

Bu kitabın basım, yayım ve satış hakları Pegem Akademi Yay. Eğt. Dan. Hizm. Tic. AŞ'ye aittir. (Öğreti Akademi yayınları bir Pegem Akademi markasıdır.) Anılan kuruluşun izni alınmadan kitabın tümü ya da bölümleri, kapak tasarımı; mekanik, elektronik, fotokopi, manyetik kayıt ya da başka yöntemlerle çoğaltılamaz, basılamaz ve dağıtılamaz. Bu kitap, T.C. Kültür ve Turizm Bakanlığı bandrolü ile satılmaktadır. Okuyucularımızın bandrolü olmayan kitaplar hakkında yayinevimize bilgi vermesini ve bandrolsüz yayınları satın almamasını diliyoruz.

**2. Baskı:** Ankara

Proje-Yayın: Şewal Aksoy  
Dizgi-Grafik Tasarım: Tolga Durğun  
Kapak Tasarımı: Öğreti Akademi

**Baskı:** Sonçağ Yayıncılık Matbaacılık Reklam San Tic.  
Ltd. Şti.  
İstanbul Cad. İstanbul Çarşısı 48/48 İskitler/Ankara  
Tel: [0312] 341 36 67

Yayıncı Sertifika No: 51818  
Matbaa Sertifika No: 47865

### TÜRKİYE'DE İLK DEFA TÜM KİTAPLAR YANINDA; CEPTE, TABLETTE VE MASANDA

#### Hibrit kitaplarda kullanıcılar;



1 Çözümleri görebilir.



Çözümlere erişim sağlamak için QR kodu okutunuz.

Pegem Kampüs web sitesi üzerinden hibrit kitabınıza ve soru robotunuza erişebilmek için aşağıdaki adımları takip



Mevcut tarayıcınızın adres çubuğuna [arti.pegemkampus.com](http://arti.pegemkampus.com) yazarak web sitemiz üzerinden hibrit kitaba erişim sağlayabilirsiniz.



2. Adım Aktivasyon

Üyelik bilgileriniz ile giriş yaptıktan sonra sol menüde yer alan "Aktivasyonlarım" sekmesine girerek kodunuzu aktif edebilirsiniz.



3. Adım Ürünlerim

Aktivasyon işleminizi tamamladıktan sonra menüde aktif hâle gelen "Hibrit Kitap" sekmesine tıklayarak içeriklere ulaşabilirsiniz.



**Aktivasyon kodu kitabınızın ilk sayfasında yer almaktadır.**  
**Aktivasyon kodu ile aktif ettiğiniz hibrit kitaba erişim 31.08.2024 tarihine kadar geçerlidir.**



Pegem Kampüs İletişim Hattı  
**0312 418 51 55**

**İletişim:**

Shira Ticaret Merkezi, Macun Mahallesi 204 Cad. No: 141/33, Yenimahalle/Ankara

Yayınevi: 0312 430 67 50

Dağıtım: 0312 434 54 24

Hazırlık Kursları: 0312 419 05 60

İnternet: [ogreti.com](http://ogreti.com)

E-ileti: [ogreti@ogreti.com.tr](mailto:ogreti@ogreti.com.tr)

Bu testte 75 soru vardır.

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

Analytic, or analytical, philosophy can be any of many things. The term **(1)**---- describe philosophy that proceeds via analysis, broadly **(2)**---- seeking to understand the composition of its subject matter out of simple components. In a prominent but secondary sense, 'analytic philosophy' **(3)**---- most philosophy carried out in the mainstream of Anglo-American university philosophy departments together with philosophy that bears a suitable family resemblance **(4)**---- it: work within the so-called analytic tradition. **(5)**---- the two senses of 'analytic philosophy' described above are quite different, it is not an accident that the same expression is used for both.

1.

- A) was used to
- B) is used to
- C) uses to
- D) used to
- E) had been used to

2.

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

3.

- A) abstains from
- B) stems from
- C) applies to
- D) excludes for
- E) exaggerates in

4.

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

5.

- A) Thus
- B) Because
- C) In that
- D) Regardless
- E) Although

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

*Interface* is an important asset of Graphical User Interface (GUI). In pedagogical terms, an interface is the aspects of a computer that allow the user to have sensory interaction with a program. The screen can present an interface in many different ways, most of them controlled by a mouse cursor or by keyboard commands. On screen, one can use a mouse and keyboard – or even a finger with touch screens – for commands to press buttons, turn dials, move sliders and drag images and text from one place to another. Drop down menus, such as on the Microsoft *Windows* interface, are a widely used interface tool. Interfaces, like computers, are largely pan-cultural phenomena, similar the world over because of the need for standardization and the reluctance of software and hardware manufacturers to localize products for small audiences. However, some interfaces in countries such as China are often navigated with graphics tablets on which the user can draw word characters. A few strokes often prompt one or more predicted choices (e.g., Chinese words with a sense of liquid might be prompted by the three-drop radical representing water) based on a combination of lexical context and what the program has learned from the most frequent choices of the learners.

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

- A) to provide the readers with a background on the concept of interface in relation to pedagogy and language teaching
- B) to set the boundaries between interface and Graphical User Interface that went hand in hand with one another in the field
- C) to argue against why teachers of foreign language pedagogy should not disregard the importance of pedagogy in computer mediated communication
- D) to put stress on the concept of interface and how its effects have been disregarded considering the sensory interaction
- E) to argue that interface is a pan-cultural phenomenon that does not vary from culture to culture, and to classroom to language teaching

**7. It is stated in the passage that interfaces used in China ----.**

- A) are also regarded as pan-cultural because the interface they follow shows similarities with that of used in the purpose of English used in various countries in the world
- B) are only used in language teaching purposes because Chinese characters are hard to follow on computer screens so they need touch-based screens and interfaces
- C) are different from that of English because Chinese has words of different origins, such as English and Persian, that belong to different language families
- D) are similar to that of used in computers that follow Graphical User Interface but in different colours showing various characters
- E) are rather different from the rest of the world because Chinese has different and diverse characters that represent words in the language

**8. According to the passage, screens ----.**

- A) are of various types depending on what language users pick to learn in the classroom
- B) are not employed in the classroom settings because they are portable
- C) are important components of interfaces that users employ to interact with the software
- D) are one of the key aspects of language teaching in today's world
- E) are important sources of information in the classroom environment

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

During the last decade, research in the social sciences has paid increasing attention to the dilemmas and contradictions that the so-called conditions of "late modernity" have posed to nationally oriented ideas about language, culture and identity. These conditions involve widespread socio-economic, institutional, cultural and linguistic changes, including the information revolution associated with rapidly changing socio-economic networks, the intensification of cultural and linguistic diversification leading to growing complexity and unpredictability of the way social life is arranged through daily practices, and the global expansion of late capitalism and its associated forms of selective privatisation of public services. In the light of these changes, nation-states have had to reposition themselves and adjust the uniform "one state/one culture/one language" discourses that underpinned the ideological framework of modern nationalism. This is leading to what has been described as an ideological shift from defining languages as bounded/separate entities tied to supposed ethno-national communities towards a new emphasis on multilingualism where earlier linguistic ideologies coexist with new discourses in which languages are also seen as technical skills or commodities in the globalised post-industrial/services-based market. More specifically, this set of institutional, cultural and sociolinguistic changes has been linked to the increasingly fragmented nature of the overlapping and competing identities associated with new complexities of language-identity relations and new forms of multilingual language use. Thus, this new panorama is having considerable impact on the social sciences since researchers are shifting their analytical interest away from normative institutional frames of action in fixed space-time locations. These researchers now have greater interest in trans-local, trans-cultural and trans-lingual practices whereby social actors creatively co-construct and negotiate meanings across changing social networks, communicative genres and regional/national boundaries.

**9. What would be the best title for the passage?**

- A) Language and Identity in Late Modernity
- B) Sociolinguistics and Its Role in the Society
- C) Social Variation of Language in Terms of Social Class
- D) Social Class and Language Habits of Language Users
- E) Complexity and Unpredictability of Variation

**10. According to the passage, which of the following is not among the conditions of late-modernity?**

- A) the widespread and global expansion of late capitalism and its tools
- B) the privatization of public services that are accessible to wide audience
- C) accelerated changes observed in the already-established socio-economic networks
- D) inequalities observed in wages of people working heavy industries
- E) unpredictable social practices that result in complex social life

**11. It is implied in the passage that identity in today's world ----.**

- A) is one of the topics that to be studied by sociolinguists of any country because identities are fluid and ever-changing more than ever
- B) is hard to make sense of because the new modernity reshaped identity by changing institutional, cultural and sociolinguistic environment
- C) is not a tool for uncovering diverse social and institutional backgrounds of a specific social class because it always changes from bottom to top
- D) can only be accounted by a sociolinguist who pays attention to the ongoing changes observed in the late modernity
- E) is not one of the concerns of a sociolinguist because language variation is important in the sense of class-based societal structure

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

Across Hopi lands, there are places of importance to the Hopi people that have been assigned Hopi language names. Some of the Hopi names have been erased over time by English names (i.e., the Grand Canyon, San Francisco Peaks), but others have been maintained in their Hopi language referents – i.e., Hopi villages: Oraibi (pronounced Orr-rye-vee), Kykotsmovi (pronounced Kee-koats-moe-vee). Today the Hopi language struggles to maintain its prominence and use among Hopi people; based on a 1998 language survey of 200 Hopi people, fluency was highest (100% among elders 60 years and older), but was lowest (5%) among children (age 2–19). To address this loss, organizations like Mass Media Inc. produce Hopi language-learning materials and sponsor language-learning events and programs. Hopi place names often refer to specific geologic or ecologic characteristics of places. For example, San Francisco Peaks, called Nuvatukya’ovi, (pronounced: Nuh-vaa-doo-kyaa-oh-vee) can be translated to mean “snow butte on top place.” Tonto Basin, known in Hopi as Wukoskyavi means “big valley.” Such Hopi place names offer reference to landscape characteristics and markers, as opposed to referencing Catholic saints (“San Francisco”) or referencing the Spanish term (“ton-to” meaning stupid or ignorant) pejoratively assigned to the Dilzhe’e Apache tribe that lived in the area south of the Hopi mesas. Hopi place names can also refer to aspects of the natural world, such as types of vegetation or natural resources (i.e., stone, clay) that can be found in certain areas, or reflect the cultural significance of Hopi places. For example, the Hopi name “Itaakuku” (meaning “our footprints”) is used to refer to any old and non-inhabited Hopi archaeological sites, rock art, or old artifacts found across Hopi lands. Overall, Hopi place names demonstrate an ecological and cultural value for the land and its important cultural sites.

**12. According to the passage, although Hopi place names follow specific geologic characteristics, ----.**

- A) certain place names do not follow this since their ancestors leave their footprints on stones, rocks and some other places
- B) names that belong to saints or neighbouring countries or cultures are borrowed as how they are used by them
- C) their struggle to use their own language is a matter of respect in different perspectives such as education and tourism
- D) they leave their footprints on several rocks and stones meaning that they have not touched these places
- E) the tourism industry makes use of these names to publish brochures and pamphlets that feature Hopi trust

**13. It is stated in the passage that Hopi people ----.**

- A) are well aware of the fact that they use a different approach in naming certain places and sites
- B) lost their ancestral footprints thinking that they have vast historical background in terms of the civilization
- C) are somehow in the maintenance process of featuring their language in the speech community
- D) and their civilized neighbours such as Spanish-speaking societies came together to standardize their language
- E) have specific respect for the saints so they give their names on various geographical sites such as San Francisco

**14. What would be the primary purpose of the author of the passage?**

- A) to discuss the importance of linguistic relativity in terms of the living conditions of the Hopi people
- B) to argue against why the Hopi people neglect their ancestors by not giving their names to certain places
- C) to let the readers know about an unusual situation among the Hopi people – naming certain places
- D) to provide the readers with a background on how native American societies give names for their ancestors
- E) to evaluate the meaning-making process among the Hopi tribes and how they are endangered

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

We simply don't know how language originated. We do know that the ability to produce sound and simple vocal patterning appears to be in an ancient part of the brain that we share with all vertebrates, including fish, frogs, birds and other mammals. But that isn't human language. We suspect that some type of spoken language must have developed between 100,000 and 50,000 years ago, well before written language (about 5,000 years ago). Yet, among the traces of earlier periods of life on earth, we never find any direct evidence or artifacts relating to the speech of our distant ancestors that might tell us how language was back in the early stages. Perhaps because of this absence of direct physical evidence, there has been no shortage of speculation about the origins of human speech. In the biblical tradition, as described in the book of Genesis, God created Adam and "whatsoever Adam called every living creature, that was the name thereof." Alternatively, following a Hindu tradition, language came from Sarasvati, wife of Brahma, creator of the universe. In most religions, there appears to be a divine source who provides humans with language. In an attempt to rediscover this original divine language, a few experiments have been carried out, with rather conflicting results. The basic hypothesis seems to have been that, if human infants were allowed to grow up without hearing any language around them, then they would spontaneously begin using the original God-given language.

**15. What would be the suitable title for this passage?**

- A) The Language of Animals
- B) The Similarity Between Human Languages and Animal Languages
- C) Investigation on Languages
- D) The Origin of Language
- E) God-Given Language

**16. It is stated in the passage that ----.**

- A) the languages spoken by people are similar to the languages spoken by animals
- B) the origin of language is a thing not far beyond speculation
- C) written language emerged before spoken language
- D) we certainly know that language originated 100,000 and 50,000 years ago
- E) the direct evidence from the book of Genesis shows us how languages became widespread

**17. It is understood from the passage that ----.**

- A) we are certain that languages exist whenever human exists
- B) we have lots of direct physical evidence about when spoken languages emerged
- C) people haven't made enough research about languages
- D) the knowledge about language obtained from different religions is inconsistent
- E) all vertebrates, including fish, frogs, birds and other mammals can speak like humans

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

FOXP2 and its gene were discovered as a result of investigations on an English family known as the KE family, half of whom suffered from a speech and language disorder called developmental verbal dyspraxia. Their case was studied at the Institute of Child Health of University London College. In 1990 Myrna Gopnik, Professor of Linguistics at McGill University, reported that the disorder-affected KE family had severe speech impediment with incomprehensible talk, largely characterized by grammatical deficits. She hypothesized that the basis was not of learning or cognitive disability, but due to genetic factors affecting mainly grammatical ability. In 1995, the University of Oxford and the Institute of Child Health researchers found that the disorder was purely genetic. Remarkably, the inheritance of the disorder from one generation to the next was consistent with autosomal dominant inheritance, i.e., mutation of only a single gene on autosome acting in a dominant fashion. This is one of the few known examples of Mendelian (monogeniinheritance for a disorder affecting speech and language skills, which typically have a complex basis involving multiple genetic risk factors.

**18. What would be the suitable title for this passage?**

- A) Illnesses of KE Family
- B) The Investigations at the Institute of Child Health
- C) Learning Disabilities
- D) The Varieties of Language Disorders
- E) The Reason for Dyspraxia

**19. It is understood in the passage that FOXP2 and its gene ----.**

- A) cause people to have learning problems
- B) are found by accident
- C) result in dyspraxia
- D) result from language disorder
- E) are not found in the investigation on KE family

**20. It is stated in the passage that ----.**

- A) all members of KE family have dyspraxia
- B) dyspraxia is a kind of learning disability
- C) the cause of dyspraxia hasn't been known
- D) dyspraxia is caused by genetic factors
- E) cognitive disability is the result of genetic factors

**21. Which of the following matchings is incorrect concerning the type of the verb?**

- A) I weigh 50 kilograms. (stative)
- B) Teachers are afraid to make any policy changes. (non-finite)
- C) She will help you. (transitive)
- D) I promise I call you. (performative)
- E) He made a big mistake. (ditransitive)

**22. In which of the following sentences is personal passive used?**

- A) It is believed that next generation will suffer from food shortage.
- B) Babies need mother to feel confidence.
- C) Parents don't know that their children need to be understood.
- D) It is thought that technology makes people stupid.
- E) Men are known to be less sensitive than women.