

WOLA SAMPLE MATERIAL

SABANCI UNIVERSITY/ELAE - Stage II

Planning (15 minutes) - Writing (50 minutes)

- You are going to write an essay of between 300 to 350 words in response to the following question.

How does a bad family life affect a child?

- Before writing your essay, you have **15 minutes** to write a plan on the opposite page.
- The box below lists some of the major factors that can cause illiteracy in young people. It provided to help you generate and develop ideas for your essay. You may use some of the ideas the box in your plan, but this is **optional**. You will be graded according to:
 - how clearly you explain your ideas,
 - how fully you develop your ideas,
 - your use of language
- Your notes will **not** be graded.
- You can refer to Turkey or any other country' in your answer.

Some Factors:

- motivation
- confidence
- friendship
- education
- happiness
- health
- bad habits
- crime

W.O.L.A.[®]

W.O.L.A. W.O.L.A.

W.O.L.A. W.O.L.A.

W.O.L.A. W.O.L.A. W.O.L.A.

W.O.L.A. W.O.L.A.

W.O.L.A. W.O.L.A.

W.O.L.A.

PART ONE - WHILE LISTENING

- This part of the exam aims at testing your ability to listen to a discussion and answer questions at the same time.
- You are going to listen to two students and their English teacher talking about their course.
- Answer the following questions while you listen and give short answers. At the end of the discussion, you will be given 5 minutes to check your answers.
- You will hear the discussion only ONCE.
- Now you have 3 minutes to read the questions before the discussion begins.
- The questions are **IN THE SAME ORDER** as the information occurs in the discussion.

SUBJECT: Course Feedback

1. One reason why Spiros felt happy about his marketing presentation was that

.....

2. What surprised Hiroko about the other students' presentations?

.....

3. After she gave her presentation, Hiroko felt

.....

4. How does Spiros feel about his performance in tutorials?

.....

5. Why can the other students participate so easily in discussions?

.....

6. Why is Hiroko feeling more positive about tutorials now?

.....

7. To help her understand lectures, Hiroko

.....

8. What does Spiros think of his reading skills?

.....

9. What is Hiroko's subject area?

.....

10. Hiroko thinks that in the reading classes the students should

.....

Listening One: _____ / 10 pts

PART TWO - LECTURE AND NOTE-TAKING

- This part of the exam aims at testing your note-taking ability from a lecture.
- You are going to listen to a lecture about Mongolia. Take notes on the following pages as you listen to the lecture. Your notes will not be marked.
- At the end of the lecture, you will be given questions which you have to answer by using the notes you have made. You will have 15 minutes to answer the questions.
- Now listen to the lecture and take notes. You do not have to note down everything. Note down the important information, as well as examples. Information is often repeated in the lecture. Therefore, you will have enough opportunity to take notes.
- You will hear the lecture only ONCE.
- You now have 1 minute to look at the note-taking headings before the lecture starts

You may use this page and the following two pages to take your notes.

revenue: an amount of money regularly coming in

privatization: transferring from government control or ownership to private enterprise

Background information about Mongolia

Mongolian economy

- Main sources of revenue

- The 1990s

- 2008

- 2009

- Trade with neighbors

Answer the questions using your notes from the lecture called "Mongolia".

1. As we learn from the lecture, it was the 13th century when _____.

- A) China invaded Mongolia
- B) the Mongols established a huge empire
- C) Mongolia was invaded by Russia
- D) Mongols were moved out of central Asia

2. It is stated in the lecture that the Mongolian Empire was divided into several powerful Mongol states

- A) when Genghis KHAN came to power
- B) so that the empire could be ruled more easily
- C) but then it was reunited in the 14th century
- D) after Genghis KHAN had died

3. According to the lecture, the communist regime in Mongolia was established in _____.

- A) 1921
- B) 1922
- C) 1923
- D) 1924

4. As we learn from the lecture, the political party that has a solid majority in the Mongolian Parliament today is _____.

- A) MRPR
- B) MPRP
- C) NRPR
- D) NPRP

5. Which of the following is NOT mentioned as a main source of revenue in Mongolia?

- A) Animal herding
- B) Agriculture
- C) Tourism
- D) Mining

6. As stated by the lecturer, most of the mines in Mongolia are owned and operated by _____.

- A) neighboring countries
- B) foreign investors
- C) Mongolian citizens
- D) the Mongolian government

7. We learn from the lecture that Mongolia _____ in early 2008.

- A) experienced a very high inflation rate
- B) managed to reduce its inflation rate
- C) caused a global financial crisis
- D) signed a \$236 million Stand-by Arrangement with IMF

8. According to the lecture, Mongolia buys 95% of its _____ and 50% of its _____ from Russia.

- A) food products / natural gas
- B) natural gas / food products
- C) petroleum products I electric power
- D) electric power I petroleum products

9. As stated by the lecturer, Mongolia _____ the World Trade Organization in 1997.

- A) applied to
- B) joined
- C) was dismissed from
- D) established

10. Which of the following sentences is TRUE according to the lecture?

- A) The Mongols came under Chinese rule in the 17th century.
- B) More Mongols live in Mongolia than in China today.
- C) The Mongolian government collects a small amount of tax from foreign investors.
- D) The banking sector in Mongolia is one of the best in the world.

Listening Two: _____ / 20 pts

PART ONE - SKIMMING (15%)

- This part of the exam aims to test your ability to locate main ideas in a text.
- The text you are going to read is about air traffic control in the USA.
- Which paragraphs match with the following headings? Write the paragraph number beside the correct heading.
- The headings are not in the same order as the information in the text. Also, note that there is a surplus of three headings that are no match.
- Before you begin answering the questions, it may be useful to spend a few minutes previewing the text

Paragraph Number	List of Headings
	a) Disobeying FAA regulations
	b) Aviation disaster prompts action
	c) Two coincidental developments
	d) Setting altitude zones
	e) An oversimplified view
	f) Controlling pilots' licences
	g) Defining airspace categories
	h) Setting rules to weather conditions
	i) Taking off safely
	k) First steps towards ATC

TOTAL _____ /7

AIR TRAFFIC CONTROL IN THE USA

- 1 An accident that occurred in the skies over the Grand Canyon in 1956 resulted in the establishment of the Federal Aviation Administration (FAA) to regulate and oversee the operation of aircraft in the skies over the United States, which were becoming quite congested. The resulting structure of air traffic control has greatly increased the safety of flight in the United States, and similar air traffic control procedures are also in place over much of the rest of the world.
- 2 Rudimentary air traffic control (ATC) existed well before the Grand Canyon disaster. As early as the 1920s, the earliest air traffic controllers manually guided aircraft in the vicinity of the airports, using lights and flags, while beacons and flashing lights were placed along cross-country routes to establish the earliest airways. However, this purely visual system was useless in bad weather, and, by the 1930s, radio communication was coming into use for ATC. The first region to have something approximating today's ATC was New York City, with other major metropolitan areas following soon after.

- 3 In the 1940s, ATC centres could and did take advantage of the newly developed radar and improved radio communication brought about by the Second World War, but the system remained rudimentary. It was only after the creation of the FAA that full-scale regulation of America's airspace took place, and this was fortuitous, for the advent of the jet engine suddenly resulted in a large number of very fast planes, reducing pilots' margin of error and practically demanding some set of rules to keep everyone well separated and operating safely in the air.
- 4 Many people think that ATC consists of a row of controllers sitting in front of their radar screens at the nation's airports, telling arriving and departing traffic what to do. This is a very incomplete part of the picture. The FAA realised that the airspace over the United States would at any time have many different kinds of planes, flying for many different purposes, in a variety of weather conditions, and the same kind of structure was needed to accommodate all of them.
- 5 To meet this challenge, the following elements were put into effect. First, ATC extends over virtually the entire United States. In general, from 365m above the ground and higher, the entire country is blanketed by controlled airspace. In certain areas, mainly near airports, controlled airspace extends down to 215m above the ground, and, in the immediate vicinity of an airport, all the way down to the surface. Controlled airspace is that airspace in which FAA regulations apply. Elsewhere, in uncontrolled airspace, pilots are bound by fewer regulations. In this way, the recreational pilot who simply wishes to go flying for a while without all the restrictions imposed by the FAA has only to stay in 365m, while the pilot who does want the protection afforded by ATC can easily enter the controlled airspace.
- 6 The FAA then recognised two types of operating environments. In good meteorological conditions, flying would be permitted under Visual Flight Rules (VFR), which suggests a strong reliance on visual cues to maintain an accepted level of safety. Poor visibility necessitated a set of Instrumental Flight Rules (IFR), under which the pilot relied on altitude and navigational information provided by the plane's instrument panel to fly safely. On a clear day, a pilot in controlled airspace can choose a VFR or IFR flight plan, and the FAA regulations were devised in a way which accommodates both VFR and IFR operations in the same airspace. However, a pilot can only choose to fly IFR if they possess an instrument rating which is above and beyond the basic pilot's license that must also be held.
- 7 Controlled airspace is divided into several different types, designated by letters of the alphabet. Uncontrolled airspace is designated Class F, while controlled airspace below 5,490m above sea level and not in the vicinity of an airport is Class E. All airspace above 5,490m is designated Class A. The reason for the division of Class E and Class A airspace stems from the type of planes operating in them. Generally, Class E airspace is where one finds general aviation aircraft (few of which can climb above 5,490m anyway), and commercial turboprop Above 5490m is the realm of the heavy jets, since jet engines operate more efficiently at higher altitudes. The difference between Class E and A airspace is that in Class A, all operations are IFR, and pilots must be instrument-rated, that is skilled and licensed in aircraft instrumentation. This is because ATC control of the entire space is essential. Three other types of airspace, Classes D, C and B, govern the vicinity of airports. These correspond roughly to small municipal, medium-sized metropolitan and major metropolitan airports respectively, and encompass an increasingly rigorous set of regulations. For example, all a VFR pilot has to do to enter Class C airspace is establish two-way radio contact with ATC. No explicit permission from ATC to enter is needed, although the pilot must continue to obey all regulations governing VFR flight. To enter Class B airspace, such as on approach to a major metropolitan airport, an explicit ATC clearance is required. The private pilot who cruises without permission into this airspace risks losing their license.

- This part of the exam aims to test:
 - your ability to identify the main ideas and important details of two texts with a similar theme,
 - your understanding of relationship between the two texts.
- There are three tasks:
 - Task 1** - Answer questions 1-4 about **TEXT A**.
 - Task 2** - Answer questions 5-10 about **TEXT B**.
 - Task 3** - Complete a short paragraph that compares some of the important information from **TEXT A** and **TEXT B**
- All the questions are worth 1 points except that question 9 is worth 3.
- The questions are in the same order as the answers in the text.

Task1: Read **Text A** below and answer question 1-4

1. What is primarily needed for a computer to function?

2. Can computers predict the future? If yes, give an example.

3. What uses do computers have in aviation?

4. How do computers help doctors?

TOTAL _____ /4

Task 2: Read **Text B** below and answer questions 5-9.

5. Where do the sounds we hear first go?

6. What is necessary for a piece of information to be transmitted to LTM?

7. What problem does LTM suffer from? Why?

8. How do STM and LTM differ in terms of available and accessible information?

9. In which memory system would the words 'seat' and 'chair' be confused? Why?

10. What is the main difference between STM and LTM?

TOTAL _____ /8

TEXT A

THE COMPUTER

With a tremendous roar from its rocket engine, the satellite is sent up into the sky. Minutes later, at an altitude of 300 miles, this tiny electronic moon begins to orbit the earth. Its radio begins to transmit a staggering amount of information about the satellite's orbital path, the amount of radiation it detects, and the presence of meteorites. Information of all kinds races back to the earth. No human being could possibly copy down all these facts, correctly and exactly remember and organize them. But an electronic computer can.

The marvel of the machine age, the electronic computer, has been in use only since 1946. It can do simple computations - add, subtract, multiply, and divide - with lightning speed and perfect accuracy. It can multiply two 10-digit numbers in 1/1,000 second, a problem that would take an average person five minutes to do with pencil and paper. Some computers can work 500,000 times faster than any person can.

Once it is given a 'program'; that is, a carefully worked-out set of instructions devised by a technician trained in computer language, a computer can gather a wide range of information for many purposes. For the scientist, it can get information from outer space or from the depths of the ocean. In business and industry, the computer prepares factory inventories, keeps track of sales trends and production needs, mails dividend checks, and makes out company payrolls. It can keep bank accounts up to date and make out electric bills. If you are planning a trip by plane, the computer will find out what route to take and what space is available.

Not only can the computer gather facts, it can also store them as fast as they are gathered and can pour them out whenever they are needed. The computer is really a high-powered 'memory' machine" that "has all the answers - or almost all. What is the most efficient speed for driving a car through the New York-New Jersey tunnels? What brand of canned goods is the most popular in a particular supermarket? What kind of weather will we have tomorrow? The computer will flash out the answers in a fraction of a second.

Besides gathering and storing information, the computer can also solve complicated problems that once took months for people to do. For example within sixteen hours an electronic brain named CHEOPS (which stands for Chemical Engineering Optimization System) solved a difficult design problem. First, it was fed all the information necessary for designing a chemical plant. After running through 16,000 possible designs, it picked out the plan for the plant that would produce the most chemical at the lowest cost. Then, it issued a printed set of exact specifications. Before CHEOPS solved this problem, a team of engineers having the same information had worked for a year to produce only three designs, none of which was as efficient as the computer's.

At times computers seem almost human. They can 'read' handprinted letters, play chess, compose music, write plays, and even design other computers. Is it any wonder that they are sometimes called 'thinking' machines? Not even computers can predict the future, but the benefits of computers are becoming more obvious every day.

- a) Computers are being used in space travel. Rockets, satellites and spaceships are guided by computers.
- b) Computers are being used in aviation. They are used in the training of airline pilots. Computers also direct the flight of planes from one city to another, control their air speeds and altitudes, and even land them.
- c) Computers are being used in medicine. They are used in analyzing blood samples, in diagnosing disease, and in prescribing medication. They also keep records of the tissue types of patients waiting for organ transplants.

Even though they are taking over some of the tasks that were once accomplished by our own brains, computers are not replacing us - at least not yet. Our brain has more than 100 billion cells. A computer has only a few hundred thousand parts. For some time to come, then, we can safely say that our brains are incredibly much more complex than a computer. How we use them is for us, not the computer, to decide.

TEXT B

MEMORY

Memory, like sweatshirts, comes in three sizes. There is a sensory storage system which can hold information for only a very brief time period. Next is a short-term storage which can hold a small amount of information. Finally, you have a long-term storage system which holds vast amounts of information.

What psychological processes are involved in remembering a stimulus which is briefly perceived, such as the license number of a car. Psychologists have discovered that a stimulus is maintained in a sensory storage system which holds information for less than a second. The sensory storage system is called iconic memory if visual stimuli are involved or echoic memory if the stimulation is auditory.

Your sensory storage system appears to operate in a fairly automatic way. There seems to be no voluntary action you can take to prolong the life of information from sensory storage without using the next stage of memory, called short-term memory (STM), or primary memory. Information can be recycled in short-term memory by a process called rehearsal. When rehearsal is prevented or disrupted, information in short-term memory is lost and so cannot enter long-term memory (LTM). However, once information has entered long-term memory, rehearsal is no longer necessary to guarantee that information is not forgotten. While preventing items from being forgotten is the major difficulty in short-term memory, long-term memory suffers from the opposite problem. There is so much information contained in long-term memory that locating and retrieving this information can be quite difficult. Indeed, psychologists distinguish between information which is available in long-term memory and that which is accessible. All information in long-term memory is considered available; that is, it can be remembered under the proper circumstances. But only that information which actually is remembered is accessible. Thus, accessible information is always available, but available information cannot always be accessible. The process of obtaining memory information from wherever it is stored is called retrieval. In order for information to be accessible, it must first be retrieved. Retrieval of information from long-term memory is a difficult process and is not always successful. Retrieval from short-term memory is considerably easier, and many models of short-term memory assume that if an item is available in short-term memory, it is automatically accessible.

While information in short-term memory is coded primarily by acoustic features (how the words sound when spoken), information in long-term memory is organized primarily according to what the words mean. While interference in short-term memory is based upon acoustic relationships, interference in long-term memory occurs among semantically related words.

The most dramatic distinction between short and long-term memory systems lies in their respective capacities - the number of items each system can store. Short-term memory has a very limited capacity compared to the almost unlimited storage capacity of long-term memory.

Task 3

- The paragraph below describes how human memory differs from computer memory. Use information from one, or both, of the texts to complete the paragraph.
- The first two questions (**11 and 12**) have been done for you.

Man, as is the creator of the computer, is considered more **(11) _____ superior _____** to computers. However, it is also a fact that there are many things a computer can **(12) _____ accomplish _____** but humans cannot. The reason is that it is not **(13) _____** for the human mind to copy down and organize all facts precisely. Whereas the computer can rapidly **(14) _____** data as soon as they are **(15) _____** and can pour them out whenever necessary, the human mind first holds information in a sensory storage system in which **(16) _____** is maintained for less than a second. Only through **(17) _____** can a piece of information can exist in short term memory called STM, making its way to **(18) _____**, where it becomes available perpetually.

TOTAL _____ /6

LISTENING SECTION - ANSWER KEY

Part One While - Listening

**There may be more than one possible answer for some of the questions.*

Your teacher will assess that.

- 1- His style was good
- 2- They didn't look at the audience enough.
- 3- dissatisfied
- 4- not very happy
- 5- They know each other well
- 6- She is making more of a contribution
- 7- consulted reference materials
- 8- It still takes him a long time to read
- 9- engineering
- 10- read more in their own subject areas

Part Two Note - Taking

- 1-B 2-D 3-D 4-B 5-C 6-B 7-A 8-C 9-B 10-A

READING SECTION - ANSWER KEY

Part One

- 1- b 2-k 3-c 4-e 5-d 6-h 7-g

Part Two Detailed Questions

Task 1

- 1- a program
- 2- yes, they can. For example, they can predict the weather.
- 3- They are used in pilot training. They also direct planes from city to city, control their air speeds and altitudes, and even land them.
- 4- They are used in analyzing blood samples, in diagnosing disease, and in prescribing medication. They also keep records of the tissue types of patients waiting for organ transplants.

Task 2

- 5- echoic memory
- 6- rehearsal
- 7- It suffers from locating and retrieving information because there is so much information.
- 8- In STM, information is accessible but not always available, while in LTM, it is always available but not accessible.
- 9- In LTM because in this memory, interference occurs among semantically related words.
- 10- Their respective capacity differs quite a bit. Short-term memory has a very limited capacity compared to the almost unlimited storage capacity of long-term memory.

Task 3

- 11- superior 12-accomplish 13-possible 14-store 15-gathered 16- a stimulus 17-rehearsal
18-LTM (long term memory)