

ÖABT İngilizce

Soru Kitapçık Numarası

00000000000004

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PEGEM AKADEMİ



2024 ÖABT İngilizce Türkiye Geneli 4-5-6 (3'lü Deneme)

KOMİSYON

ISBN 978-625-6287-19-8

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İstanbul Cad. İstanbul Çarşısı 48/48 İskitler/Ankara
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Yayıncı Sertifika No: 51818
Matbaa Sertifika No: 47865

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1-5: For these questions, choose the best word or expression to fill the spaces in the passage.

One application and extension of Krashen's input theory is the focus (1)---- how learners actually process input to connect grammatical forms with their meanings. Building on Krashen's views on input, some researchers suggested that when input is simplified and tailored to the level of the learner, learners are able to make connections between form and meaning and (2)---- convert input to intake. Intake is language that is comprehended and used by learners to develop a linguistic system that they then (3)---- to produce output in the language. It is argued by the researchers that beginning language learners need structured input activities that enable them (4)---- focus on meaning while they pay attention to form before they can use the language to produce output. Research across languages and with a variety of grammatical structures has (5)---- that instructional strategies that incorporate input are successful in helping learners build linguistic systems.

1.

- A) in
- B) at
- C) on
- D) near
- E) behind

2.

- A) for
- B) since
- C) as
- D) thus
- E) however

3.

- A) use
- B) used
- C) to use
- D) are using
- E) are being used

4.

- A) for
- B) at
- C) on
- D) to
- E) in

5.

- A) inclined
- B) grasped
- C) hindered
- D) indicated
- E) placed

6-8: Answer these questions according to the passage below.

The term 'New Englishes' is primarily used for the varieties of English which have developed in Outer Circle in which there are such countries as Bangladesh, India, Ghana, Malaysia, Nigeria, Singapore, Sri Lanka and Tanzania. All such varieties – which exist in practically every continent – are transplanted and have therefore also been labelled 'diaspora' varieties. The use of the term 'new' is a misnomer; in a historical and linguistic sense these varieties are not new. In South Asia, English was institutionalized in 1835 with the Minute of Thomas B. Macauley. English also has a long history in parts of Africa and Southeast Asia. The 'new-ness' of these varieties lies in the recent recognition of their linguistic and literary institutionalization. From the 1960s these varieties attracted the serious attention of scholars working in the fields of linguistics, sociolinguistics, lexicography, language acquisition, and literature. The New Englishes have a long history of acculturation in geographical, cultural, and linguistic contexts, quite different from the developments of English in the Inner Circle in which there are Australia, Canada, UK, New Zealand and the USA. The term 'World Englishes' is a synonym for 'New Englishes.' It symbolizes formal and functional variation, diverse sociolinguistic and pragmatic contexts, and canons and canonicities that the English language embodies in its global multilingual and multicultural contexts.

6. What is the primary purpose of the author of the passage?

- A) to argue for the fact the English language spoken in the USA is better than that of in Singapore
- B) to provide the readers with background information on the terminology of 'New Englishes'
- C) to argue against those who are in favour of English used as a lingua franca of the world
- D) to lay out the types of the English language as part of its being the lingua franca of the world
- E) to inform the readers about the current situation of the language in Australia and New Zealand

7. The author states that the varieties of English spoken in such countries as Singapore and Ghana are 'new' because ----.

- A) the English language used in these countries have recently been acknowledged as part of their linguistic and literary aspects
- B) the varieties spoken in Singapore is rather different from that of being spoken in Ghana based on their structural properties
- C) when people prefer this 'new' variety, it becomes the major lingua franca of the society in which it is being spoken in most domains
- D) the structure of that 'new' variety is very different from the structure of the ordinary standard British English spoken in UK
- E) people prefer 'new' varieties over 'old' ones just because of the fact that they need new aspects of communication in the society

8. By using the terms 'Inner' and 'Outer Circle', the author implies that ----.

- A) both the Inner and the Outer Circle acknowledge the fact that English has become a lingua franca over the years and it exists through the distinct linguistic preferences of the users
- B) the sociolinguistic and sociodemographic circumstances found in these countries can only be developed and become visible through consistent use of the English language
- C) the arguments against the 'New Englishes' are in vain considering the fact that major parts of the world today prefer English over various languages such as Turkish, French, and German
- D) almost half of the world population is still persistent on the use of New English in order to find new ways of communicating in the target language environment
- E) the Inner Circle involves the countries where English is used as the primary language while the Outer Circle denotes the countries where English usage has some colonial history

9-11: Answer these questions according to the passage below.

In early communication theory, listening is viewed as part of a transactional process – a kind of conduit – in which all participants are simultaneously sending and receiving messages. Later communication theory views speaking and listening as equal parts of a co-construction process. In both views of a communicative transaction, a listener is ‘speaking’ continuously through non-verbal responses as well as through periodic verbal responses. The speaker simultaneously ‘listens’ to these non-verbal and verbal messages and adapts his or her communicative behaviour, attitudes, and affective states according to an assessment of how he or she is being understood. Listening then becomes an interactive and co-constructive process in which the outcomes of any communication include renewed perceptions of self, other and the relationship. In this view, the goal of listening is not primarily comprehension of messages, but rather establishing interactive connections with one’s interlocutors and mutually moving toward goals. These goals may be related to mutual comprehension of messages in the discourse, but they will also be related to adjustments in the ‘relationship system’ between the speakers. Thus, studies focusing on the later communication theory deal with actions in human behaviour. Systems theory is one theory of action that views interactions dynamically, in that each person in an interaction is seen as contributing to stated or unstated goals of the group. Each person’s actions, in the form of verbal and non-verbal behaviour, are reflected in the communicative states of the system. The communicative states of the system – a dyad or a larger group – can be determined by examining the disclosure patterns and speaker boundaries formed during the interaction.

9. Which of the following statements is true considering the difference between early and later communication theories?

- A) The earlier communication theories focus on the dyadic nature of speakers and listeners and assert that there may be misunderstandings based on the speakers.
- B) There occurs a major difference on the accounts of how a listener listens to his or her peer during the communication and how specific responses are given.
- C) Both of these theories missed the major aspect of the communication: The context, or the domain in which the communicative encounter takes place.
- D) The difference lies in the notion of speaker in that, the later communication theory asserts that a person is both speaker and listener during the communication.
- E) The later theory tackles the speaker as the only person in the communication since the meaning is totally based on how it is constructed by the language users.

10. It is stated in the passage that earlier communication theories ----.

- A) differ from the other communication theories considering how the communication takes place in different social context
- B) view listening as an action which participants in the communication send and receive messages through a channel at the same time
- C) misinform the scholars about the very basic nature of the communicative encounter: the participants who are in charge of sustaining the message
- D) argued against that of newer theories in the sense that the later theories missed the importance of the speaker as a participant of communication
- E) regard the communication is the product of both speaker and listener who are engaging in the communicative encounter one by one

11. According to the passage, why does the author state that the studies focusing on the later communication theory prioritize actions?

- A) The interactive basis of the communication is constructed by both speaker and listener and they decide on the verbal and non-verbal actions together.
- B) The importance of these studies is disregarded by the speakers engaging in the communication just because of the fact that listeners are not active in this process.
- C) Listeners are well aware of the fact that communication is one-sided phenomenon and is triggered by the intentions of the listeners regardless of the speaker.
- D) Both the speaker and listener are helpful in the communication when they are speaking in authentic contexts in specific domains such as asking for permission.
- E) When the speakers insist on continuing the communication, the listeners have the probability of disregarding the message constructed by the speakers.

12-14: Answer these questions according to the passage below.

The best way to learn is to teach. This is the message emerging from experiments in several schools in which teenage pupils who have problems at school themselves are tutoring younger children –with remarkable results for both sides. According to some research in America, pupil-tutoring wins ‘hands down’ over computerized instruction and American teachers say that no other recent innovation has proved so consistently successful. Jean Bond, who is running the special unit while on sabbatical from the Department of Education in Warwick University, says that the main benefit of tutoring is that it improves the adolescents’ self-esteem. “The younger children come rushing up every time and welcome them. It makes the tutors feel important whereas, in normal school lessons, they often feel inadequate. Everyone benefits. The older children need practice in reading but, if they had to do it in their own classes, they would say it was kids’ stuff and be worried about losing face. The younger children get individual attention from very patient people. The tutors are struggling at school themselves so, when the younger ones can’t learn, they know exactly why.” The tutors agree. “When I was little, I used to say I couldn’t do things when I really could,” says Mark Greger. “The boy I have been teaching does the same. He says he cannot read a page of his book so I tell him that, if he does it, we can play a game. That works.” The younger children speak warmly of their new teachers. “He doesn’t shout like teachers,” says eight-year-old Jenny of her tutor, Cliff McFarlane who, among his own teachers, has a reputation for being a handful. Yet Cliff sees himself as a tough teacher. “If they get a word wrong,” he says, “I keep them at it until they get it right.” Jean Bond has run two previous experiments. In one, six persistent truants, aged 15 upwards, tutored 12 slow-learning infants in reading and maths. None of the six played truant in any of the tutoring sessions. “The degree of concentration they showed while working with their tutees was remarkable for pupils who had previously shown little ability to concentrate on anything related to school work for any period of time,” says Bond. The tutors became ‘reliable, conscientious, and caring individuals’.

12. According to the writer, the tutor benefits from peer teaching by ----.

- A) being able to support himself and his family
- B) improving teaching skills to become better teachers
- C) improving their self confidence
- D) reacting against traditional classroom
- E) helping them to socialize and make new friends

13. According to the experiment in the text ----.

- A) students learn best when they are involved in teaching
- B) university students should supervise children
- C) students need special education in many cases
- D) learning can best take place in traditional class lessons
- E) school is unable to teach students what they need to learn

14. It can be inferred from the text that ----.

- A) tutors displayed discipline problems during the experiment
- B) teachers lived nearby the experiment school
- C) the tutors were below standard in school subjects
- D) students needed help mainly in math
- E) students enjoyed getting help from older students