I. WHILE-LISTENING SECTION (12 pts.)

A. STATEMENTS (1 pt. each; 3 pts.)
In this section, you will hear a statement for each item and a question related to it. Before you listen to each statement and the related question, you will be given 15 seconds in order to have a look at the four alternative answers to the question. Each statement will be spoken only ONCE. After you listen to each statement, mark the alternative which best answers the question that follows.

1. What can be inferred about the speaker?
   a) She is going out with friends.
   b) She didn’t have to cook anything.
   c) She is angry about having cooked unnecessarily.
   d) She didn’t take the time to learn about their plans.

2. What does the speaker mean?
   a) 90 minutes is too long for that exam.
   b) Some students fail the exam because it only lasts 90 minutes.
   c) Students shouldn’t lose their concentration after 90 minutes.
   d) Students need 90 minutes in order to be successful.

3. What does the speaker say about the man?
   a) He is the kindest person she has ever seen.
   b) He isn’t so kind as other people around her.
   c) He isn’t happy about being as kind as this.
   d) Kindness is not one of his best qualities.

B. DIALOGUES (1 pt. each; 3 pts.)
For the items in this section, you will hear a dialogue and a question related to it. Before you listen to each dialogue and the related question, you will be given 15 seconds in order to have a look at the four alternative answers to the question. Each dialogue will be spoken only ONCE. After you listen to each dialogue, mark the alternative which best answers the question that follows.

1. Why can’t the woman’s son go abroad?
   a) He doesn’t have a passport.
   b) He missed the deadline for the application to the course.
   c) His passport needs renewing.
   d) It was too late when he applied for a visa.

2. What can be said about the man’s daughter?
   a) She is probably busy meeting new people.
   b) She is on holiday on her own.
   c) She has kept her promise.
   d) She calls her father every day.

3. What does the man mean?
   a) Men shouldn’t take football matches so seriously.
   b) It is hard to understand why men take football matches seriously.
   c) Some people need excitement in their lives.
   d) Football gives people the chance to get away from work matters.
C. MINI-TALKS (1 pt. each; 3 pts.)

For the items in this section, you will hear a mini-talk. However, the last sentence of each mini-talk is incomplete. Before you listen to each mini-talk, you will be given 15 seconds in order to have a look at the four alternatives that may complete the last sentence. Each mini-talk will be spoken only ONCE. After you listen to each mini-talk and hear the ‘beep’ sound, mark the alternative that best completes the sentence.

1. a) a Japanese boat sank while its crew were pulling up a net full of these creatures.
   b) tourists in Japan couldn’t go into the water because of these creatures.
   c) some Japanese sailors almost died because of storms.
   d) experts said that the water conditions in Japan were ideal for the jellyfish.

2. a) scientists said it was just the frogs’ natural migration.
   b) people started to worry about an approaching earthquake.
   c) thousands of frogs were killed by cars.
   d) frog experts said they had never seen so many frogs.

3. a) his company built a base station to demonstrate the first cell phone call.
   b) it weighed two kilos and was quite different from mobile car phones.
   c) it was the “communicator” that Captain Kirk used in the 1960 TV series Star Trek.
   d) he allowed reporters to make phone calls to prove that the cell phone really worked.

D. MINI-LECTURE (1 pt. each; 3 pts.)

For the items in this section, you will hear a mini-lecture on the Eurovision Song Contest. You will hear the mini-lecture only ONCE. As you listen, mark the choice that best answers each question or completes each statement. Before you listen to the mini-lecture, you will have 40 seconds to have a look at the questions related to it.

1. Which of the following is TRUE about the Eurovision Song Contest?
   a) It was first introduced in 1966.
   b) More than 600 million people watch it every year.
   c) As its name suggests, participation is limited to those countries in Europe.
   d) It is broadcast even in countries like China and Japan.

2. What is there in the ‘heart’ of the new Eurovision Song Contest logo?
   a) Another heart
   b) A visual identity
   c) The host country’s flag
   d) The letter ‘v’

3. What happened as a result of the interesting event in the 1969 Eurovision Song Contest?
   a) The winner was decided on by flipping coins.
   b) Some countries protested against the 1969 results and did not participate in 1970.
   c) In total, there were three winners.
   d) The country with the highest number of votes from different countries won.
ALL GROUPS

Class: _____________
Name: ________________________

II. LISTENING AND NOTE-TAKING SECTION (8 pts.)
PAPER I.
You will hear a talk on school uniforms. You will hear the talk only ONCE. Listen carefully and take notes on the following points as you listen:
- the survey carried out on school uniforms,
- the advantages of school uniforms,
- the disadvantages of school uniforms.

Later, you will be given 8 minutes to answer some questions using your notes. Your notes will not be graded.
ALL GROUPS

Class: ____________  Name: __________________________

LISTENING AND NOTE-TAKING SECTION (8 pts.)
PAPER II.

Answer the following questions using your notes. (2 pts. each question; 8 pts.)

1. a. i) In which country was the survey on uniforms carried out?
   ______________________________________________________

   ii) When was this survey carried out?
   ______________________________________________________

   b. i) What was the percentage of teachers in favour of school uniforms in the survey?
   ______________________________________________________

   ii) What was the percentage of students who were against school uniforms in this survey?
   ______________________________________________________

2. If there are no uniforms, what does the inequality between the rich and the poor result in at school? Write two results.
   a) ______________________________________________________
   b) ______________________________________________________

3. Why do uniforms create a sense of discipline and seriousness for the students wearing them?
   ______________________________________________________

4. According to students, what is the greatest disadvantage of school uniforms?
   ______________________________________________________
I. WHILE-LISTENING SECTION (12 pts.)

A. STATEMENTS (1 pt. each; 3 pts.)

Speaker A: In this section, you will hear a statement for each item and a question related to it. Before you listen to each statement and the related question, you will be given 15 seconds in order to have a look at the four alternative answers to the question. Each statement will be spoken only ONCE. After you listen to each statement, mark the alternative which best answers the question that follows.

Speaker A: Number 1. Have a look at the four alternatives. (***pause 15 seconds)
Speaker B: If I had known you were going out with your friends, I wouldn’t have taken the time to cook all this food.
Speaker A: What can be inferred about the speaker? (***pause 10 seconds)

Speaker A: Number 2. Have a look at the four alternatives. (***pause 15 seconds)
Speaker B: If the students were given longer than 90 minutes, I am sure that more of them would pass the Proficiency Exam.
Speaker A: What does the speaker mean? (***pause 10 seconds)

Speaker A: Number 3. Have a look at the four alternatives. (***pause 15 seconds)
Speaker B: Never have I seen anyone as kind as him.
Speaker A: What does the speaker say about the man? (***pause 10 seconds)

B. DIALOGUES (1 pt. each; 3 pts.)

Speaker A: For the items in this section, you will hear a dialogue and a question related to it. Before you listen to each dialogue and the related question, you will be given 15 seconds in order to have a look at the four alternative answers to the question. Each dialogue will be spoken only ONCE. After you listen to each dialogue, mark the alternative which best answers the question that follows.

Speaker A: Number 1. Have a look at the four alternatives. (***pause 15 seconds)

Man: Hey, you look upset. What’s the matter?
Woman: Well, I wanted to send my son to a language course in France but then I learnt that his passport needed to be renewed.
Man: And what’s wrong with that? Just get it renewed then.
Woman: By the time I have it renewed, it will be meaningless to apply for a visa as most of the course will be over.
Speaker A: Why can’t the woman’s son go abroad? (***pause 10 seconds)

Speaker A: Number 2. Have a look at the four alternatives. (***pause 15 seconds)

Man: I’m furious! I let my daughter go on holiday with her friends on condition that she called me every day but she hasn’t called even once for the past three days.
Woman: Don’t worry. She’s over 18 and I’m sure she’s fine. She must have forgotten her promise after going there and meeting new people.
Speaker A: What can be said about the man’s daughter? (***pause 10 seconds)

Speaker A: Number 3. Have a look at the four alternatives. (***pause 15 seconds)

Woman: I don’t understand why people take football matches so seriously.
Man: Well, for one thing, they enable you to forget about your problems at work for a couple of hours.
Speaker A: What does the man mean? (***pause 10 seconds)
C. MINI-TALKS (1 pt. each; 3 pts.)
For the items in this section, you will hear a mini-talk. However, the last sentence of each mini-talk is incomplete. Before you listen to each mini-talk, you will be given 15 seconds in order to have a look at the four alternatives that may complete the last sentence. Each mini-talk will be spoken only ONCE. After you listen to each mini-talk and hear the ‘beep’ sound, mark the alternative that best completes the sentence.

Speaker A: Number 1. Have a look at the four alternatives. (**pause 15 seconds)
Speaker B: Nomura’s jellyfish is one of the largest jellyfish in the world. This species can grow up to two meters in diameter and weigh up to 200 kilograms. Being so large, these creatures sometimes pose a great danger to fishermen. For example, last year …(beep***pause 10 seconds)

Speaker A: Number 2. Have a look at the four alternatives. (**pause 15 seconds)
Speaker B: One morning two years ago, China woke up to see thousands of frogs out in the streets. The Chinese had no idea where the frogs had come from. The next day, China was struck by a massive earthquake that killed 12,000 people. This made scientists wonder whether there was a connection between the frogs’ migration and the earthquake. Likewise, when millions of frogs started jumping around in Greece last week, …(beep***pause 10 seconds)

Speaker A: Number 3. Have a look at the four alternatives. (**pause 15 seconds)
Speaker B: Mobile phones became popular in the 1990s and today it is almost impossible to find a person who doesn’t own one. This is mostly thanks to Martin Cooper from Chicago, the man who led the team that developed the first mobile phone in the world. Interestingly enough, when asked what had inspired him to develop such a phone, he said …(beep***pause 10 seconds)

D. MINI-LECTURE (1 pt. each; 3 pts.)
For the items in this section, you will hear a mini-lecture on the Eurovision Song Contest. You will hear the mini-lecture only ONCE. As you listen, mark the choice that best answers each question or completes each statement. Before you listen to the mini-lecture, you will have 40 seconds to have a look at the questions related to it.

Today, I want to talk about the Eurovision Song Contest. Some of you might even have watched the 2010 contest that was held ten days ago and most of you probably also know that it is a contest held every year in which each member country submits a song to be performed live on television and then casts votes for the other countries’ songs to determine the most popular song in the competition. Well, the Eurovision Song Contest has been broadcast every year since its introduction in 1956 and is one of the longest-running television programmes in the world. It is also one of the most-watched non-sporting events in the world, with audience figures having been quoted in recent years as anything between 100 million and 600 million internationally. Eurovision has also been broadcast outside Europe to such places as Australia, Canada, China, Egypt, and Japan, despite the fact that they do not compete. Most people think that the Eurovision Song Contest is one in which only European countries take part; however, this is not the case. Contrary to what most people think, all active member countries of the European Broadcasting Union can participate. In other words, some African countries such as Libya and Egypt can participate in the Eurovision Song Contest if they like, as they are active members of the European Broadcasting Union.

Since 2000, the Contest has also been broadcast over the Internet. Besides this change about the Internet, there has also been a change in the Contest’s logo. In 2004, a new logo was introduced for the Contest. In this modern logo, the letter ‘v’ in the word ‘Eurovision’ has been replaced by a heart. This change was made to create a consistent visual identity. Each year, that year’s host country’s flag appears in this heart.

Before I end my talk, I would like to mention something very interesting that happened in 1969. At the end of the voting, it was seen that there were exactly four countries which had received the same number of points. These countries were France, Spain, the Netherlands and the United Kingdom. The organizers of the event did not know what to do. There were no rules about what should be done under such circumstances. Since there was no predetermined set of rules to decide the winner, and because the organizers thought it would not be fair to determine the winner by flipping coins, all four countries were declared as winners. This caused much discontent among most of the non-winning countries. Finland, Norway, Sweden and Portugal did not participate in the 1970 Contest as a protest against the results of the previous year. This made the European Broadcasting Union introduce a new rule. Today, at the end of the voting, if two or more countries are on equal points, the country which received the highest number of votes from different countries wins. If that is also the same, then the country which has received the highest number of 12-point maximums wins.
II. LISTENING AND NOTE-TAKING SECTION (8 pts.)

You will hear a talk on school uniforms. You will hear the talk only ONCE. Listen carefully and take notes on the following points as you listen:

- the survey carried out on school uniforms,
- the advantages of school uniforms,
- the disadvantages of school uniforms.

Later, you will be given 8 minutes to answer some questions using your notes. Your notes will not be graded.

Lecturer: Good morning. Today, I would like to talk about school uniforms. Recently, there has been debate in Turkey about whether children should be made to wear school uniforms or not. There were similar arguments in Britain, France and Germany a couple of years ago and many surveys were conducted in Britain to look into the matter. According to the results of this survey carried out in Britain by the Ministry of Education in 2008, it was seen that a great majority of parents believed that uniforms were good for students. In fact, 72% of the parents who took part in the survey were in favour of uniforms. This percentage rose to 92% when it came to teachers. The only group that seemed to be against uniforms were the students themselves. Only 12% of students were for school uniforms whereas 73% said that they were against uniforms. So, what advantages does wearing a school uniform bring? Among the reasons that the parents and educators cited as the advantages of school uniforms were issues related to cost, equality, violence, and discipline. Let us now have a look at these issues in more detail. 95% of the parents who took part in the survey said that they believe that school uniforms greatly reduce the cost of clothes. If there are school uniforms, all that the parents need to buy for their children is the uniform itself. However, if there are no school uniforms, students want to wear different clothes each day. And this is where the issue of equality comes in. At those schools where there are uniforms, there will be no inequality among the students as everyone will look the same, but if there are no uniforms, suddenly there will be a great difference between the rich and poor students. It will be very easy to tell whether a student comes from a rich or a poor family simply by looking at their clothes. And this brings us to the third advantage of school uniforms: a decrease in fights and violence. When there are no uniforms, the rich and poor students form groups and there are continuous fights between them. The rich ones laugh at the poor students’ clothes and this results in fights and violence. The final advantage of uniforms is discipline. It is a known fact that people feel the need to be more serious when they are wearing uniforms because they are representing an organization. That is to say, the idea of representing an organization by wearing a uniform makes students more serious. Yet, when students wear their own clothes, this is not the case. 95% of teachers are in favour of school uniforms because it solves the discipline problem. Despite these advantages of uniforms, there are also people who claim that there are disadvantages to uniforms. Some people believe that school uniforms are not cheap. They claim that because these uniforms have to be bought from a specific place, there is no competition. As there is no competition, the manufacturers sell the uniforms at high prices. When asked, students say that the greatest disadvantage of school uniforms is that they prevent ‘freedom.’ Students say that they feel ‘trapped’ in school uniforms. In the next part of my lecture, I want to focus on what students have to say on the issue …
I. WHILE-LISTENING SECTION

GROUP A

A. (1 pt. each; 3 pts.)
1. c  2. b  3. a
B. (1 pt. each; 3 pts.)
1. c  2. a  3. d
C. (1 pt. each; 3 pts.)
1. a  2. b  3. c
D. (1 pt. each; 3 pts.)
1. d  2. c  3. b

II. LISTENING AND NOTE-TAKING SECTION

A. (2 pts. each question; 8 pts.)
1. (0.5 pts. each; 2 pts.)
   a. i) Britain
      ii) (in) 2008
   b. i) 92 (%)  
      ii) 73 (%)  

2. (1 pt. each; 2 pts.) (interchangeable) (any two)
   a/b fights / violence / (rich and poor) students’ forming (different) groups / rich students’ laughing at poor students(’ clothes)

3. (2 pts.)
   They feel they are representing an organization

4. (2 pts.)
   Uniforms / They prevent freedom / Students / They feel trapped (in school uniforms)