

## YDS DENEMELERİ

1.) One important point made in the passage is that a modern writer, before he starts to write, ----.

- A. rarely thinks about the background of his story
- B. chooses the main characters for his story
- C. often decides exactly how he is going to tell his story
- D. must make himself familiar with the period he is writing about
- E. must decide which character can best tell the story very biased in favour of Europe

Do you enjoy reading newspaper articles on sporting events? Do you take pleasure in reviews of performances you have seen? Do you particularly like stories of the lives of real people, both from the past and the present? Many people do. Newspaper articles, reviews, autobiographies, biographies-all are types of nonfiction. Nonfiction deals with actual people, places, events and topics based on real life. Autobiographies and biographies deal with the lives of real people while essays provide a writer with room to express his or her thoughts and feelings on a particular subject. Nonfiction may inform, describe, persuade, or it may simply amuse.

2.) According to the passage, nonfiction ----.

- A. has gained in popularity in recent times
- B. is not appreciated by a majority of people
- C. is only concerned with everyday events
- D. is the easiest form of writing
- E. covers quite a wide range of writing

3.) It is pointed out in the passage that the subject matter of any type of nonfiction ----.

- A. is never imaginary
- B. is often unpleasant
- C. has very little variety
- D. is always emotional
- E. rarely has any wide appeal

4.) It is clear from the passage that one of the functions of nonfiction may be to ----.

- A. encourage people to write their autobiographies
- B. promote sporting activities
- C. enable the reader to understand newspaper articles better
- D. make the reader change his/her mind about something
- E. contribute to the improvement of essay-writing

A play is written to be performed. Therefore, when you read a play, you must try to imagine how it would appear and sound to an audience. By using your imagination, you can build a theatre in your mind. Because a play is written to be performed, it uses certain conventions you do not encounter in short stories. It contains stage directions that tell the actors how to speak and how to move upon the stage. Most of the story is presented through dialogue, the words the characters speak. In addition it is divided into short units of action called "scenes" and larger ones called "acts".

5.) In the passage it is suggested that, when we read a play, ----.

- A. the division into acts can be ignored
- B. it is best to ignore the stage directions
- C. we should try to imagine it being performed
- D. we should try to focus on the story
- E. we need to know a lot about the conventions of play-writing

6.) As we understand from the passage, a play -- --.

- A. is most effective when the emphasis is on character
- B. differs very little from a short story
- C. needs to be seen on the stage before it can be enjoyed
- D. is very often spoiled by too many stage directions
- E. has certain features that are only found in plays

7.) This passage is mainly concerned with ----.

- A. the elements that are to be found in a play
- B. how a play should be performed
- C. the relationship between the audience and the actors
- D. how a play should be constructed
- E. how a play should be staged

The wind that day was light and fresh and came from the west, and with it at noon a little boat came quickly, over the bright waves, into Sattins Harbour. While it was still quite a distance away, a sharp-eyed boy spotted it and, since he knew, just as every child on the island knew, every sail of the forty boats of the island fishing fleet, he ran down the street calling out, "A foreign boat, a foreign boat!" The lonely island was rarely visited by a foreign boat, so, by the time the boat had arrived half the village was there to greet it. Fishermen were following it homewards, and those who happened to be inland, were climbing up and down the rocky hills, and hurrying towards the harbour.

**8.) Clearly, the island described in the passage ----.**

- A. is extremely fertile and can support a large population
- B. is an isolated one, inhabited largely by fishermen and their families
- C. is frequently visited by foreign boats
- D. has a community that is hostile to foreigners
- E. is better suited to farming than to fishing

**9.) As we understand from the passage, the boy ----.**

- A. was the only child on the island who could recognize every boat in the fishing fleet
- B. wanted to be the first to see the boat at close quarters
- C. was particularly interested in foreign boats
- D. knew that the boat that was coming in was foreign, because he didn't recognize the sail
- E. didn't see the foreign boat until after it had entered the harbour

**10.) It is clear from the passage that the arrival of the foreign boat ----.**

- A. upset the islanders as they didn't expect it so early
- B. caused a great deal of uneasiness, especially among the fishermen
- C. aroused a great deal of excitement among the islanders
- D. surprised people since these were dangerous waters for sailors
- E. aroused the curiosity of the children but was ignored by everyone else

It was a hot afternoon, and the railway carriage was equally hot, and the next stop was at Templecombe, nearly an hour ahead. The occupants of the carriage were a small girl, and a smaller girl, and a small boy. The aunt who was with the children occupied one corner seat, and the further corner seat on the opposite side was occupied by a man who was a stranger to their party, but the small girls and the small boy were the ones who really occupied the compartment. The aunt and the children talked from time to time but in a very limited way. Most of the aunt's remarks seemed to begin with "Don't", and nearly all of the children's remarks began with "Why?" The man said nothing out loud, but probably wished he were somewhere else.

**11.) We understand from the passage that ----.**

- A. the aunt and the children have constant disagreements
- B. the children seem to have known the man for a long time
- C. the children's good behaviour pleased the aunt
- D. the aunt is taking the children back to Templecombe
- E. the man was interested in the games the children were playing

**12.) Much of the passage is devoted to ----.**

- A. a description of the two small girls
- B. the quarrel between the aunt and the children
- C. a description of the stranger's thoughts and feelings
- D. a detailed description of the carriage
- E. a description of the occupants of the railway carriage

**13.) It is clear from the passage that the man ----.**

- A. felt sorry for the children, not the aunt
- B. did not, apparently, find this train journey enjoyable
- C. tried hard to make the children behave better
- D. answered a lot of the children's questions
- E. told the aunt to keep the children quiet

Born in 1564 in Stratford, Shakespeare probably attended the Stratford grammar school, where he received a classical education under its excellent school-master. The years from the mid-1580s to about 1592 are called "the lost years" in Shakespeare's life because nothing is known of him. By 1592, at any rate, he was a rising young playwright in London. This was an exciting period in the English theatre mainly because of a group known as the University Wits, which included Marlowe, Nashe and others. These brilliant young men turned out sophisticated plays for the aristocracy and sensational plays for the general public.

**14.) It is pointed out in the passage that the group known as the "University Wits" ----.**

- A. wrote exclusively for upper class audiences
- B. were less popular than Shakespeare after he came to London
- C. had done very little to make the London theatre popular
- D. wrote two very distinct types of play
- E. regarded Shakespeare as their inferior

**15.) The phrase "the lost years" in the passage refers to ----**

- A. the years during which Shakespeare wrote no plays
- B. the period in Shakespeare's life about which we have virtually no knowledge
- C. the period before Shakespeare became famous for his plays
- D. the years of hardship Shakespeare experienced in Stratford
- E. the period of writing before Shakespeare met the University Wits

**16.) One can understand from the passage that, when Shakespeare attended his local school, ----**

- A. he soon began to experiment with the writing of plays
- B. his schoolmaster recognized his literary talent and gave him great encouragement
- C. he was disappointed because so much emphasis was put on classical subjects
- D. the quality of education there was remarkably good
- E. he met Marlowe and Nashe, who became his future colleagues

Elephants have to keep in touch across large distances. Even when they are out of hearing range of one another, in forests or the great plains of East Africa, they are often spotted moving in the same direction. Sometimes they seem to stand still in their tracks and move their feet up and down, which leads some scientists to believe they have sensitive cells in their feet. Such cells would enable them to pick up low frequency vibrations from the ground, waves that travel distances of up to 16 km.

**17.) We understand from the passage that, when elephants are a good distance apart, they ----**

- A. become nervous and stamp their feet
- B. feel very insecure
- C. can still communicate with each other
- D. try many different ways of making contact with each other
- E. feel exposed to attack

**18.) As it is clear from the passage, some scientists, are of the opinion that ----**

- A. the sensitive cells in the feet of elephants serve a wide variety of functions
- B. the power of elephants to communicate is very weak
- C. some elephants have adapted themselves well to the specific environmental conditions of East Africa
- D. it is not natural for elephants to move in the same direction
- E. elephants have cells in their feet that are sensitive to vibrations.

**19.) According to the passage, one scientific assumption about elephants is that ----**

- A. the forest lands and plains of East Africa is their ideal environment
- B. they can sense all levels of vibration equally well
- C. the up-and-down movement of their feet is a means of communication
- D. their sense of hearing enables them to pick up sounds up to 16 km away
- E. their whole body is covered with extremely sensitive cells

When George Orwell was asked by a journalist about his career as a writer, he gave the following account of himself: "From a very early age, perhaps the age of five or six, I knew that when I grew up I should be a writer. Between the ages of about seventeen and twenty-four I tried to give up this idea, but I knew that sooner or later I should have to settle down and write books. I was the middle child of three, but there was a gap of five years on either side, and I barely saw my father before I was eight. For this and other reasons I was somewhat lonely, and I soon developed disagreeable habits which made me unpopular throughout my schooldays. I had the lonely child's habit of making up stories and holding conversations with imaginary persons; ambitions were mixed up with the feeling of being isolated and undervalued.

**20.) We learn from the passage, that during his years at school George Orwell ----.**

- A. used to entertain the other pupils with his funny stories
- B. collected a lot of material to use in his writings
- C. was an extremely ambitious pupil and often got very high grades
- D. was disliked because his behaviour was rather odd..
- E. was held in great respect on account of his literary talents

**21.) According to the passage, although at one period in his life Orwell rejected the idea, ----**

- A. he later decided to go in for journalism
- B. it was his father who encouraged him to be a writer
- C. he actually knew all along he would have to be a writer
- D. at a later period he devoted himself to the cause of lonely children at school
- E. at another period he tried to write plays

**22.) In the passage, Orwell suggests that his habit of inventing stories and talking to imaginary characters, ----**

- A. was essentially a result of his loneliness
- B. was a gift he had inherited from his father
- C. made him popular with his school friends
- D. was to continue all through his life
- E. had no bearing upon his career as a writer

Antarctese is the peculiar language used by the scientists and explorers of the Antarctic. Where did Antarctese come from? Words have drifted in from the languages of explorers of many nations. Old naval terms that have died out in the rest of the world have lived on in Antarctic bases. And, when it comes to language, Antarctica creates special needs. Where else do you need words for so many kinds of dreadful food, weather, snow or, for that matter, for penguins? All these influences have combined with words invented just for fun to create the unique vocabulary of Antarctese.

**23.) It is clear from the passage that Antarctese ----**

- A. has a very limited vocabulary, largely of naval terms
- B. is the revival of an old language
- C. is an odd combination of words from various languages as well as words made up for fun
- D. will go out of use in the near future, due to the fact that so few people use it
- E. is rapidly gaining in popularity

**24.) According to the passage, the language of Antarctica ----**

- A. has developed to meet the needs of the scientists and explorers there
- B. is essentially made up of old naval expressions
- C. is used by scientists and explorers in many parts of the world
- D. is attracting a great deal of attention throughout the world
- E. is surprisingly rich and expressive

**25.) This passage is mainly concerned with ----**

- A. how old naval terms can still be used
- B. the life and the needs of the scientists and explorers in Antarctica
- C. the nature of Antarctese and why it came into being
- D. examples of the vocabulary used in Antarctese
- E. the impact of foreign languages or > Antarctese

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