in North Carolina, for six years.

Lisa: So do you feel that you have an accent?

Peter: Well, I wasn't aware of my accent until I came here. Obviously, growing up in St. Vincent, no one told me I had an accent because we all spoke the same.

Lisa: So, how did you feel about your accent when you came here?

Peter: Well, when I came here, many people commented on my accent. So I started to be aware of it. I still get comments all the time. I mean they always say, things ... things like ...

Lisa: Like? Like, what do they say?

Peter: Oh, just, I mean, people say, "Oh, I love your accent. It's so musical. Keep talking."

Lisa: So, you're saying that they like your accent?

Peter: Yes, but I also remember - when I first came - I felt that I spoke so slowly, everyone else spoke much faster. . . . Some people stereotyped me because of that. I could tell that they were thinking, "He's not very bright." You know, "He speaks so slowly," you know, "so

he must be thinking slowly, too." So that made me feel pretty self-conscious. Also, whenever I opened my mouth I could see people thinking, "I wonder where he's from," and that would be the first question: "Where are you from?" And then I'd have to go into this long explanation about my background ... I got tired of it.

Lisa: But wasn't that a good way to meet people?

Peter: Hmm. Maybe But there's a difference between meeting people and making friends. I mean ... here I was", a first-year student, meeting lots of people, but I always felt that the other students didn't really understand who I was. It made me feel like ... like I didn't fit in.

Lisa: So did you try to fit in?

Peter: Yeah, I did. Not intentionally. It's funny how that happens, but I'd hear myself saying, "first" instead of "first."

Lisa: Oh, OK ...

Peter: And I'd try to speak quickly. Oh . . . and I'd try to use the slang that everyone else used. A lot of the slang was different ...

Lisa: But ... but you don't have an American accent now. What happened?

Peter: Well, I started to feel differently when I moved to the International House.

Lisa: The International House?

Peter: Yes, this house on campus where foreign students lived. I started going to parties there and I really felt like I fit in because everyone had a different accent. They didn't stereotype me, and everyone accepted everyone else's accent. Hmm ... I guess that's the main thing. When people accept you, then you can speak the way you want.

Lisa: I see ... So do you think your accent has changed at all?

Peter: It's really strange because I go back home, and my friends say to me, "But Peter, you lived abroad all these years and you don't even have an American accent! You speak exactly the same!"

Lisa: So it sounds like you want to keep your accent.

Peter: I do now. It's part of who I am ... part of my identity. But of course, you know, I'm also older now. I'm not trying to fit in with a crowd, so I'm comfortable with the way I speak.

- 1) Lisa is interviewing Peter _____.
a) to do a project on one of her classes
b) to learn about St. Vincent
c) to help him about his accent
d) to learn about sociolinguistics
- 2) Which of the following is true?
a) He came to the States when he was 6.
b) He wasn't aware of his accent before he came to the US.
c) People understood where he was from easily.
d) People made fun of him because he spoke slowly.
- 3) When he first came to the United States, Peter felt that other students _____.
a) were not very intelligent
b) spoke slowly while they were talking to him
c) thought he was not very clever
d) wanted to make friends with him
- 4) Peter liked living at International House because nobody _____.
a) had any stereotypes about each other's accent.
b) used slang a lot
c) studied on the same campus
d) helped him change his accent
- 5) Now Peter _____ his accent.
a) has greatly improved
b) still has problems with
c) is trying to change
d) is comfortable with

Cevaplar: 1.b / 2.c / 3.c / 4.a / 5.d

Yazma

Yazma bölümü İkinci Aşama Sınavı içerisinde yer almaktadır. Bu bölüm dinleme bölümünün hemen ardından sınava bir ara verilmeksizin uygulanır. Bu bölümde adaylardan kendilerine sorulan farklı türde iki soruyu da belirtilen uzunlukta birer yoğun paragraf yazarak yanıtlamaları istenir. İlk soruda yazılması beklenen “*condensed opinion paragraph*”, ikinci soruda ise yazılması beklenen “*condensed graph description paragraph*”tır.

Task 1: Write a condensed opinion paragraph of min. 150 - max. 200 words about the topic given below.

Topic: Do you think a policy that requires public school students to wear uniforms is a good idea or not? Use examples and details to support your opinion.

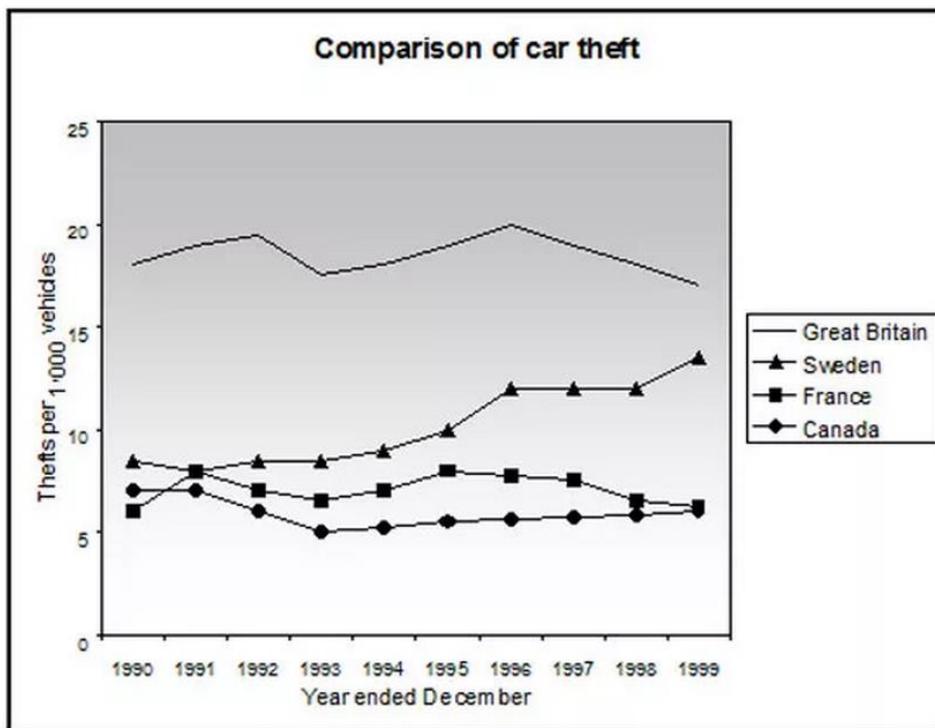
Task 1 - Model Answer

A Policy That Makes Sense

A policy that requires public school students to wear uniforms would be a bad idea for several reasons. First of all, no style of clothing looks good on everyone. In their pre-teen and teen years, students are especially sensitive about their appearance. In addition, uniforms are expensive. Students would need to have at least two complete sets of uniforms to allow for laundering, which could be very costly for parents. Since most students aren't likely to wear their uniforms after school, parents also have to purchase everyday clothes like jeans, shirts, and skirts, adding significantly to the amount they must spend on clothes.

Furthermore, during the school year students may outgrow their uniforms or other clothing, increasing the cost for some families. Finally, a uniform policy ignores families' rights and freedom to make clothing decisions that are best for them. Certainly schools should be able to restrict clothing that features obscene or objectionable slogans or that exposes too much skin. However, making all students dress the same says that individuality is less important than conformity. To conclude, the world already has too many followers, so public schools should allow students the freedom to express their unique personalities through their clothing.

Task 2: Write a condensed paragraph of min. 150 - max. 200 words describing the graph given below.



Task 2 - Model Answer

The line graph compares the number of car thefts per thousand of the population in four countries from 1990 to 1999. Overall, it can be seen that car thefts were far higher in Great Britain than in the other three countries throughout the whole time frame.

To begin, car thefts in Sweden, France and Canada followed a fairly similar pattern over the first five years, all remaining at between 5 and 10 per thousand. The general trend though for France and Canada was a decline in the number of vehicles stolen over the period, with both at around 6 in 1999. In contrast, Sweden experienced an upward trend, starting the period at approximately 8, and finishing at just under 15.

Interestingly, car thefts in Great Britain started at 18 per thousand, which far exceeded that of the other countries. It then fluctuated over the next nine years, reaching a peak of 20 thefts per 1000 in 1996, and ending the period slightly lower than where it began, at approximately 17 per thousand.

Konuşma Bölümü & Örnek Sorular

İkinci Aşama'da yer alan son bölüm Konuşma'dır. Bu bölümde dört farklı soru tipi mevcuttur:

1. Isınma soruları (Warm-up Questions): Herhangi bir konu hakkında 1-2 dakika süren soru-cevap bölümüdür. Bu sorulara verilen yanıtlar değerlendirmeye alınmamaktadır.

Örnek:

Let's talk about EMAIL

- *Which way do you usually communicate with other people—by telephone, text message, or email? (Why?)*
- *Do you feel it necessary to check your text messages or email frequently? (Why/Why not?)*
- *Are there any disadvantages to communicating in this way? (If so, what are they?)*
- *Do you think text messaging makes people better or worse writers? (Why?)*

2. Tercih soruları (Preference Questions): Aday, seçtiği konu hakkında kendisine sunulan iki seçenektan birini tercih edip sebebini açıklar. Adayın cevaplamadan önce bir dakika not alarak hazırlanma süresi vardır. Aday bu süre içerisinde tercihini destekleyen iki fikir ve bu fikirler hakkında ikişer örnek üzerine düşünerek not alır. Konu hakkında konuşma süresi bir dakikadır.

Örnek:

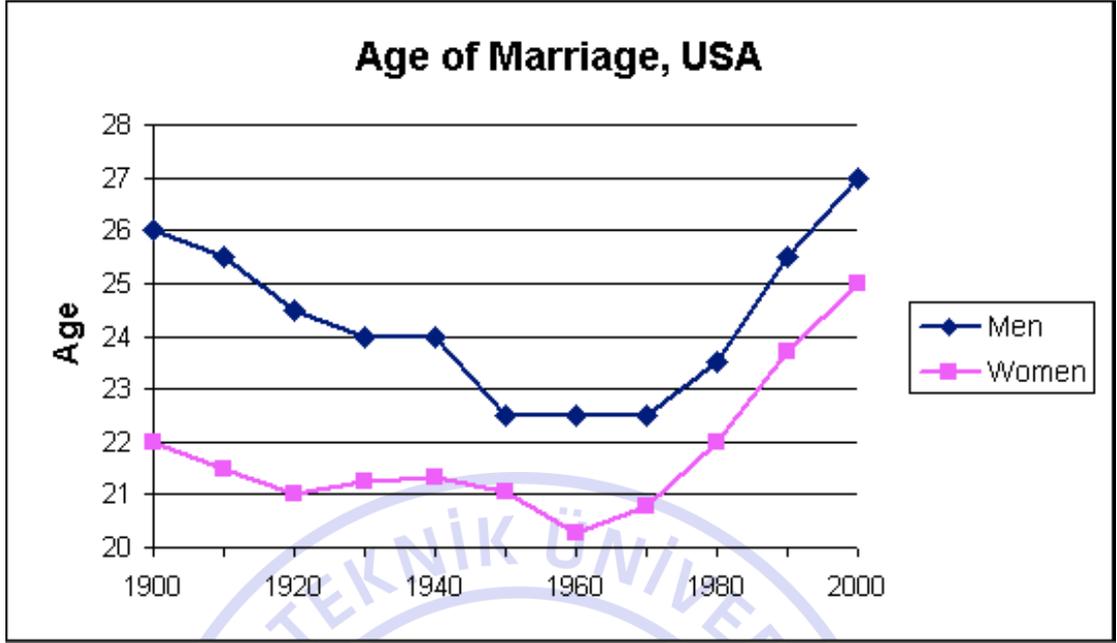
Some people plan every detail of their vacation before they travel. Others prefer to leave most details unplanned. Which do you think is better and why? Include two specific reasons and two examples/details to support your explanation.

3. Görüş-Fikir Soruları (Agree-Disagree Questions): Aday, kendisine yöneltilen bir ifade lehinde veya aleyhinde görüşlerini açıklayacaktır. Adayın cevaplamadan önce bir dakika not alarak hazırlanma süresi vardır. Aday, bu süre içerisinde görüşünü destekleyecek iki fikir ve bu fikirleri açıklayan ikişer örnek üzerine düşünerek not alır. Konu hakkında konuşma süresi bir dakikadır.

Örnek:

Homework is a necessary tool for language learners. Do you agree or disagree? Include two specific reasons and two examples/details to support your explanation.

4. Grafik Yorumlama Soruları (Graphic Reading Questions): Aday seçtiği grafiği yorumlayarak açıklayacaktır. Adayın cevaplamadan önce iki dakika not alarak hazırlanma süresi vardır. Konu hakkında konuşma süresi iki dakikadır.

Örnek:**Sınav Sonuçları**

Sınavın yapıldığı tarihler akademik takvimden duyurulmaktadır. Sınavın ilk aşamasının sonuçları yapıldığı gün sonuna kadar ydyo.btu.edu.tr sitesinden yayınlanır. Sonuçları görüntülemek için ydyo.btu.edu.tr sitesinde "Sınavlar/Sonuç Açıklama Sistemi" menüsünden ilgili sınav linkine tıklanmalıdır. Sonuçlar, sınav cevap kağıdına kodlanmış olan "TC Kimlik No" sorgusu yanıtlanarak görüntülenmektedir. Bu sonuçlar adayın ikinci aşamaya geçmeye hak kazanıp kazanmadığını gösterir. İlk aşama sonuçlarından 50 puan ve üzeri alanlar ikinci aşamaya girmeye hak kazanırlar. İkinci aşama sonuçları, sınavın yapıldığı günden sonraki üç gün içerisinde yine aynı web sitesinden yayınlanır.