



ÖABT İNGİLİZCE TAMAMI ÇÖZÜMLÜ ÇIKMIŞ SORULAR VE BENZER SORULAR

KOMİSYON

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7. It can be inferred from the passage that language professionals ----.

- A) think that the fewer mistakes a learner makes, the more and better he knows the language and uses it fluently
- B) have not taken any risks while performing language as much as learners have, as mistakes are not a part of language learning for them
- C) do not assess a learner's language knowledge with reference to speaking performance, but consider the nature of his or her knowledge
- D) know that fluency is a quality that changes according to the speech situation and the topic of conversation
- E) revise their superficial judgements once they have been long exposed to the foreign language speaking

8. According to the passage, the author's view regarding foreign language speaker's not making many mistakes ----.

- A) contradicts what many other linguists view that mistakes are constructive in developing knowledge of language
- B) is generally highlighting the lack of knowledge of pronunciation acquired inadequately from different sources
- C) is that this might not stem from good knowledge of language but from little risk-taking strategy and using only the best-known knowledge
- D) could be related to the context in which foreign language is performed as a part of natural communication
- E) overlaps with learners' mistakes in that both believe in the contribution of mistakes to the learning process

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

William Labov's study on Martha's Vineyard, conducted in the 1960s, significantly contributes to sociolinguistics. This small island off the Massachusetts coast was a backdrop for Labov's research into the link between language variation and social identity. Labov's investigation focused on the phenomenon of "linguistic accommodation" among the island's inhabitants, particularly their adaptation of speech patterns to reflect their local identity and resistance to linguistic change imposed by outsiders. One of the primary conclusions of Labov's study was the concept of "phonological change from below." He noted that the residents of Martha's Vineyard, particularly those who strongly identified with the island's fishing heritage, tended to exaggerate the local pronunciation of diphthongs, such as the vowel sound in the word "ride." Labov argued that this linguistic accommodation was a conscious effort by islanders to assert their distinct identity and resist the influence of mainland tourists and developers. It highlighted how language can serve as a powerful marker of social identity, helping to preserve and express a sense of community belonging. Labov's research also introduced the concept of "covert prestige," whereby speakers adopt non-standard linguistic features as a form of resistance against the dominant norms. In Martha's Vineyard, this covert prestige was associated with the local pronunciation, representing solidarity with the island's traditional culture. This aspect of Labov's study has had far-reaching implications for our understanding of linguistic variation and the complex interplay between language, identity, and social dynamics.

9. According to the passage, what was the primary focus of William Labov's study on Martha's Vineyard?

- A) Uncovering how individuals differ concerning their expression of regional identity
- B) Examining how language variation is connected to individuals' sense of social identity
- C) Forming a link between an individual's identity and occupational abilities
- D) Building on the fact that regional identity precedes social identity in variation
- E) Investigating the formation of social identities that result from occupational variation

10. According to the passage, why does the author mention “phonological change from below”?

- A) It describes how residents of Martha’s Vineyard exaggerated local pronunciations as a conscious effort to assert their distinct identity and resist external influences.
- B) The author of the passage uses this phrase because it highlights the interconnectedness of complex ideas that individuals possess in using language in different domains.
- C) The phrase is used to emphasise the importance of stability in language variation in contexts where a newcomer can change the overall pronunciation of words and phrases.
- D) The term denotes the impact of global politics on Martha’s Vineyard about regional conflicts, allowing individuals to produce a more nuanced form of linguistic variation.
- E) Change from below is important because people on Martha’s Vineyard prefer the outlanders’ way of pronouncing function words used in the daily language.

11. In the context of Labov’s study, what does “covert prestige” refer to?

- A) The deliberate efforts to protect tourists’ personal integrity towards those working on the island
- B) The comprehensive changes in an individual’s pronunciation in local domains
- C) The process of innovative technologies challenging established cultural norms
- D) The adoption of non-standard linguistic features as a form of resistance against dominant norms
- E) The use of artistic expressions to challenge the prevailing social values in the USA

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

Distance learning has become a crucial part of second language acquisition. It offers many advantages that help learners to achieve effective language learning. Firstly, it solves the issue of accessibility by allowing learners to access language courses and resources from anywhere in the world. This is especially important for those living in remote areas or with limited access to traditional educational institutions. Secondly, distance learning provides flexibility, allowing learners to customise their language acquisition journey to fit their schedules and learning styles. This flexibility is particularly valuable for working professionals, students, and individuals with familial commitments, enabling them to pursue language acquisition without disrupting their daily lives. Another significant advantage of distance learning in second language acquisition is the abundance of online resources. Learners can access a wide range of multimedia materials, interactive exercises, and authentic content, which expose them to real-life language usage. This exposure to diverse linguistic contexts enhances learners’ comprehension and communication skills, preparing them for the complexities of real-life language interactions. Additionally, distance learning often incorporates innovative technologies and communication tools, such as video conferencing, collaborative online platforms, and language learning apps. These tools facilitate interactive communication and collaboration among learners, creating virtual communities of practice where language skills can be honed in authentic social contexts.

12. What is one of the key advantages of distance learning mentioned in the passage?

- A) It restricts access to language courses and resources when students have problems with a stable internet connection.
- B) It requires learners to follow a strict schedule in contexts where topics are crucially related to one another.
- C) It focuses extensively on traditional educational institutions and their schedules.
- D) It enables students to work with professionals who are found far from them.
- E) It provides flexibility for learners to tailor their language acquisition to their needs.

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

- A) to provide the readers with a background on the history and development of distance learning
- B) to highlight and discuss the significance of distance learning in contexts of second language acquisition
- C) to point to a need for distance learning in contexts where students need further assistance in learning
- D) to argue against those who favour in-class participation in second language learning environments
- E) to feature one of the key components of second language acquisition, namely distance learning

14. According to the passage, what is the contribution of innovative technologies in distance learning to second language acquisition?

- A) These platforms provide offline dialogue and teamwork among learners, fostering offline communities dedicated to improving language proficiency in similar contexts.
- B) Such tools facilitate dynamic interactions between learners and instructors that nurture the first language where the second language falls short.
- C) They enable active communication and cooperation among learners, establishing virtual communities where language skills can be developed within genuine social settings.
- D) They aid interactive engagement and cooperative learning among peers, comparing the earlier and later topics.
- E) By enabling live discussions and collaborative efforts, they create a rich environment for instructors to design syllabus materials faster than ever.

15-17: Answer these questions according to the passage below.

In authentic classroom settings, the interaction between instructors and students is a linchpin of education, wielding profound influence over the learning experience. It transcends conventional knowledge transfer, weaving together various elements that enrich the educational journey. At its core, instructor-student interaction facilitates the exchange of knowledge. Instructors act as guides, imparting expertise, demystifying complex concepts, and providing vital feedback. This exchange empowers students, cultivating critical thinking and a profound understanding of the subject matter. Beyond information transfer, classrooms allow for personalised guidance. Instructors identify strengths and weaknesses, offering tailored support that enhances self-esteem and confidence while optimising academic performance. Moreover, this interaction kindles motivation and engagement. A supportive rapport inspires students to take a genuine interest in the subject matter, fostering participation and deeper comprehension. Additionally, the classroom environment nurtures a sense of belonging. Instructors create inclusive spaces where questions, opinions, and discussions flourish. This enriches the learning experience and hones vital social and communication skills. In conclusion, the interplay between instructors and students in authentic classrooms encapsulates knowledge sharing, personalised support, motivation, and community-building. It is the bedrock of effective education, fostering intellectual growth, igniting a passion for learning, and nurturing well-rounded individuals equipped to excel in the world.

15. What would be the best title for this passage?

- A) The Crucial Role of Instructor-Student Interaction in Authentic Classrooms
- B) The Role of Students in Insisting on the Missing Knowledge in Classroom Environments
- C) The Facilitation of Instructor-Student Interaction Where Students Fail to Learn a Topic
- D) Exchange of Interaction between Instructors and Students in Foreign Language Classes
- E) The Importance of Information Transfer between Instructor and Student in Second Language Acquisition

16. It is implied in the passage that ----.

- A) instructor-student interaction provides the classroom environment with enjoyable topics that students can easily follow
- B) in authentic environments, the interaction between instructors and students promotes and enhances analytical thinking
- C) well-rounded individuals can only be equipped with severe issues in authentic classroom environments
- D) instructor-student interaction is vital for the social development of students who have no clue about learning
- E) enhancing the critical thinking capacity of students is also possible in a home environment where students interact with their caregivers

17. How does instructor-student interaction enhance students' self-esteem and confidence in the passage?

- A) Instructor-student interaction is essential in the sense that it critically complements students' vast amount of interaction needs that they miss in the home setting.
- B) Both instructors and students engage in discussions about self-esteem and self-confidence when they need further assistance over a hard-to-explain topic.
- C) Students develop various self-assurance skills that boost their self-esteem even when they do not feel any need to interact with their instructors in the classroom settings.
- D) Instructor-student interaction offers personalised support and guidance that addresses individual strengths and weaknesses, thereby boosting students' self-assurance and self-esteem.
- E) Teachers, or instructors in other way, can help students with boosting their performance tasks by adding further assistance to develop their self-esteem

18-20: Answer these questions according to the passage below.

Research involving the interaction between humans and chimpanzees has always fascinated scientists. These experiments provide a unique insight into human-animal communication, cognition, and social behaviour complexities. They also offer a glimpse into the cognitive abilities of our closest living relatives and provide insights into the origins of language and social cooperation. A critical area of research involves teaching chimpanzees sign language or symbolic communication systems. Researchers like Francine Patterson and Roger Fouts pioneered this field by learning chimpanzees such as Koko and Washoe to communicate with humans using American Sign Language (ASL). These experiments revealed that chimpanzees could acquire a vocabulary of signs, comprehend syntax, and even express emotions, demonstrating a level of linguistic and cognitive sophistication that was previously underestimated. Moreover, studies involving cooperative tasks have shown that chimpanzees deeply understand cooperation and reciprocity. In experiments like the "Ultimatum Game," chimpanzees were able to negotiate and share resources fairly, challenging previous assumptions about the uniqueness of human cooperation. In these interactions, humans play a significant role as facilitators and collaborators. The ability to engage in mutual understanding and collaboration across species highlights the shared social and cognitive mechanisms between humans and chimpanzees. However, it is crucial to recognise that these experiments raise ethical questions about the treatment and captivity of chimpanzees and the nature of their participation in scientific research.

18. What is one of the significant findings from experiments involving human-chimpanzee interactions mentioned in the passage?

- A) Chimpanzees, except for the American Sign Language, cannot comprehend human sign language.
- B) Chimpanzees can master the vocabulary of signs and complex grammatical structures.
- C) Chimpanzees cannot engage in cooperative tasks that human agents govern.
- D) Chimpanzees can build authentic vocabulary in diverse contexts where there are not any human beings.
- E) Chimpanzees do not express emotions when they are not instructed to do so.

19. According to the passage, what ethical concerns are raised by experiments involving human-chimpanzee interactions?

- A) Scholars found it challenging to teach ASL to chimpanzees because they had hardships in hand movements.
- B) Scientists raised their voices against using chimpanzees in research because they lack linguistic competence.
- C) Scholars criticised those who involved chimpanzees in research because chimpanzees move faster than human beings.
- D) Concerning the experiment conditions, ethical concerns are directed towards the nutritional behaviours of chimpanzees.
- E) Regarding chimpanzees' participation in scientific research, ethical concerns about their captivity and well-being are raised.

20. According to the passage, how does the ability to engage in mutual understanding and collaboration across species contribute to our understanding of the relationship between humans and chimpanzees?

- A) It challenged the idea that humans and chimpanzees have distinct social and cognitive mechanisms.
- B) It demonstrates that chimpanzees possess more advanced social skills than humans.
- C) It proves that humans and chimpanzees cannot collaborate effectively in various settings.
- D) It indicates that chimpanzees are incapable of mutual understanding.
- E) It argues against the idea that chimpanzees lack educational skills.

21. Which of the following sentences contains a structural ambiguity?

- A) The boy ate the apple under the table.
- B) The woman in my office cannot bear children.
- C) We booked a room that was very close to the bank.
- D) The tourists complained that they had trouble following the guide.
- E) He filled the pen right after the meetings.

22. In which of the following sentences does the pronoun 'he' necessarily refer to someone other than John?

- A) It embarrassed John that he forgot his credit card.
- B) He knew that John had lost his keys.
- C) That he broke the vase shocked John.
- D) Since he was sacked, John cried.
- E) John left because he wanted to.

23. Which of the following sentences does not contain a collective noun?

- A) The family has decided to move to another city.
- B) The Government has been considering further tax cuts.
- C) Measles causes fever and small red spots that cover the whole body.
- D) The target audience for the advertisement was mainly teenagers.
- E) All the local clergy were asked to attend the ceremony.

24. In which of the following sentences is the definite article 'the' misused?

- A) People from the Maldives are used to travelling long hours to get anywhere.
- B) The men approach conflict differently in comparison to their opposite gender.
- C) With screaming hooligans, the stadium was a place of total chaos.
- D) The extreme volumes of car emissions produced in developing countries can be a leading factor in overall environmental pollution.
- E) The White House is a monumental building worth seeing in Washington D.C.