
 Istanbul Bilgi University English Language Programs	Preparatory Program Sample Reading Exam Answer Key	Date:
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ACCEPTABLE		UNACCEPTABLE
1.	- divorce rates are high among the members of this generation - most of those couples (who stayed married) decided to have only one or no children - of divorce and having one or no children	
2.	- critical events - the death or sickness of a parent	
3.	- (the bad events of) the past	
4.	(Family and career) obligations	
5.	A sister's or brother's declining health	
6.	- Siblings do more than fill in gaps. - The loneliness older people feel cannot be satisfied by just anyone. - They want a specific type of relationship, one that only someone who had shared their past could provide.	
7.	- Discussing the past helps us feel the warmth of early family life once again. - Going back in time with a sister or brother can improve our morale.	
8.	Multiple chronic illnesses	
9.	3 rd option: Siblings with a chronic illness	
10.	4 th option: They do not want their sibling to think that they have failed.	

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Part A. You are going to hear a conversation on “Earworms.” You will hear this conversation only ONCE. While you are listening, answer the questions with the information from the conversation. You now have 15 seconds to study the questions. (15 seconds of silence)

Delivery time: 4 mins

Situation: *A conversation on Earworms on a radio show.*

Alice: Hello and welcome to our Teach Learn Radio Show. I’m Alice, and my friend James is joining our show today.

James: Hi Alice.

Alice: Welcome James. Now, I have a question for you. Do you have any idea what an earworm is?

James: Eww – an earworm? It sounds like a disgusting insect that goes into your ear.

Alice: I think you’re confusing it with an earwig. That’s a little black insect. But an earworm is something totally different. It’s not an insect.

James: Well that’s a relief! So, what is an earworm then?

Alice: An earworm is a kind of sticky music. In other words, it’s a piece of music that you can’t get out of your head. Let me explain it with an example: Let’s say you’re getting ready for school, or perhaps buying groceries in the supermarket. Or you could be sitting in a restaurant waiting for your meal to come. Suddenly, you hear a piece of music in your head. You don’t really like the song that much, but it stays in your head and it won’t go away.

James: That always happens to me. I hear a song on the radio and then I keep singing it all day!

Alice: It happens to almost everyone. Research says that 98% of people have earworms.

James: So, what makes a song an earworm? Can all the songs become earworms?

Alice: Good question. The answer is no. Only catchy songs can become earworms.

James: Catchy – that’s a nice word. It means something that you can catch easily. Like catching the flu?

Alice: Ha-ha. Yes, you can catch a cold or the flu, but a catchy piece of music has a different meaning. According to research, there are two features which make music catchy.

James: Let me guess – hmm...long sounds? like... *[singing] “we will, we will rock you”*

Alice: Ha-ha, yes, one of them is long sounds, I mean, singing a word *slowly for a long time [saying slowly]*. Another thing that makes a song catchy is repeated sounds. As the melody repeats and repeats, it gets stuck in your mind.

James: Wow, that’s really interesting.

Alice: Yes, isn’t it? So, songs with repeated and long sounds play inside your head for hours and hours, or even days.

James: Oh, that can be annoying.

Alice: Exactly. Earworms are not usually wanted by people because they can be annoying and distracting. If you’re trying to focus on a task, an earworm can make it hard for you to finish your work.

James: Is there anything we can do when that happens?

Alice: Well, a few things might help. Some people try to listen to a different song. This can help the mind get rid of the melody. Some others say it can also help when they listen to the annoying earworm from beginning to end.

James: Good to know. Next time I have an earworm I'll listen to the song then.

Alice: Yeah, if you can remember the song's name.... ha-ha *[both laughing]*

Alice: Alright everyone, let's listen to Rihanna's latest single now. *[fade out]*

This is the end of Part A. Now your instructor will collect the Part A answer sheets and distribute the note-taking outline for Part B. (1 minute of silence)

Part B. You are going to hear a talk on "Toys." You will hear this talk only ONCE. During the talk, take notes under the relevant headings on your note-taking outline. Do not attempt to write everything down. Just note down the significant points. At the end of the talk, you will have 6 minutes to answer the questions. You now have 10 seconds to study the note-taking outline. (10 seconds of silence)

Delivery time: about 6 mins.

TOYS

Hello everyone, in today's lesson we'll talk about something fun: Toys! I'll first inform you briefly about the toys in the past, then I'll tell you how toys influence children, finally, I'll give some information about toy testing.

So, let's start with the toys in the past. Toys have always been a part of a child's life, but they appeared in different forms in history. In ancient civilizations, there were no companies or technology to design robots or moving cars for children, so children found rocks, sticks, and sand as toys for themselves. In time, these materials, I mean rocks, sticks and sand, were replaced by basic designs of toys. The earliest thing that was created as a toy was the yo-yo (y-o-y-o) and it is still popular today. After the yo-yo, the kite got popular in ancient times, too. There are also signs that children played with dolls. Have you ever played with any of those toys when you were a kid?

Alright, let's move on with the influence of toys on children. Today, the world of toys has no limits. Children can play with high-technology toys like a flying helicopter or with simple wooden blocks. Whatever it is, most toys – of course except violent toys like guns, influence the development of a child positively. Firstly, they improve motor skills. When children play with toys, they engage in physical activity; they use their feet and hands in order to discover the forms, colors, and sounds of the toy. Such movements exercise their motor skills. Apart from improving motor skills, toys also improve a child's mental ability. This means they teach children the cause and effect relationship of things. Children can start to make simple cause and effect relationships like "If I shake this toy, it makes noise!" Then they learn to do the same thing in real life: "If I cry, mommy comes," Or, "If I laugh daddy laughs" and so on. Okay, the last influence I'm going to mention is creativity. When children are given toys, they want to discover them and use them in all possible ways. They act out the characters, create imaginary worlds, or take on secret missions. These improve children's creativity. This is very important because being creative during young ages actually helps children make decisions about their lives as they grow up. So let me repeat this: Developing creativity during playtimes helps children make decisions about their lives better as they grow up.


Now, if you are ready, I will move onto toy testing. When you hear the word test, you may think that these tests are for safety, however they are not. Safety testing is usually done in laboratories by adults. The toy testing I'll focus on is done by the kids. Many companies work with children to test their products. This is because they want to see whether their new toy products will meet children's expectations or not. For toy companies, toy testing with children is very important. It is the only way they can see if a product meets children's expectation because if it doesn't, kids won't like it, and that means the company will not sell the product. The test is really simple. During the testing, the only thing children do is play with the toy that the company gives them. Sounds fun, doesn't it? What's more, they get a gift card or a toy for their participation, but no money is given to the child or to the parent. They can keep the toy they tested or they can use their gift card in the company's shop.

Alright kids, we are going to stop here for today. See you in the next lesson. *[fade out]*

This is the end of the lecture. Now your instructor is going to distribute the question sheets. (1 minute of silence)

Now, use your notes to answer the questions according to the lecture. Information that is not from the lecture will not be accepted. You have 6 minutes to answer the questions. (6 minutes of silence)

This is the end of listening section. Please return all the papers.

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Part A		
2.	b) a piece of music that plays in our mind	
2&3.	- long sounds - repeated sounds	
4.	c) it makes it difficult to focus	
5.	b) listening to the song that causes the earworm	
Part B		
6.	rocks, sticks and sand	
7.	yoyo	
8.	(their) motor skills	
9.	- (they teach children the) cause and effect relationship of things - (Children can start to make simple) cause and effect relationships	
10.	make decisions (about their lives as they grow up)	
11.	meet (children's) expectations	
12.	gift card AND/ OR a toy AND /OR no money	

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