



BTUYDS GUIDE

Bursa Technical University English Proficiency Exam

This guide has been prepared to inform candidates who will take the exam. BTU School of Foreign Languages reserves the right to make changes regarding the number, type and content of the questions in BTUYDS.

12.09.2022



IMPORTANT NOTE:

BTUYDS is the general name of the English Proficiency Exam administered by Bursa Technical University School of Foreign Languages. BTUYDS is applied at different levels to students of undergraduate programs whose field of study is related to a certain foreign language, such as English Translation and Interpreting, and to students of other undergraduate programs with a compulsory or optional English preparatory class. In this guide, BTUYDS, which is applied to undergraduate program students whose field of study is related to a certain foreign language, such as English Translation and Interpreting, is named BTUYDS-YDB (Foreign Language Departments).

This guide consists of two parts. Part 1 contains information about BTUYDS for undergraduate students and graduate students who have a compulsory (30%) or optional English preparatory class. Part 2 contains information about BTUYDS-YDB for undergraduate program students whose field of study is related to a certain foreign language, such as English Translation and Interpreting.



PART 1

**BTUYDS for undergraduate program students and
graduate students with a compulsory (30%) or
optional English preparatory class**



General Information About the Exam

BTUYDS is a two-stage and three-session exam designed to determine the English proficiency of candidates. The weight ratios of the language skill sections measured in the exam within the entire two-stage exam are shown in the table below.

1 st Stage		2 nd Stage	
46%		54%	
1 st Session	Grammar 10%	2 nd Session	Listening 18%
	Vocabulary 18%		3 rd Session
	Reading 18%		

The question and measurement distribution rates used in the BTUYDS exam are determined by SFL and SFL reserves the right to make changes when necessary.

In the first stage, Grammar, Reading and Vocabulary are evaluated together out of 100 points. Candidates must get at least 50 points out of 100 in the first stage in order to proceed to the second stage. Candidates who do not get 50 or more points as a result of the first stage will not be admitted to the second stage of the exam. **(Candidates who will take the BTUYDS exam for the purpose of pursuing a master's degree only attend the first session.)**

The First Stage – 1st Session

The First Stage Exam includes 18 questions for “Grammar”, 31 for “Reading”, 31 for “Vocabulary”, for a total of 80 questions; the exam duration is 150 minutes.

The Second Stage – 2nd and 3rd Sessions

The Second Stage consists of “Listening”, “Writing” (2nd session) and “Speaking” (3rd session). The Listening section consists of two different listening texts and a total of 15 questions, and the exam duration is not longer than 30 minutes. After the Listening exam, the Writing section begins immediately without a break.

The Writing section contains two questions and is 70 minutes long. The candidate chooses and answers only one of the two questions during this time. In this case, the Second Stage lasts 100 minutes in total without breaks.



There are three question types in the Speaking section. The duration of this section is approximately 10 minutes for each candidate.

The sample questions given below have been prepared to inform candidates who will take the exam. BTU School of Foreign Languages reserves the right to make changes regarding the number, type and content of questions in BTUYDS.

Grammar Section & Sample Questions

Out of the 80 questions in the First Stage Exam, 18 of them are in the Grammar section. In this section, there are questions that measure the candidates' proficiency in English Grammar.

Choose the answer which BEST completes each sentence.

- The lawyer_____the judge had an argument during the trial may soon lose his license.
 - that
 - who
 - with whom
 - with who
- Situated on the old Silk Road from China to Europe, one of the old inns _____open for tourists.
 - is
 - are
 - have been
 - has
- Noam Chomsky, whose theories focused_____language acquisition, contributed_____the academic field now known as applied linguistics.
 - on / to
 - in / of
 - Ø / on
 - to / Ø
- _____the popularity of their shop, they weren't making any money.
 - On account of
 - Even though
 - Therefore
 - In spite of

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



Vocabulary Section & Sample Questions

Out of the 80 questions in the First Stage Exam, 31 of them consist of Vocabulary (*phrasal verbs, verbs, adjectives, nouns, adverbs*) questions.

Choose the answer which BEST completes each sentence.

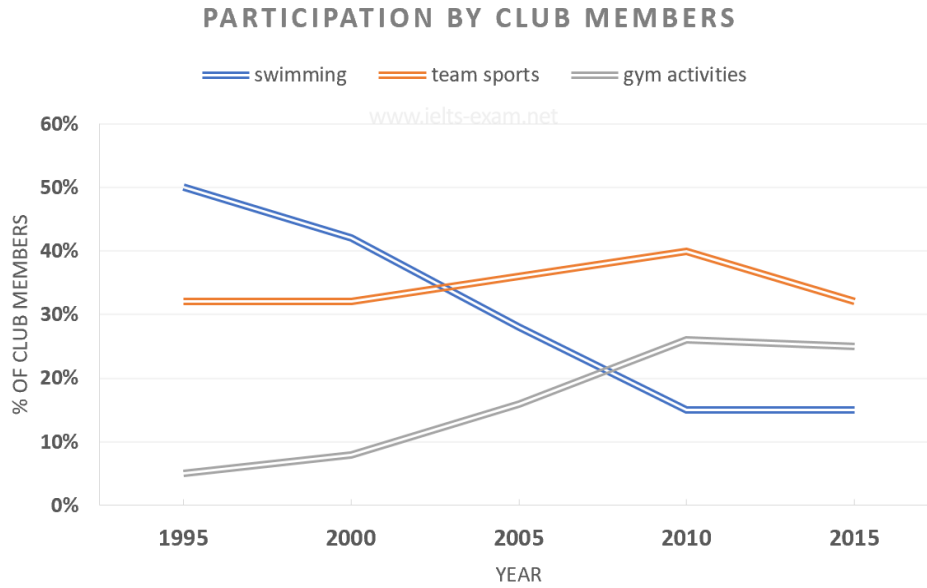
1. She _____ the expense by saying that the costly carpet would last longer than a cheaper one.
 - a) purchased
 - b) rationalized
 - c) specified
 - d) predicted
2. He _____ his speech thanking the conference Secretary General for the support.
 - a) invoked
 - b) simulated
 - c) concluded
 - d) released
3. For further information, please refer to the _____ brochure.
 - a) relevant
 - b) inevitable
 - c) voluntary
 - d) mutual
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

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

Reading Section & Sample Questions

Out of the 80 questions in the First Stage Exam, 31 of them consist of Reading questions. The three question types and sample questions in this section are listed below:

1. Answering questions about the given graph (*Graph Comprehension*)
2. Finding the sentence that best completes the given paragraph (*Paragraph Completion*)
3. Answering questions about the given text (*Text Comprehension*)



Choose the answer which best describes the graph above.

1. Which of the following phrases best paraphrase the title of the graph?
 - a) the number of people who take part in club activities
 - b) different kinds of activities which are offered by the sport club
 - c) the club members and their favorite free time activities
 - d) the amount of cost which is required by the sport club
2. Which of the following is **TRUE** about swimming?
 - a) The number of participants remained stable between 2010-2015.
 - b) Participation in swimming increased considerably in 2000.
 - c) People preferred joining swimming more than other activities in 2010.
 - d) The number of participants reached a peak in 2010.

Answers: 1.a / 2.a



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.

Answers: 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

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



Listening Section & Sample Questions

The Listening section is included in the Second Stage Exam. In this section, there are two different listening texts. Candidates read the 5 questions about *the first listening text* in advance and answer them during the listening. Then, they read the 10 questions about *the second listening text* in advance and answer them during the listening. Candidates will listen to each listening text twice.

LISTENING 1: 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 fasterSome 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 ampart 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

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



LISTENING 2: Listen to the lecture. Choose the best answer.

(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.

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



Writing Section

The Writing section is included in the Second Stage Exam. This section is administered immediately after the listening section, without any break in the exam. In this section, candidates are asked to choose one of the questions given to them and answer it by writing an essay of the specified length.

Task: Choose only **ONE** of the topics below and write an essay with at least four paragraphs.

Word Limit: Minimum 250 words – Maximum 350 words.

Topic: *“Using a computer every day can have more negative than positive effects on children.” Do you agree or disagree with this statement?*

Model Answer

Effects of Computers on Children

In today's modern world, computers are an essential part of everyday life. Around the globe, children often use computers from a very young age. Although it is important for children to participate in various well-balanced activities, in my opinion, children who use the computer daily are actually developing a critical skill for future success. The bases for my views are personal, academic, and professional.

From a personal point of view, computers are an invaluable resource to help young people explore the world around them. For example, children who use Internet to satisfy their curiosity about diverse topics are already becoming independent learners. No child with a computer is ever bored! By starting early in their lives, children feel totally at ease around computers; they are also able to take advantage of the wide range of services computers provide.

From an academic viewpoint, children have no choice but to master this technological invention. For instance, when I was in university, students brought their laptops to class to take notes, do research and exchange information. They wrote assignments, created presentations and developed databases. Children who build early confidence and experience in these abilities are at a distinct advantage over those who have not.

From a professional perspective, the computer has found a permanent place in the workplace. Today, employers still pay to provide computer training to their employees. Tomorrow, corporations will expect prospective job applicants to already possess these critical job skills. Consequently, parents who encourage their child to use the computer for a reasonable period of time daily are in fact investing in the child's future career.

In conclusion, there is no doubt that the computer as a technological tool is here to stay. The sooner children become computer-literate, the better for many aspects of their future lives.

(297 words)



Speaking Section & Sample Questions

The last section of the Second Stage Exam is Speaking. There are three different question types in this section:

1. Warm-up Questions: This is a 1-minute question-answer section about any subject. **Answers to these questions are not included in the assessment.**

Sample:

Daily routines

- *What is your favorite day of the week? ... Why?*
- *How much time do you spend surfing on the Internet in a day?*
- *When do you go out? ... Which places do you generally visit?*
- *Do you meet your friends? What activities do you do together?*

2. Description Questions: The candidate describes a topic by answering 3 or 4 questions asked to him/her along with prompts. At this stage, the candidate has one minute to take notes after seeing the questions. After the note-taking time is over, the speaking time for the topic is two minutes

Sample:

Talk about a historical place you visited

- *When you visited*
- *How you went there*
- *What you did there*

3. Agree-Disagree Questions: The candidate will express his/her opinions for or against a statement directed to him/her. The candidate has one minute to prepare by taking notes before answering. During this time, the candidate thinks about and takes notes on two ideas that support his/her opinion and two examples that explain these ideas and takes notes. The speaking time for the topic is two minutes.

Sample:

Do you think that homework is a necessary tool for language learners? Include two specific reasons and two examples/details to support your explanation.



Exam Results

The exam dates are announced on the academic calendar. The results of the first stage of the exam are published on ydyo.btu.edu.tr website until the end of the day. To view the results, the relevant exam link should be clicked on the "Exams/Result Announcement System" menu on ydyo.btu.edu.tr website. The results can be viewed by answering the query related to the "Turkish ID No." encoded on the exam answer sheet. These results indicate whether the candidate is eligible to proceed to the second stage. Those who get 50 points or more from the first stage results are entitled to enter the second stage. The second stage results are published on the same website within three days after the day of the exam.

Exam Rules

- Candidates must be present at the exam venues at least 30 minutes before the exam for ID check and exam seating.
- Candidates must have their BTU ID card or Turkish ID card.
- Students who arrive 30 minutes after the exam start time in the 1st Stage will not be allowed to take the exam and students will not allowed to leave the exam within the first 30 minutes.
- In the 2nd Stage, during the Listening exam, students who arrive late will not be allowed into the classroom until the listening section is over. These students can enter the classroom during the first 10 minutes of the Writing section.
- During the exam, smart devices (phones, smart watches and Bluetooth headsets, etc.) must be turned off and handed over to the proctor.
- It is forbidden to talk, ask questions or go out for any reason during the exam. Students who go out are not allowed back into the exam hall.
- There are penal practices for actions such as cheating in the exam, attempting to cheat, taking the exam in someone else's place or having someone else take the exam.



PART 2

**BTUYDS-YDB for undergraduate program students
with field of study related to a certain foreign language,
such as English Translation and Interpreting**



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Grammar Section & Sample Questions

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Choose the answer which BEST completes each sentence.

1. A press conference _____ in İstanbul on World Health Day _____ the results of a survey on food safety.
a) was held / to announce
b) held / was announced
c) was being held / announced
d) was holding / announcing
2. If he had texted me sooner, _____.
a) I would be helping him now
b) I can make the necessary arrangements
c) I should give him a visit
d) I would tell him earlier than he expected

Read the text below and choose the BEST answer.

Naval architects never claim that a ship is unsinkable, but the sinking of the passenger-and-car ferry Estonia in the Baltic surely **1.** _____ have never happened. It was well-designed and carefully maintained. It carried the proper number of lifeboats. It had been thoroughly inspected the day of its fatal voyage, yet hours later, the Estonia rolled over and sank in a cold, stormy night. It went down so quickly that most of those on board, caught in their dark, flooding cabins, had no chance to save themselves: Of the people who managed to struggle overboard, only 139 survived. The rest died of hypothermia before the rescuers could pluck them from the cold sea. The final death toll amounted to 912 souls. **2.** _____, there were an unpleasant number of questions about why the Estonia sank and why so many survivors were men in the prime of life, while most of the dead were women, children and the elderly.

3. a) should
b) would
c) could
d) might
4. a) Although
b) However
c) Therefore
d) Notwithstanding

Answers: 1.a / 2.a / 3.b / 4.a



Vocabulary Section & Sample Questions

Out of the 80 questions in the First Stage Exam, 30 of them consist of Vocabulary questions.

Read the text below and choose the BEST answer.

When you picture mountain climbers scaling Mount Everest, what probably comes to mind are teams of climbers with Sherpa guides leading them to the summit, **1.** _____ oxygen masks, supplies and tents. And in most cases, you'd be right, as 97 per cent of climbers use oxygen to **2.** _____ to Everest's summit at 8,850 metres above sea level. The thin air at high altitudes makes most people breathless at 3,500 metres, and the **3.** _____ majority of climbers use oxygen past 7,000 metres. A typical climbing group will have 8–15 people in it, with an almost equal number of guides, and they'll spend weeks to get to the top after reaching Base Camp.

1. a) charged with
b) equipped with
c) interfered with
d) faced with
2. a) ascend
b) descend
c) plunge
d) soak
3. a) vast
b) massive
c) gigantic
d) broad

Choose the answer which BEST completes each sentence.

4. For further information, please refer to the _____ brochure.
a) relevant
b) inevitable
c) voluntary
d) mutual
5. 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

Answers: 1.b / 2.a / 3.a / 4.a / 5.d



Reading Section & Sample Questions

Out of the 80 questions in the First Stage Exam, 30 of them consist of “Reading” questions. The three question types and sample questions in this section are listed below:

1. Finding the most appropriate sentence that completes the paragraph (*paragraph completion*)
2. Finding the sentence that breaks the flow in the paragraph (*finding irrelevant sentence*)
3. Answering questions about the given text or article (*reading comprehension*)

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

Choose the irrelevant sentence for the options provided.

2. **(I)** Collection of water from distant sources is a major challenge in many developing communities. **(II)** 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. **(III)** The main causes of water scarcity in Africa are rapid population growth and economic scarcity. **(IV)** 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.
 - a) I
 - b) II
 - c) III
 - d) IV

Answers: 1.b / 2.c

Choose the answer which BEST completes each sentence or BEST answers each question.

¹Most 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 ⁴about 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 ⁷attention 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 ¹⁰produced 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 ¹⁵Musicland 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. **In line 10, “it” refers to _____.**
 - a) produced material
 - b) television programmes
 - c) mass media
 - d) mass communication

4. **The word “disseminate” is closest in meaning to _____.**
 - a) create
 - b) send out
 - c) take in
 - d) fertilize

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

Listening Section & Sample Questions

The Listening section is included in the Second Stage Exam. In this section, there are **two different listening texts**.

Candidates read the **5 questions about the first listening text in advance and answer them during the listening**. Then, **they take notes while listening on the note paper given to them for the 10 questions about the second listening text**. After listening twice, students are given the question paper and are expected to answer the questions. When the question paper is given to the candidates, the listening text will not be played again, the questions will be answered according to the notes taken on the note paper.

Candidates will listen to each listening text twice.

LISTENING 1: 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 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 "furst."

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: Butbut 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 ampart 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) Peter came to the States when he was 6.
 - b) Peter wasn't aware of his accent before he came to the US.
 - c) People understood where Peter was from easily.
 - d) People made fun of Peter 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 negative opinions about each other's accent.
 - b) used slang frequently
 - 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

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



LISTENING 2: Choose the best answer for the following questions by checking your notes on the outline.
(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...



PART II: First, listen to the lecture about “good buildings” twice and take notes to the space provided. After listening twice, you will be given the question sheet. Based on the notes you have taken, answer the questions.

LECTURE OUTLINE

Good buildings and 3 things that make them good:

- Taj Mahal
 - how a person feels in Taj Mahal:
- the Sydney Opera House
 - how it looks:

1. The Form of Buildings:

- the MLC Centre
 - shape: _____
 - emotions it inspires: _____
- the Sydney Opera House
 - shape:
 - emotions it inspires: _____
- the Chrysler Building
 - material:
 - similarity between the MLC and the Chrysler Building:
 - difference between the MLC and the Chrysler Building:

2. The Texture of Buildings:

- Older buildings look _____ than modern ones.
- Durham Cathedral:
 - where:
 - Durham:
- Todai-ji:
 - where:
- texture in both Durham Cathedral and Todai-ji:
- Having the same texture all over _____, which is a key point that _____.

3. The Scale of Buildings:

- size or emotional response:
- older religious buildings:
 - A sense of _____ and _____ are the reasons why towers are popular.
 - buildings that dominate:



1. What is the lecturer's main idea?

- 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
- c) Not Given

3. What does the lecturer emphasize when he says, "That's not to say that big is necessarily beautiful, just that the emotional response is different."?

- a) Scale invokes different emotions.
- b) Scale is the only aesthetic factor.
- c) Scale causes no intimate response.
- d) Scale does not make much difference.

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
- c) Not Given

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

- a) True
- b) False
- c) Not Given

9. What is the lecturer's attitude towards emotional responses?

- a) regarding it as significant
- b) finding it worthless
- c) deeming it redundant
- d) viewing it as indecent

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.

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

Writing Section

The Writing section is included in the Second Stage Exam. This section is administered immediately after the listening section, without any break in the exam. In this section, candidates are asked to choose one of the questions given to them and answer it by writing an essay of **the specified length and format**.

Sample:

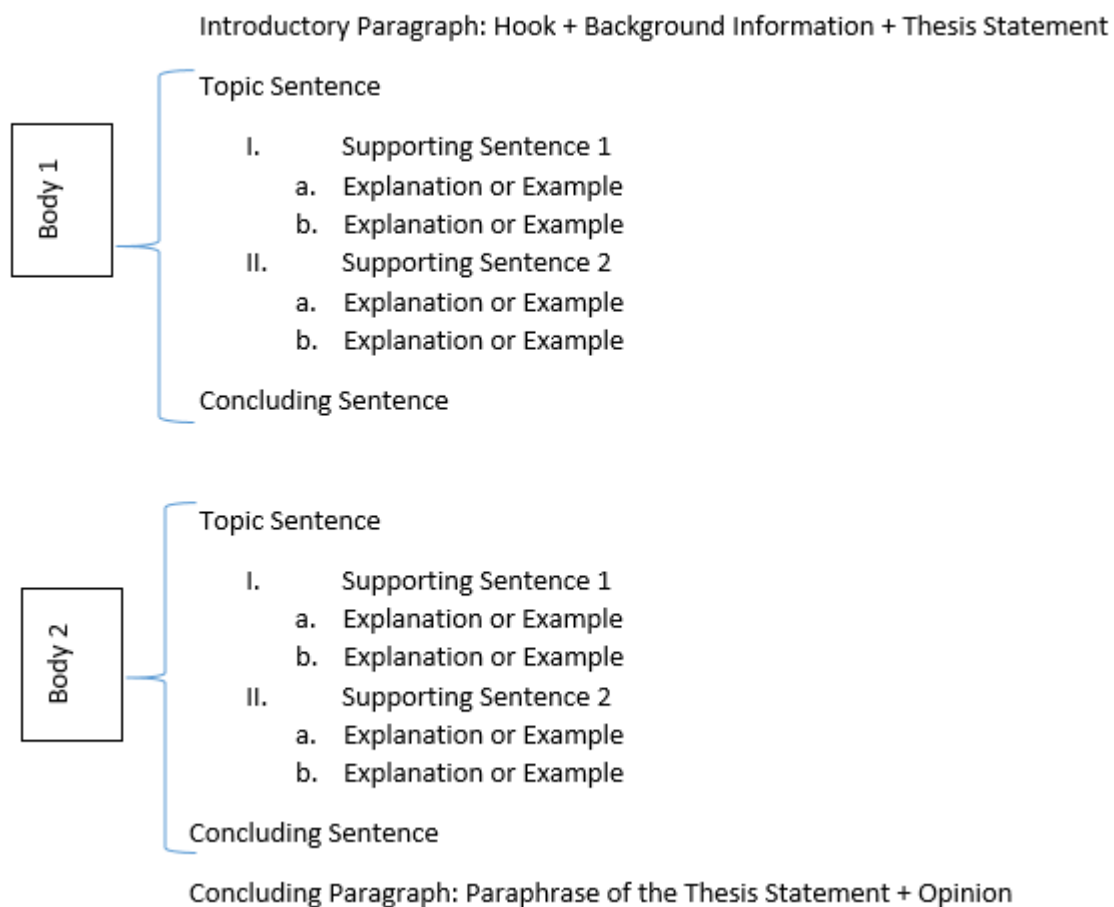
Task: Choose only **ONE** of the topics below and write an argumentative essay.

Word Limit: Minimum 500 words – Maximum 600 words.

Topic 1: “Should students be allowed to use computers when taking tests?” *Use reasons and specific examples to support your argument.*

Topic 2: “Are children more depressed nowadays than they used to be in the past?” *Use reasons and specific examples to support your argument.*

The Outline (Format)





Speaking Section & Sample Questions

The last section of the Second Stage Exam is Speaking. There are three different question types in this section:

1. Description Questions: The candidate describes a topic by answering 3 or 4 questions asked to him/her along with prompts. At this stage, the candidate has one minute to take notes after seeing the questions. After the note-taking time is over, the speaking time for the topic is two minutes.

Sample: Describe your relationship with arts.

- *If you had a chance to be an artist, which type of art would you choose? Why?*
- *What are some challenges of the art you have chosen?*
- *What was the last time you went to a concert, museum, gallery, or play? How did you feel about that visit?*
- *Who is your favourite artist? Why?*

2. Compare and Contrast Questions: The candidate answers the question by giving two different examples. At this stage, the candidate has one minute to take notes after seeing the questions. After the note-taking time is over, the speaking time for the topic is two minutes.

Sample: What are the differences between hard-copy books and e-books? Explain the idea with at least two specific examples.

3. Agree-Disagree Questions: The candidate will express his/her opinions for or against a statement directed to him/her. The candidate explains his/her opinion on the topic with two different examples or reasons. **Candidates are not given time to take notes in this question.** The speaking time for the topic is two minutes.

Sample: "The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom." Do you agree or disagree with this idea? Why or why not? Provide two reasons or two specific examples.



Exam Results

The exam dates are announced on the academic calendar. The results of the first stage of the exam are published on ydyo.btu.edu.tr website until the end of the day. To view the results, the relevant exam link should be clicked on the "Exams/Result Announcement System" menu on ydyo.btu.edu.tr website. The results can be viewed by answering the query related to the "Turkish ID No." encoded on the exam answer sheet. These results indicate whether the candidate is eligible to proceed to the second stage. Those who get 50 points or more from the first stage results are entitled to enter the second stage. The second stage results are published on the same website within three days after the day of the exam.

Exam Rules

- Candidates must be present at the exam venues at least 30 minutes before the exam for ID check and exam seating.
- Candidates must have their BTU ID card or Turkish ID card.
- Students who arrive 30 minutes after the exam start time in the 1st Stage will not be allowed to take the exam and students will not allowed to leave the exam within the first 30 minutes.
- In the 2nd Stage, during the Listening exam, students who arrive late will not be allowed into the classroom until the listening section is over. These students can enter the classroom during the first 10 minutes of the Writing section.
- During the exam, smart devices (phones, smart watches and Bluetooth headsets, etc.) must be turned off and handed over to the proctor.
- It is forbidden to talk, ask questions or go out for any reason during the exam. Students who go out are not allowed back into the exam hall.
- There are penal practices for actions such as cheating in the exam, attempting to cheat, taking the exam in someone else's place or having someone else take the exam.