ADIM ADIM E-TEP · BECERİ MODÜLLERİ

Modül 2
Okuma

Daha hızlı okumak, daha doğru anlamak

e-TEP'e hazırlanan adaylar için kapsamlı okuma çalışma modülü

- Okuma araştırmalarına dayanan sınav stratejileri
- Sekiz metinlik hızlı okuma programı ve hız çizelgesi
- Uzun cümleler, metin yapısı, çıkarım ve yazarın tutumu
- Sınavdaki her soru türü için yeni metinler
- Sınav biçiminde 30 soruluk tam uygulama testi

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İngiliz Dili Eğitimi

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Adım Adım e-TEP · Modül 2: Okuma
Daha hızlı okumak, daha doğru anlamak

Yazar: Prof. Dr. Talip GÖNÜLAL

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Modüldeki okuma metinleri ve sorular yazar tarafından bu modül için özgün olarak hazırlanmıştır. Metinlerdeki bazı kişi, kurum ve rakamlar alıştırma amaçlıdır ve kurgusaldır.

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Bu modül hakkında

e-TEP'in okuma bölümünde 60 dakikada beş metin okuyup 30 soruyu cevaplarsınız. Adayların bu bölümde yaşadığı sorunlar genellikle üç başlıkta toplanır: Süre yetmez, uzun cümlelerde anlam kaybolur ya da metni anladıkları halde seçenekler arasında yanlış olanı seçerler. Bu modül, bu üç sorunun her biri

için ayrı ayrı çalışma imkanı sunuyor.

Modüldeki öneriler okuma araştırmalarına dayanıyor. İyi bir okuyucunun yalnızca "hızlı" ya da "dikkatli" okumadığını, amaca göre okuma biçimini değiştirdiğini biliyoruz. Bir sorunun cevabını bulmak için metni taramak başka, yazarın tutumunu anlamak için bir paragrafı dikkatle okumak başka bir beceridir. e-TEP'in okuma bölümü bu becerilerin hepsini ölçer. Bu yüzden modülün her bölümü, sınavdaki belirli bir soru türünün gerektirdiği okuma biçimini çalıştırıyor.

Modül, *Adım Adım e-TEP* kitabının okuma bölümünün genişletilmiş bir devamıdır, ama ondan bağımsız olarak da kullanılabilir. Metinlerin ve soruların tamamı yenidir. Sorular, sınavdaki gibi üç seçeneklidir.

Modülden en iyi verimi almak için şu dört öneriye uyun:

- **Okuma profilinizi çıkarın.** 1.5'teki tanı testi, hangi okuma becerinizin zayıf olduğunu gösterir. Çalışma planınızı buna göre yapın.
- **Hızınızı ölçün ve kaydedin.** Bölüm 2'deki hızlı okuma programını sekiz gün boyunca, her gün bir metin olarak uygulayın. İlerlemenizi çizelgeye işleyin.
- **Yanlışlarınızın nedenini yazın.** Bir soruyu yanlış yaptığınızda yalnızca doğru cevaba bakmayın; hangi tuzağa düştüğünüzü (kelime eşleşmesi, aşırı genelleme, metinde olmayan bilgi) not edin.
- **Sınav dışında da okuyun.** Okuma becerisi en çok okuyarak gelişir. Bölüm 8, sınav hazırlığınıza düzenli ve keyifli okumayı nasıl ekleyeceğinizi anlatıyor.

Hepinize kolay gelsin.

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Erzincan, Kasım 2026

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BÖLÜM 1

Okuma ve e-TEP

İyi okuyucular metni her zaman aynı biçimde okumaz. Bir otobüs saatini ararken tarifeyi tarar, bir sözleşmeyi imzalamadan önce her cümleyi dikkatle okur, bir haberin ne hakkında olduğunu anlamak için başlığa ve ilk cümleye göz atar. Bu bölümde, e-TEP'in okuma bölümünün hangi okuma biçimlerini ölçtüğünü, okumanın hangi katmanlardan oluştuğunu ve sizin şu anda nerede durduğunuzu göreceksiniz.

1.1 e-TEP okumayı nasıl ölçer?

Okuma bölümü 60 dakika sürer ve B1'den C1'e doğru zorlaşan beş bölümde 30 sorudan oluşur. Sorular arasında *Back* ve *Next* düğmeleriyle serbestçe dolaşabilirsiniz; metin ekranın solunda, sorular sağında durur ve metin üzerinde vurgulama aracı kullanılabilir. Soru türleri ve her birinin gerektirdiği okuma biçimi şöyledir:

Soru türü	Ne yaparsınız?	Hangi okuma biçimi?
Paragraf eşleştirme	Verilen bir bilginin hangi paragrafta geçtiğini bulursunuz.	Hızlı ve seçici okuma: paragrafların ana fikrine göz atmak, sonra ilgili cümleyi dikkatle okumak
Sıralama (metin tamamlama)	Metinden çıkarılmış parçaları uygun boşluklara yerleştirirsiniz; bir parça fazladır.	Dikkatli okuma: boşluğun önündeki ve arkasındaki cümleleri, bağlaçları ve gönderim sözcüklerini izlemek
Başlık eşleştirme	Paragraflara uygun başlıkları seçersiniz.	Paragrafın bütününü kavrayan okuma: ayrıntı değil, ana fikir
Çoktan seçmeli (üç seçenek)	Ayrıntı, kelime anlamı, gönderim, çıkarım, amaç ve tutum soruları.	Sorunun türüne göre: ilgili yeri bulmak için hızlı, cevabı seçmek için dikkatli okuma

NOT Sıralama ve eşleştirme sorularında her doğru yerleştirme ayrı ayrı puan getirir; yanlış cevaplar doğruları götürmez. Hiçbir boşluğu ve hiçbir soruyu boş bırakmayın.

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1.2 Okumanın iki türü: Dikkatli ve hızlı okuma

Okuma araştırmalarında sık kullanılan bir ayrım, dikkatli okuma (*careful reading*) ile hızlı, seçici okuma (*expeditious reading*) arasındaki ayrımdır (Khalifa ve Weir, 2009). Dikkatli okumada metindeki bilginin tamamını anlamaya çalışırsınız. Hızlı okumada ise yalnızca amacınıza yarayan bilgiyi seçersiniz. Her iki tür de cümle düzeyinde (*local*) ya da metnin bütünü düzeyinde (*global*) olabilir:

	Cümle düzeyinde	**Metin düzeyinde**
Hızlı okuma	**Tarama** (*scanning*): bir isim, rakam, tarih ya da anahtar kelimeyi bulmak.	**Göz gezdirme** (*skimming*): metnin ana fikrini ve yapısını hızla kavramak.
Dikkatli okuma	Bir cümlenin ya da iki cümle arasındaki ilişkinin tam anlamını çözmek.	Yazarın ana iddiasını, gerekçelerini, tutumunu ve metnin genel mesajını anlamak.

Başarılı adaylar bu türler arasında geçiş yapar: Önce göz gezdirerek metnin haritasını çıkarır, sonra soruya göre ilgili yeri tarayarak bulur ve en sonunda o kısmı dikkatle okur. Aptis sınavında okuma sırasında göz hareketlerini izleyen bir araştırma da başarılı cevapların çoğunlukla dikkatli okumayla ilişkili olduğunu, başlık eşleştirme gibi görevlerde ise adayların paragrafların ilk satırlarına yoğunlaştığını gösteriyor (Brunfaut ve McCray, 2015). Kısacası hızlı okuma, cevabın **nerede** olduğunu bulmanıza; dikkatli okuma ise cevabın **ne** olduğuna karar vermenize yarar.

1.3 Okumanın katmanları

Okumak, art arda çalışan birkaç sürecin birleşimidir. Alt düzeydeki süreçler otomatikleştikçe, zihniniz üst düzeydeki süreçlere, yani asıl anlamaya daha fazla yer açar.

Katman	**Ne olur?**	**Zayıfsa ne yaşarsınız?**
1. Kelime tanıma	Kelimeyi görür görmez tanır ve anlamını hatırlarsınız.	Yavaş okursunuz; her satırda duraksarsınız.
2. Cümle çözümleme	Cümlenin öznesini, yüklemini ve yan cümlelerini ayırırsınız.	Kelimelerin hepsini bildiğiniz halde uzun cümleyi anlamazsınız.
3. Cümlenin anlamı	Cümlenin söylediği bilgiyi kendi kelimelerinizle ifade edebilirsiniz.	Eşanlamlı ifadeyle yazılmış doğru seçeneği tanımazsınız.
4. Çıkarım	Metinde açıkça yazılmayanı, yazılanlardan yola çıkarak anlarsınız.	"Yazar ne düşünüyor?" sorularında zorlanırsınız.
5. Metnin modeli	Paragrafların birbiriyle ilişkisini ve metnin genel mesajını kavrarsınız.	Başlık eşleştirme ve sıralama sorularında takılırsınız.

Khalifa ve Weir (2009) modelinden sadeleştirilmiştir.

Bu modülün bölümleri bu katmanları sırayla çalıştırıyor: Bölüm 2 kelime tanıma ve akıcılığı, Bölüm 3 cümle çözümlemeyi, Bölüm 4 metin yapısını, Bölüm 5 ve 6 sınavın soru türlerini, Bölüm 7 ise çıkarım ve tutumu ele alıyor.

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1.4 Okuma hızı ve süre hesabı

İngilizceyi anadili olarak konuşan yetişkinlerin sessiz okuma hızı, yaklaşık 190 çalışmayı birleştiren bir meta-analize göre ortalama dakikada 238 kelimedir (Brysbaert, 2019). İngilizceyi yabancı dil olarak okuyanların hızı genellikle bunun altındadır. İyi haber şu: Okuma hızı çalışmayla gelişir. Kore'deki üniversite öğrencileriyle yapılan bir çalışmada, düzenli süreli okuma alıştırmalarından oluşan bir kursun sonunda 49 öğrenciden 47'si hızını artırmış, ortalama artış dakikada 79 kelime olmuştur (Chung ve Nation, 2006).

Hızın sınavda ne anlama geldiğini görmek için basit bir hesap yapalım. Beş metnin toplamının yaklaşık 2.500 kelime olduğunu varsayalım:

Okuma hızınız	Metinleri bir kez okumak	Sorulara kalan süre
Dakikada 100 kelime	yaklaşık 25 dakika	yaklaşık 35 dakika
Dakikada 150 kelime	yaklaşık 17 dakika	yaklaşık 43 dakika
Dakikada 200 kelime	yaklaşık 12,5 dakika	yaklaşık 47 dakika

Metin uzunlukları sınavdan sınava değişir; tablo yalnızca hızın etkisini göstermek için hazırlanmıştır.

Aradaki fark büyük görünmeyebilir, ama sınavda metinleri yalnızca bir kez okumazsınız: Sorulara cevap ararken ilgili kısımlara birkaç kez dönersiniz. Dakikada 100 kelime okuyan bir aday için bu dönüşler, son metne zaman bırakmamak demektir. Bölüm 2'deki hızlı okuma programının amacı, anlamanızı kaybetmeden hızınızı artırmaktır.

> **DİKKAT** "Dakikada 1.000 kelime okuyun" gibi iddialarla satılan hızlı okuma teknikleri konusunda temkinli olun. Okuma araştırmalarını gözden geçiren çalışmalar, hız belirli bir noktanın ötesine çıkınca anlamanın da düştüğünü gösteriyor (Rayner ve ark., 2016). Amacınız olabildiğince hızlı okumak değil, metni anlayarak daha akıcı okumaktır. Bu modüldeki hız çalışmalarında anlama oranınızın %70'in altına düşmemesine dikkat edin.

1.5 Okuma profiliniz: Tanı testi

Aşağıdaki iki metin ve 12 soru, altı farklı okuma becerisini ölçüyor. Sözlük kullanmadan çözün. Metin 1'i okumaya başlarken saate bakın ve metni bitirdiğinizde süreyi not edin; okuma hızınızı da hesaplayacağız.

Alıştırma 1.1 · Tanı testi

Metin 1 · The Comeback of Cold-Water Swimming

Every winter morning, a small group of people gather at a lake outside the city, take off their coats and walk into water that is barely above freezing. Ten years ago, they would have been seen as eccentric. Today, cold-water swimming is one of the fastest-growing outdoor activities in northern Europe, and clubs report long waiting lists for their beginners' courses.

> Supporters claim that regular cold dips improve mood, strengthen the immune system and reduce stress. Some of these claims have scientific support. Small studies have found that swimmers feel more alert and positive after a swim, and the sudden cold causes the body to release chemicals that help it deal with stress. However, most of these studies involved fewer than fifty people, and many of the participants were already experienced swimmers who enjoyed the activity. It is therefore difficult to know whether the cold water itself, the exercise or simply spending time outdoors with friends is responsible for the benefits.
>
> Doctors also point out that the activity is not without risk. When the body enters very cold water, breathing becomes fast and uncontrolled for the first minute, a reaction known as cold shock. This can be dangerous for people with heart problems, and even healthy swimmers can get into difficulty if they stay in too long. For this reason, experienced swimmers never swim alone and rarely stay in the water for more than a few minutes in winter.
>
> For those who want to try it, the advice is simple: start in summer, when the water is warmer, and let the body adapt gradually as the temperature drops. As one club organizer puts it, "The lake isn't going anywhere. There's no need to rush."

Metin 1: 284 kelime. Okuma süreniz: ……. dakika ……. saniye

1. *What is the text mainly about?*
   A. a popular activity, its possible benefits and its risks
   B. how to start a swimming club
   C. why cold water is dangerous for everyone
2. *According to paragraph 1, what shows that the activity has become popular?*
   A. Many lakes have been cleaned.
   B. Clubs have long waiting lists.
   C. Swimmers are no longer called eccentric.
3. *What does "eccentric" in paragraph 1 mean?*
   A. unusual and strange
   B. brave
   C. healthy
4. *What does the writer suggest about the studies in paragraph 2?*
   A. They prove that cold water improves mood.
   B. Their results may have other explanations.
   C. They were carried out by doctors.
5. *What does "This" in paragraph 3 ("This can be dangerous") refer to?*
   A. cold shock
   B. a heart problem
   C. swimming alone
6. *What do experienced swimmers do?*
   A. They swim alone early in the morning.
   B. They avoid swimming in summer.
   C. They stay in the water only briefly in winter.

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7. *Why does the writer quote the club organizer?*
   A. to show that beginners should take their time
   B. to criticize the club's rules
   C. to describe the lake

8. *What does "adapt" in paragraph 4 mean?*
   A. warm up quickly
   B. get used to something
   C. become ill

Metin 2 · Is Boredom Good for Children?

Many parents feel guilty when their children complain of being bored, and they fill every free hour with clubs, lessons and screens. Yet a growing number of psychologists argue that boredom deserves a better reputation. When there is nothing to do, they say, children are forced to invent their own entertainment, and this may develop creativity and independence. In one often-cited experiment, adults who had first completed a deliberately dull task, copying numbers from a phone book, later came up with more creative ideas than those who had not.

The evidence, however, is far from conclusive. The experiment was small, and later attempts to repeat it have produced mixed results. It also seems likely that the kind of boredom matters. A child left alone with a box of old toys may well invent a game; a child stuck in a waiting room with nothing at all may simply become frustrated.

Perhaps the most reasonable conclusion is not that boredom is good in itself, but that children need some unplanned time. Parents need not feel they have failed if a Saturday afternoon passes without an organized activity. An empty afternoon, after all, is rarely empty for long.

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9. *What is the writer's main point?*
   A. Boredom is always harmful to children.
   B. Children benefit from having some unplanned time.
   C. Parents should organize more activities.

10. *What is the writer's attitude toward the phone-book experiment?*
    A. cautious
    B. enthusiastic
    C. completely dismissive

11. *What can be inferred from paragraph 2?*
    A. All kinds of boredom lead to creativity.
    B. Waiting rooms help children become creative.
    C. Boredom may be useful only in certain situations.

12. *What does "far from conclusive" mean?*
    A. not at all certain
    B. almost proved
    C. completely wrong

Profilinizi çıkarın

Okuma hızınızı hesaplayın: **284 ÷ okuma süreniz (dakika) = dakikada kelime**. Örneğin metni 2 dakikada okuduysanız hızınız 284 ÷ 2 = 142 kelimedir; 2 dakika 30 saniyede okuduysanız 284 ÷ 2,5 ≈ 114 kelimedir. Ardından doğru cevaplarınızı aşağıdaki tabloya işleyin.

Beceri	Sorular	Doğru	Zayıfsa çalışın
Ana fikir	1, 9	..... / 2	Bölüm 4 ve 5
Ayrıntı ve tarama	2, 6	..... / 2	Bölüm 5 ve 6
Bağlamda kelime	3, 8, 12	..... / 3	Bölüm 6 ve Modül 1
Gönderim ve bağdaşıklık	5	..... / 1	Bölüm 3 ve 4
Çıkarım	4, 11	..... / 2	Bölüm 7
Amaç ve tutum	7, 10	..... / 2	Bölüm 6 ve 7
Okuma hızı	..... kelime / dakika		150'nin altındaysa Bölüm 2'ye öncelik verin.

1.6 Altı haftalık çalışma planı

Plan, günde 30–40 dakika çalışan bir aday için hazırlandı. Hızlı okuma programını (Bölüm 2) ilk iki haftaya yaydık; çünkü hız, ancak düzenli ve kısa alıştırmalarla gelişir.

Hafta	Bölüm	Ek çalışma
1. hafta	Bölüm 1 ve 3; hız metinleri 1–4	Her gün bir hız metni. Her akşam 15 dakika kendi seçtiğiniz kolay bir metni okuyun (Bölüm 8).
2. hafta	Bölüm 4; hız metinleri 5–8	Hız çizelgenizi tamamlayın; tanı testindeki Metin 1'i yeniden okuyup yeni hızınızı ölçün.
3. hafta	Bölüm 5	etepbyetep.com'da iki okuma setini çalışma modunda çözün.
4. hafta	Bölüm 6	Her yanlışınız için çeldirici türünü not edin.
5. hafta	Bölüm 7	Bir deneme sınavının okuma bölümünü süre tutarak çözün.
6. hafta	Bölüm 9: Tam uygulama testi	Testten sonra zayıf kaldığınız soru türünün bölümünü yeniden çalışın.

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BÖLÜM 2

Okuma Hızı ve Akıcılık

Okuma hızınız, sınavda sorulara ne kadar zaman ayırabileceğinizi belirler. Bu bölümde, okuma araştırmalarında etkisi gösterilmiş bir yöntemi, süreli okumayı sekiz metinle uygulayacaksınız. Amaç, anlamanızı kaybetmeden daha akıcı okumak.

2.1 Akıcılık nasıl gelişir?

Okuma akıcılığı (*reading fluency*), metni hem hızlı hem de anlayarak okuyabilmektir. Paul Nation, dil öğreniminde akıcılığın ayrı bir çalışma alanı olarak ele alınması gerektiğini vurgular ve bunun için üç koşul sayar: Metin kolay olmalı, yani içindeki kelimelerin neredeyse hepsi bilinmeli; okuyucu anlamaya odaklanmalı; ve okuyucu normalden biraz daha hızlı okumaya teşvik edilmeli. Bu bölümdeki metinler bu yüzden B1 düzeyinde ve bilinen kelimelerle yazıldı. Zorluk kelimelerden değil, hızdan gelecek.

Araştırmalar, okuma hızını artıran en güvenilir yolların şunlar olduğunu gösteriyor:

- **Süreli okuma** (*timed reading*): Kolay metinleri süre tutarak okumak, ardından anlama sorularını cevaplamak ve hızı bir çizelgeye işlemek. Bu bölümde uygulayacağınız yöntem budur.
- **Kapsamlı okuma** (*extensive reading*): Seviyenize uygun, keyif aldığınız metinleri bol miktarda okumak (bkz. Bölüm 8).
- **Tekrarlı okuma** (*repeated reading*): Aynı metni iki-üç kez okumak; her okumada hız artar ve bu artış zamanla yeni metinlere de yansır.
- **Kelime bilgisini artırmak**: Kelimeyi görür görmez tanıdığınızda gözünüz satırda daha az duraksar. Modül 1 bu yüzden okumanın da bir parçasıdır.

> **NOT** Okurken zaman zaman bir önceki kelimeye ya da satıra geri dönmek normaldir ve anlamanıza yardım eder. Gözlerinizi geri dönmemeye zorlamak ya da kelimeleri içinizden söylemeyi bırakmaya çalışmak, araştırmalara göre hızınızı anlamanız pahasına artırır. Doğal okuyun; hız, kolay metinlerle düzenli alıştırmayla kendiliğinden gelecek.

2.2 Süreli okuma programı

Program sekiz metinden oluşuyor. Her gün bir metin okuyun ve şu adımları izleyin:

1. Metni okumaya başlamadan önce saati başlatın (telefonunuzun kronometresi yeterli).

2. Metni bir kez, normal hızınızdan biraz daha hızlı, ama anlayarak okuyun. Geri dönmeyin.
3. Bitirdiğiniz anda saati durdurun ve süreyi yazın.
4. Metne bakmadan beş soruyu cevaplayın.
5. Hızınızı hesaplayın (**kelime sayısı ÷ dakika**) ve çizelgeye işleyin. Doğru sayınız 5'te 4'ün altındaysa bir sonraki metinde biraz yavaşlayın; 5'te 4 ya da 5 ise biraz daha hızlanmayı deneyin.

Alıştırma 2.1 · Hız metni 1: Why Do We Yawn?

Why Do We Yawn?

Everyone yawns. Babies yawn even before they are born, and so do many animals, from dogs to fish. Yet scientists still do not fully agree on why we do it.

For a long time, people believed that we yawn because our bodies need more oxygen. This explanation sounds reasonable, but experiments have not supported it. When volunteers breathed air with extra oxygen, they yawned just as often as before.

Today, one popular theory is that yawning helps to cool the brain. When we yawn, we take in a large amount of air and the jaw stretches, which increases blood flow to the head. Supporters of this theory point out that people tend to yawn less in very hot weather, when breathing in warm air would not help to cool anything.

The strangest thing about yawning is that it is contagious. Seeing someone yawn, hearing a yawn or even reading about yawning can make us yawn too. You may have yawned while reading this paragraph. Studies suggest that we are more likely to catch a yawn from family members and close friends than from strangers, which has led some researchers to link contagious yawning to empathy, our ability to understand other people's feelings. However, this link is still debated.

So the next time you yawn in a meeting, you can tell your boss that you are not bored. Your brain is simply keeping cool.

etepsystem.com Prof. Dr. Tülin GÖNÜL

Kelime sayısı: 233 · Süreniz: ..... dk ..... sn · Hızınız: ..... kelime/dk

1. *What did the oxygen experiment show?*
   A. Oxygen makes people yawn more.
   B. Volunteers yawned less with extra oxygen.
   C. Extra oxygen did not reduce yawning.
2. *According to the brain-cooling theory, why do people yawn less in very hot weather?*
   A. Breathing in warm air would not cool the brain.
   B. Their jaws are weaker in the heat.
   C. They are less tired in summer.
3. *What does it mean that yawning is "contagious"?*
   A. It only happens in groups.
   B. We can catch it from others.
   C. It is a sign of illness.
4. *Who are we most likely to catch a yawn from?*
   A. strangers

B. animals
C. people we are close to

5. *What is the tone of the last paragraph?*
   A. angry
   B. humorous
   C. worried

Alıştırma 2.2 · Hız metni 2: A Short History of the Umbrella

A Short History of the Umbrella

Umbrellas are so common today that it is hard to imagine a time when they were unusual. Yet for most of history they were luxury items, and they were used to protect people from the sun rather than the rain.

In ancient Egypt, China and Persia, servants held large shades over the heads of kings and other important people. In these cultures, an umbrella was a sign of power, and ordinary people rarely owned one. The Chinese were probably the first to make umbrellas that could keep off the rain, by covering paper shades with wax or oil.

In Europe, umbrellas became fashionable among wealthy women in the seventeenth and eighteenth centuries, but men who carried them were often laughed at. In London, a traveler named Jonas Hanway is said to have been one of the first men to carry an umbrella in public regularly, in the 1750s. Coach drivers, who earned money by carrying people through the rain, were not pleased and reportedly shouted insults at him. Within a few decades, however, the umbrella had become a normal part of a gentleman's outfit.

The design changed little until the nineteenth century, when steel frames replaced heavy wooden and whalebone ones, making umbrellas lighter and cheaper. Today, millions are sold every year, and many are thrown away after a single storm. Perhaps the umbrella's long history as a precious object is worth remembering the next time one breaks in the wind.

Kelime sayısı: 241 · Süreniz: ..... dk ..... sn · Hızınız: ..... kelime/dk

1. *What were the first umbrellas mainly used for?*
   A. decoration
   B. protection from the sun
   C. protection from the rain

2. *What did an umbrella show in ancient Egypt, China and Persia?*
   A. that the owner was a servant
   B. that it was going to rain
   C. that the owner was important

3. *Why were coach drivers unhappy with Jonas Hanway?*
   A. He refused to pay them.
   B. His umbrella blocked the road.
   C. Umbrellas could reduce their income.

4. *What made umbrellas lighter and cheaper?*

A. steel frames
B. whalebone
C. paper covers

5. *Why does the writer mention that many umbrellas are thrown away today?*
   A. to criticize umbrella makers
   B. to contrast this with their value in the past
   C. to give advice on repairing them

Alıştırma 2.3 · Hız metni 3: The Secret Life of Sloths

The Secret Life of Sloths

Sloths have a reputation as the laziest animals on Earth. They spend most of their lives hanging upside down in the rainforests of Central and South America, and they move so slowly that a sloth may travel less than forty meters in a day. But scientists say that their slowness is not laziness. It is a clever way to survive.

Sloths eat mainly leaves, which contain very little energy and are hard to digest. A sloth's stomach can take weeks to process a single meal. To live on such a poor diet, sloths have an unusually slow metabolism and use as little energy as possible. Their slow movement also helps them hide. Eagles and big cats hunt by noticing movement, and a sloth that hardly moves is easy to miss.

Their fur helps too. It is home to tiny green plants called algae, which give the animals a greenish color that blends in with the leaves. The fur also contains moths and other insects, which makes a single sloth a small ecosystem.

Perhaps the most surprising fact is that sloths come down from their trees only about once a week, to go to the toilet on the ground. This is the most dangerous moment of their week, because on the ground they are slow and easy to catch. Scientists are still not sure why they take this risk.

So the next time someone calls you a sloth, you could take it as a compliment. Being slow, it seems, can be a smart strategy.

Kelime sayısı: 253 · Süreniz: ..... dk ..... sn · Hızınız: ..... kelime/dk

1. *What is the main idea of paragraph 1?*
   A. Sloths are the laziest animals on Earth.
   B. Sloths' slowness helps them survive.
   C. Sloths live in many parts of the world.

2. *Why do sloths need to save energy?*
   A. Their food gives them very little energy.
   B. They live in a cold climate.
   C. They sleep very little.

3. *How does moving slowly protect sloths?*
   A. It helps them fight back.
   B. It makes them look bigger.
   C. Their predators hunt by noticing movement.

4. *What does "blends in with" mean?*
   A. is eaten together with
   B. looks similar to, so it is hard to see
   C. grows faster than
5. *What is still unclear to scientists?*
   A. why sloths go down to the ground to use the toilet
   B. what sloths eat
   C. how long sloths live

Alıştırma 2.4 · Hız metni 4: Board Game Cafés

Board Game Cafés

In many cities, a new kind of café has appeared. Customers pay a small fee, order a coffee and choose from shelves holding hundreds of board games, from simple card games to complex strategy games that can last for hours.

The trend may seem surprising in a world of smartphones and online gaming. However, the owners of these cafés say that this is exactly why they are popular. "People spend all day looking at screens," says one owner. "Here, they sit around a table, talk and laugh. It's a social experience you can't get online."

Board game cafés also solve a practical problem. Good games can be expensive, and most people do not have the space to store a large collection at home. For the price of a coffee, customers can try many different games before deciding whether to buy one. Many cafés also employ "game guides" who explain the rules, so that nobody has to spend the first hour reading a long instruction booklet.

Not every café succeeds, though. Customers often stay for three or four hours but buy only one or two drinks, so the business can be difficult to run. Successful cafés tend to charge an entry fee, sell food and hold events such as tournaments and game nights for beginners.

Whether the trend will last is hard to say. For now, though, it seems that many people are happy to put down their phones and pick up a pair of dice.

Kelime sayısı: 249 · Süreniz: ..... dk ..... sn · Hızınız: ..... kelime/dk

1. *According to the owner, why are these cafés popular?*
   A. Their games are cheaper than online games.
   B. They serve very good coffee.
   C. They offer a social experience away from screens.
2. *What practical problem do the cafés solve?*
   A. People cannot understand the rules of games.
   B. People have no time to play at home.
   C. Good games are expensive and take up space.
3. *What do "game guides" do?*
   A. They explain how to play.
   B. They sell games to customers.
   C. They organize all the tournaments.

4. *Why can these cafés be difficult to run?*
   A. The games break easily.
   B. Customers stay a long time but spend little.
   C. Rent in city centers is high.

5. *What does the writer think about the future of the trend?*
   A. It is uncertain.
   B. It will certainly grow.
   C. It is about to end.

Alıştırma 2.5 · Hız metni 5: How Much Water Do You Really Need?

How Much Water Do You Really Need?

You have probably heard that you should drink eight glasses of water a day. The advice is repeated so often that most people believe it is based on careful scientific research. In fact, nobody is quite sure where the figure came from, and many experts say it is too simple.

The amount of water a person needs depends on many things, including body size, the weather and how active they are. A runner on a hot summer day needs far more than an office worker in winter. In addition, we do not get our water only from drinks. Fruit, vegetables, soup and even bread contain water, and food can provide a significant part of our daily needs.

What about coffee and tea? For years, people were told that these drinks dry out the body. However, more recent research suggests that, for people who drink them regularly, coffee and tea count toward daily water intake in much the same way as water does.

So how can you know whether you are drinking enough? For most healthy adults, the body gives a reliable signal: thirst. Drinking when you are thirsty and checking the color of your urine, which should be pale yellow, is usually enough. There are exceptions, though. Older people often feel less thirsty than they should, and athletes in hot weather may need to drink before they feel thirsty.

The eight-glass rule, then, is not harmful, but it is not a law either. Listening to your body is probably the best advice.

Dilara Özer

Kelime sayısı: 252 · Süreniz: ..... dk ..... sn · Hızınız: ..... kelime/dk

1. *What does the writer say about the eight-glass rule?*
   A. Nobody is sure where it came from.
   B. It is based on careful research.
   C. It is dangerous to follow.

2. *Which factor is NOT mentioned in paragraph 2?*
   A. the weather
   B. the time of day
   C. how active a person is

3. *What does recent research suggest about coffee and tea?*
   A. They should be avoided.
   B. They dry out the body.
   C. For regular drinkers, they count toward daily water intake.

4. *Who may need to drink before feeling thirsty?*
   A. athletes in hot weather
   B. office workers
   C. young children

5. *What is the main message of the text?*
   A. Drink only water.
   B. Pay attention to your body rather than a strict rule.
   C. Drink exactly eight glasses a day.

Alıştırma 2.6 · Hız metni 6: The Pigeons of the City

The Pigeons of the City

Pigeons are everywhere in cities: on statues, on window ledges and around the feet of people eating lunch in the park. Many city residents see them as a nuisance. But how did these birds come to live so close to us?

City pigeons are descendants of the rock dove, a wild bird that nests on sea cliffs. Thousands of years ago, people began to keep rock doves for their meat and eggs, and later for carrying messages. Pigeons have a remarkable ability to find their way home over long distances, and they were still used to deliver messages during the Second World War.

Over time, some of these birds escaped or were released, and they found that cities suited them perfectly. Tall buildings with ledges are similar to the cliffs their ancestors lived on, and there is plenty of food, much of it dropped or deliberately given by people. Because pigeons can breed several times a year, their numbers can grow quickly.

Cities have tried many ways to control them, from spikes on buildings to special food that stops them from breeding. Some experts say the most effective method is also the simplest: stop feeding them. When there is less food, pigeons have fewer young, and the population gradually falls.

Love them or hate them, pigeons are a reminder that the line between wild and tame animals is not always clear. The birds we chase away from our sandwiches were once some of our most valued helpers.

Kelime sayısı: 247 · Süreniz: ..... dk ..... sn · Hızınız: ..... kelime/dk

1. *Where did the ancestors of city pigeons nest?*
   A. on sea cliffs
   B. on farms
   C. in forests

2. *Why were pigeons useful for carrying messages?*
   A. They are small and hard to see.
   B. They can find their way home.
   C. They fly very fast at night.

3. *Why do cities suit pigeons?*
   A. Buildings are like cliffs, and food is easy to find.
   B. There are no animals that hunt them.

C. Few people live near the center.

4. *Which method do some experts consider the most effective?*

A. putting spikes on buildings
B. using special food
C. stopping people from feeding them

5. *What does "a nuisance" mean in paragraph 1?*

A. a danger to health
B. a popular animal
C. something annoying

Alıştırma 2.7 · Hız metni 7: Learning to Swim as an Adult

Learning to Swim as an Adult

Selin was thirty-four when she finally decided to learn to swim. As a child, she had become afraid of water after falling into a pool at a family wedding, and for years she had told friends that she simply did not like the sea. "The truth is that I was embarrassed," she says. "Everyone seemed to know how to swim except me."

She signed up for a beginners' course at her local sports center, and to her surprise, she was not the only adult in the class. There were eight people, aged between twenty-five and sixty-two. "On the first day, we just stood in the shallow end and practiced putting our faces in the water. It sounds silly, but for me it was a huge step."

Her instructor explains that adult beginners face different challenges from children. "Adults usually understand the technique faster, but they are more afraid," he says. "Children jump in without thinking. Adults think too much." For this reason, his lessons focus first on breathing and relaxing in the water, and only later on swimming strokes.

After ten weeks, Selin could swim one length of the pool without stopping. Six months later, she swam in the sea for the first time. "I still prefer the pool," she admits, "but last summer I swam with my nephews at the beach. A year ago, I would have stayed on the sand and watched."

Kelime sayısı: 234 · Süreniz: ..... dk ..... sn · Hızınız: ..... kelime/dk

1. *Why didn't Selin learn to swim as a child?*

A. There was no pool near her home.
B. She did not like sports.
C. She had a frightening experience in a pool.

2. *How did Selin feel about not being able to swim?*

A. indifferent
B. embarrassed
C. proud

3. *What surprised Selin on the course?*

A. The lessons were free.
B. The water was very warm.
C. There were other adults in the class.

4. *According to the instructor, how are adult beginners different from children?*
   A. They are more afraid.
   B. They learn technique more slowly.
   C. They need longer lessons.

5. *What does the last paragraph show?*
   A. The course has changed Selin's life.
   B. Selin now prefers swimming in the sea.
   C. Selin has stopped swimming.

Alıştırma 2.8 · Hız metni 8: Why Do Songs Get Stuck in Our Heads?

Why Do Songs Get Stuck in Our Heads?

Almost everyone has had the experience: a short piece of a song starts playing in your head and refuses to stop, sometimes for hours. Psychologists call these tunes "earworms," and surveys suggest that most people experience them at least once a week.

Researchers have found that earworms share some common features. They tend to be songs with a fast tempo, a simple melody and a few unusual "jumps" between notes. Songs that we have heard recently, or many times, are also more likely to get stuck. Interestingly, it is usually only a short part of a song, often the chorus, that repeats, not the whole piece.

Earworms often appear when the mind is not very busy, for example while walking, showering or doing housework. Stress and tiredness also seem to make them more common.

How can you get rid of one? Some studies suggest that chewing gum may help, because the movement of the mouth interferes with the "inner voice" that replays the song. Others recommend listening to the whole song, which may give the brain a sense of completion. Solving a moderately difficult puzzle, such as a crossword, can also help. A task that is too easy leaves room for the song, while one that is too hard makes us give up.

Most researchers agree that earworms are harmless. In fact, for many people they are a pleasant reminder of music they enjoy.

Kelime sayısı: 234 · Süreniz: ..... dk ..... sn · Hızınız: ..... kelime/dk

1. *According to surveys, how often do most people have earworms?*
   A. at least once a week
   B. every day, for hours
   C. about once a month

2. *Which feature is typical of earworms?*
   A. a slow rhythm
   B. a fast tempo
   C. a long and complex melody

3. *When do earworms often appear?*
   A. while we are concentrating hard
   B. when the mind is not very busy
   C. while we are asleep

4. *Why might chewing gum help?*
   A. It interferes with the inner voice that repeats the song.
   B. It keeps the eyes busy.
   C. It helps us relax.

5. *Why is a moderately difficult puzzle recommended?*
   A. Puzzles are a kind of music.
   B. Crosswords are relaxing.
   C. A task that is too easy or too hard does not work as well.

2.3 Hız çizelgeniz

Her metinden sonra sonuçlarınızı tabloya yazın. Sekizinci metnin sonunda hızınızı ilk metinle karşılaştırın. Ardından tanı testindeki Metin 1'i (Bölüm 1.5) yeniden okuyup hızınızı bir kez daha ölçün.

No	Metin	Kelime	Süre	Kelime/dk	Doğru
1	Why Do We Yawn?	233			..... / 5
2	A Short History of the Umbrella	241			..... / 5
3	The Secret Life of Sloths	253			..... / 5
4	Board Game Cafés	249			..... / 5
5	How Much Water Do You Really Need?	252			..... / 5
6	The Pigeons of the City	247			..... / 5
7	Learning to Swim as an Adult	234			..... / 5
8	Why Do Songs Get Stuck in Our Heads?	234			..... / 5

DİKKAT Hızınız her metinde düzenli olarak artmayabilir; bazı metinler konusu ya da yapısı nedeniyle daha yavaş okunur. Önemli olan sekiz metnin genel eğilimidir. Programı bitirdikten sonra aynı yöntemi kendi bulduğunuz kolay metinlerle sürdürün: haftada üç metin, birkaç hafta boyunca.

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BÖLÜM 3

Uzun ve Karmaşık Cümleler

Adayların sık söylediği bir cümle var: "Kelimelerin hepsini biliyorum ama cümleyi anlamıyorum." Bunun nedeni genellikle kelime değil, cümlenin yapısıdır. Okumanın son bölümlerindeki C1 metinlerinde tek bir cümle 40–50 kelimeyi bulabilir. Bu bölümde böyle cümleleri parçalarına ayırmayı öğreneceksiniz.

3.1 Cümlenin çekirdeğini bulun

Ne kadar uzun olursa olsun, her İngilizce cümlenin bir çekirdeği vardır: bir özne ve bir yüklem (çoğu zaman bir de nesne). Geri kalan her şey bu çekirdeğe eklenmiş ayrıntılardır. Uzun bir cümleyle karşılaştığınızda şu üç adımı uygulayın:

1. **Ekleri ayraç içine alın.** Virgül arasındaki açıklamaları, *which / who / that* ile başlayan yan cümleleri, edat öbeklerini (*in recent years, despite the cost*) ve *-ing / -ed* ile başlayan öbekleri zihninizde ayraç içine alın.
2. **Ana yüklemi bulun.** Ayraç dışında kalan çekimli fiil, cümlenin ana yüklemidir.
3. **Özneyi bulun.** Ana yüklemin "kim / ne?" sorusunun cevabı öznedir; çoğu zaman yüklemden epey önce gelir.

Örnek 3.1 · Çekirdeği bulmak

> *The decision to close the old library, which had served the town for more than a century and which many residents regarded as the heart of the community, **was taken** without any public consultation.*

Ayraçları çıkarınca geriye kalan: ***The decision** to close the old library **was taken**.* Yani: "Kütüphaneyi kapatma kararı alındı." Ayraçlar bu kararla ilgili ayrıntılar veriyor: kütüphane yüz yıldır hizmet veriyordu, halk onu kasabanın kalbi sayıyordu ve karar halka danışılmadan alındı. Şimdi soru *"How was the decision made?"* ise cevabın son ayraçta (*without any public consultation*) olduğunu hemen görürsünüz.

Alıştırma 3.1 · Özne ve yüklem

Her cümlenin ana öznesini ve ana yüklemini yazın.

1. *The number of young people who choose to study engineering, despite the generous scholarships offered by many universities, has fallen for the third year in a row.*
2. *Built in the 1960s to house factory workers, the apartment blocks on the edge of the city are now being demolished.*
3. *What surprised the researchers most was the speed at which the birds learned to open the boxes.*
4. *Among the reasons given by the students who left the program before the end of the first year was the high cost of housing.*
5. *A small village in the mountains, where most families have farmed the same land for generations, has become an unlikely center for software development.*
6. *The fact that the medicine had been tested only on adults was not mentioned in the report.*
7. *Only after the third flood in five years did the council agree to build a new sea wall.*
8. *Researchers studying the sleep patterns of teenagers in twelve countries found that most went to bed after midnight on school nights.*
9. *Encouraging older people to use digital banking, while understandable from the banks' point of view, risks excluding those without internet access.*
10. *Hidden behind the old station, and largely unknown even to local residents, is one of the oldest gardens in the region.*

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3.2 Okumayı zorlaştıran yapılar

Yapı	Örnek	Nasıl okumalı?
Kısaltılmış sıfat cümleciği *reduced relative clause*	*The data **collected** last year show…*	*collected* burada yüklem değil: "geçen yıl toplanan veriler". Asıl yüklem *show*.
Başta gelen -ing / -ed öbeği	***Faced** with rising costs, the museum…*	Öbeğin öznesi, virgülden sonraki öznedir: maliyetlerle karşılaşan müzedir.
Devrik yapı *inversion*	***Rarely** have prices risen so fast. · **Not until** 2010 **did** the law change.*	Olumsuz ya da sınırlayıcı bir zarfla başlar; anlamı vurgular. "Fiyatlar nadiren bu kadar hızlı arttı." "Yasa ancak 2010'da değişti."
Vurgu yapıları *cleft sentences*	***It was** the cost **that** worried them. · **What** matters **is** consistency.*	Cümlenin odağı vurgulanan öğedir: Onları endişelendiren şey maliyetti.
Gizli olumsuzluk	*hardly, fail to, far from, anything but, little did, no longer*	*The plan was **anything but** cheap* = hiç ucuz değildi. Bu ifadeler cümlenin anlamını tersine çevirir.
Karşılaştırma kalıpları	***The more…, the less…** · **no more than** · **as many as***	*no more than ten* = en fazla on (az olduğu vurgulanır); *as many as ten* = on kadar (çok olduğu vurgulanır).
Yoğun isim öbekleri	*the government's failure to address the rising cost of rural housing*	Öbeği sondan başa okuyun: kırsal konut maliyetinin artışı → bunu ele alma → hükümetin başarısızlığı.

Alıştırma 3.2 · Cümlenin anlamı

Her cümlenin anlamını en iyi veren seçeneği işaretleyin.

1. *Rarely has a new medicine been approved so quickly.*
   A. Medicines are often approved quickly.
   B. It is unusual for a medicine to be approved this fast.
   C. The medicine was approved slowly.
2. *The workers interviewed for the study reported higher levels of stress.*
   A. The study caused stress among workers.
   B. The workers who took part in interviews said they felt more stressed.
   C. The workers interviewed the researchers about stress.
3. *Far from reducing waste, the new packaging has increased it.*
   A. The new packaging has produced more waste, not less.
   B. The new packaging is made far away.
   C. The new packaging has reduced waste.
4. *It was not the price but the location that made the apartment unpopular.*
   A. The price and the location were both problems.
   B. The apartment was unpopular because of its price.
   C. People did not want the apartment because of where it was.
5. *Not until the 1990s did most schools in the country have computers.*
   A. Computers became common in schools in the 1990s.
   B. Schools stopped using computers in the 1990s.
   C. Most schools had computers before the 1990s.
6. *The more choices people have, the harder they find it to decide.*
   A. Having more options makes decisions more difficult.
   B. People decide quickly when there are many options.
   C. People like having more choices.
7. *The festival attracted no more than two hundred visitors.*
   A. The festival had more than two hundred visitors.
   B. The festival had exactly two hundred visitors.
   C. The festival had a disappointingly small number of visitors.
8. *As many as one in three students work while studying.*
   A. Exactly three students have jobs.
   B. A surprisingly large number of students have jobs.
   C. Only a few students have jobs.
9. *Faced with falling sales, the company decided to cut prices.*
   A. Because its sales were falling, the company lowered its prices.
   B. The company's prices caused sales to fall.
   C. The company faced its customers and cut prices.
10. *Little did the residents know that the factory would close within a year.*
    A. The residents knew a little about the closure.

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B. Only a few residents knew about the closure.
C. The residents had no idea the factory was going to close.

11. *What the survey failed to show was how long the effects would last.*
A. The survey failed because the effects did not last.
B. The survey did not show how long the effects would last.
C. The survey showed that the effects would last a long time.

12. *The council's refusal to fund the project came as no surprise.*
A. Nobody knew whether the council would fund the project.
B. The council surprised everyone by funding the project.
C. People expected the council not to fund the project.

3.3 Gönderim zincirleri

Yazarlar aynı kelimeyi tekrar etmemek için gönderim sözcükleri (*reference words*) kullanır. Okurken her gönderim sözcüğünün neyi gösterdiğini bilmek, metnin akışını izlemenin temelidir. Sınavda hem doğrudan sorulur (*"What does 'this' refer to?"*) hem de sıralama sorularında doğru parçayı bulmanın anahtarıdır.

Gönderim sözcüğü	Neyi gösterir?
it, they, them, its, their	Daha önce geçen bir isim ya da isim öbeği
this, that, these, those **(tek başına)**	Çoğu zaman önceki cümlenin **tamamı** ya da bir fikir
such (a)	Daha önce anlatılan türden bir şey: *such a decision*
the former / the latter	Sayılan iki şeyden ilki / ikincisi
do so, do the same	Daha önce geçen bir eylem
one, ones	Daha önce geçen bir isim: *a new one*
here, there, then	Daha önce geçen bir yer ya da zaman

Alıştırma 3.3 · Neyi gösteriyor?

Metni okuyun ve numaralı gönderim sözcüklerinin neyi gösterdiğini seçin.

> **The Town That Switched Off Its Streetlights**
>
> Two years ago, a small town in the north decided to turn off half of its streetlights between midnight and five in the morning. The council said (1) this would save money and reduce light pollution, which disturbs birds and insects. Many residents were worried about safety, and some local stores asked the council to keep the lights on near (2) their entrances. The council agreed to (3) do so. Two groups were affected most: night-shift workers and young people coming home from the city. (4) The former complained that they had to walk to the bus stop in the dark; (5) the latter said they did not feel safe. In response, the council installed new lights that switch on only when someone walks past. (6) These use far less energy than the old (7) ones. Crime figures have not changed, and the town now spends a third less on electricity. Several nearby towns are planning to take (8) such a step too.

1. *this*

A. turning off half of the streetlights at night
B. a small town
C. light pollution

2. *their*
   A. the residents'
   B. the local stores'
   C. the birds'

3. *do so*
   A. turn off all the lights
   B. keep the lights on near the stores
   C. reduce light pollution

4. *The former*
   A. night-shift workers
   B. store owners
   C. young people

5. *the latter*
   A. young people coming home from the city
   B. council members
   C. night-shift workers

6. *These*
   A. bus stops
   B. the new lights that switch on when someone walks past
   C. the old streetlights

7. *ones*
   A. towns
   B. stores
   C. lights

8. *such*
   A. reducing crime
   B. installing new bus stops
   C. turning off streetlights at night

3.4 Uzun cümleyi kendi kelimelerinizle özetlemek

Uzun bir cümleyi gerçekten anlayıp anlamadığınızı test etmenin en iyi yolu, onu tek ve kısa bir Türkçe cümleyle özetlemektir. Bu alıştırmayı sınav dışında, okuduğunuz her zor cümleyle yapabilirsiniz.

Alıştırma 3.4 • Tek cümleyle özetleyin

Her cümlenin ana fikrini tek ve kısa bir Türkçe cümleyle yazın. Ayrıntıları atlayın.

1. *Although the new subway line, which took more than a decade to build and cost twice the original estimate, has been criticized for its delays, it now carries over 200,000 passengers a day.*

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2. *What many visitors to the island fail to realize is that the beaches they enjoy were created by sand brought in by ships.*
3. *Only when the last of the region's coal mines closed in 2015 did the government begin to invest seriously in alternative jobs for former miners.*
4. *The assumption, common among parents and teachers alike, that children who read more on screens read less carefully has not been supported by the most recent studies.*
5. *Given that the majority of the city's residents live more than five kilometers from the nearest hospital, it is hardly surprising that the plan to close one of them has met with fierce opposition.*
6. *Rather than banning phones in classrooms altogether, some schools have chosen to teach students when and how to use them responsibly.*

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BÖLÜM 4

Metin Yapısı ve Bağdaşıklık

İyi yazılmış bir metinde cümleler rastgele dizilmez; her cümle bir öncekine bağlanır ve metin belirli bir düzene göre ilerler. Bu düzeni görebilen okuyucu hem daha hızlı okur hem de sınavdaki sıralama (metin tamamlama) sorularında büyük avantaj kazanır.

4.1 Metin örüntüleri

Bilgilendirici ve tartışmacı metinler çoğunlukla birkaç tanıdık örüntüden (*text pattern*) birini izler. Örüntüyü ilk paragrafta tanırsanız, metnin geri kalanında ne geleceğini tahmin edebilirsiniz.

Örüntü	Metin nasıl ilerler?	Tipik işaretler
Sorun – çözüm *problem–solution*	Bir sorun tanıtılır, nedenleri açıklanır, çözümler önerilir ve değerlendirilir.	*the problem is, one way to, a possible solution, this would mean*
Neden – sonuç *cause–effect*	Bir olayın nedenleri ya da sonuçları sıralanır.	*because of, as a result, this led to, consequently, due to*
Karşılaştırma *compare–contrast*	İki şeyin benzer ve farklı yönleri ele alınır.	*whereas, unlike, similarly, on the other hand, in contrast*
Zaman sırası / süreç *chronology / process*	Olaylar ya da aşamalar sırasıyla anlatılır.	*at first, later, by the 1950s, once, finally*
Görüş – kanıt *claim–evidence*	Bir iddia ortaya atılır, kanıtlarla desteklenir, karşı görüş tartışılır.	*research shows, critics argue, however, nevertheless*
Genel – özel *general–specific*	Genel bir ifadeyi örnekler ve ayrıntılar izler.	*for example, in particular, such as, one case is*

Alıştırma 4.1 · Hangi örüntü?

Her paragrafın izlediği örüntüyü seçin.

1. *Many cities have too few public toilets, and those that exist are often closed at night. This is a particular problem for older people and parents with young children. Some councils now pay cafés and stores a small fee to let anyone use their toilets for free.*
   A. compare–contrast
   B. chronology
   C. problem–solution

2. *Paper books and e-readers both let you carry a story wherever you go. Paper, however, needs no battery, while an e-reader can hold thousands of titles in a device thinner than a magazine.*
   A. compare–contrast
   B. problem–solution
   C. cause–effect
3. *The first bicycles had no pedals; riders pushed themselves along with their feet. Pedals attached to the front wheel appeared in the 1860s, and by the 1890s the chain-driven bicycle we know today had become popular across Europe.*
   A. claim–evidence
   B. general–specific
   C. chronology
4. *When the factory closed, hundreds of families lost their main income. Local stores saw their sales fall, and within five years many young people had moved to bigger cities to find work.*
   A. chronology
   B. cause–effect
   C. compare–contrast
5. *Some economists argue that a four-day working week would make employees more productive. Trials in several countries support this view: in most companies output stayed the same while sick days fell. Critics, however, point out that the trials were short and included mainly office jobs.*
   A. claim–evidence
   B. problem–solution
   C. chronology
6. *Small changes at home can save a surprising amount of energy. For example, washing clothes at 30 degrees instead of 60 uses about 40 percent less electricity, and turning the heating down by a single degree can cut the bill by up to ten percent.*
   A. compare–contrast
   B. cause–effect
   C. general–specific

4.2 Bağdaşıklık araçları

Bir metnin cümlelerini birbirine bağlayan dil araçlarına bağdaşıklık (*cohesion*) araçları denir. Sıralama sorularında bir parçanın nereye ait olduğunu bu araçlar gösterir. Dört tür araç özellikle önemlidir:

1. **Bağlaçlar ve geçiş ifadeleri** (*however, as a result, in addition, instead*): İki cümle arasındaki mantıksal ilişkiyi gösterir. *However* ile başlayan bir parça, öncesinde zıt bir düşünce ister.
2. **Gönderim sözcükleri** (*this, they, such, the latter*; bkz. 3.3): Bir parça *These changes…* diye başlıyorsa, önceki cümlede birden fazla değişiklik anlatılmış olmalıdır.
3. **Tekrar ve eşanlamlılar**: *a new vaccine → the vaccine → the treatment*. Belirli artikel *the*, ismin daha önce geçtiğinin işaretidir.
4. **Sayı ve sıra ifadeleri** (*first, another, a second reason, also, finally*): *Another problem…* diye başlayan bir parça, öncesinde en az bir sorunun anlatılmış olmasını gerektirir.

SINAVDA Sıralama sorularında boşluğun hem **önündeki** hem de **arkasındaki** cümleyi okuyun. Doğru parça iki yöne de bağlanmalıdır. Yalnızca önceki cümleye uyan bir parça, sonraki cümleyle çelişiyorsa yanlıştır. Fazla parça genellikle konuyla ilgilidir ama hiçbir boşluğa iki yönden bağlanamaz.

Alıştırma 4.2 · Bağlantıyı tamamlayın

Her boşluğa en uygun bağlantı ifadesini seçin.

1. *Electric scooters are cheap and convenient. _____, they have been involved in a growing number of accidents.*
   A. However
   B. For example
   C. As a result

2. *The museum lost its government funding in 2019. _____, it now relies entirely on ticket sales and donations.*
   A. In contrast
   B. Similarly
   C. Consequently

3. *Volunteering can improve your job prospects. _____, it often leads to new friendships.*
   A. Nevertheless
   B. Instead
   C. In addition

4. *The company did not cut salaries. _____, it reduced the number of meetings and business trips.*
   A. Therefore
   B. Instead
   C. Moreover

5. *Some birds, _____ the swallow, fly thousands of kilometers each year.*
   A. despite
   B. whereas
   C. such as

6. *Northern regions receive plenty of rain, _____ the south suffers from long droughts.*
   A. whereas
   B. so that
   C. because

7. *_____ the bad weather, more than ten thousand people attended the concert.*
   A. Despite
   B. Because of
   C. Although

8. *The trial was too small to prove anything. _____, the results were encouraging enough to justify a larger study.*
   A. For instance

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B. Nonetheless
C. Therefore

Alıştırma 4.3 · Önce ne geldi?

Her cümle bir metnin ortasından alındı. Bu cümleden **hemen önce** gelmiş olması en olası cümleyi seçin.

1. *"These measures cut the number of road deaths by half within ten years."*
   A. The government lowered speed limits, installed cameras and made seat belts compulsory.
   B. Road safety is an important issue in many countries.
   C. A new speed camera was installed on the main road last week.
2. *"The latter, however, is far more expensive to run."*
   A. The new system is cheap and easy to maintain.
   B. The city could either repair the old tram line or build a new subway.
   C. Hospitals need reliable sources of electricity.
3. *"Another reason is that rents in the city center have doubled."*
   A. The city center is a popular place to live.
   B. Rents have doubled in the city center.
   C. Many young families are leaving the city because schools are overcrowded.
4. *"Such a high figure surprised even the organizers."*
   A. The petition asked the council to protect the park.
   B. Over 40,000 people signed the petition in its first week.
   C. The organizers expected a large crowd.
5. *"Not everyone, though, welcomed the change."*
   A. Many residents opposed the new parking rules.
   B. The change had been discussed for many years.
   C. Most shop owners were pleased when the street became pedestrian-only.
6. *"Doing so, they hope, will attract younger visitors."*
   A. Ticket prices for the festival have risen this year.
   B. The organizers of the festival have decided to add a program of electronic music.
   C. Younger visitors rarely come to classical music festivals.

4.3 Sıralama sorularında adım adım çalışma

Sıralama (metin tamamlama) bölümünde metinden birkaç parça çıkarılmıştır ve bu parçaları doğru boşluklara yerleştirmeniz gerekir; parçalardan biri fazladır. Şu sırayı izleyin:

1. **Metni bir kez boşluklarla birlikte hızlıca okuyun.** Konuyu ve örüntüyü belirleyin.
2. **Parçalardaki "kancaları" işaretleyin.** Her parçanın başındaki bağlaç, gönderim sözcüğü, *the* ile gelen isim ya da *another / also* gibi ifadeler, parçanın öncesinde ne olması gerektiğini söyler.
3. **En kolay boşluktan başlayın.** Kancası güçlü olan parçayı önce yerleştirin. Sınavda boşlukları sırayla doldurmak zorunda değilsiniz.
4. **İki yönlü kontrol yapın.** Parça hem önceki hem sonraki cümleye bağlanıyor mu?

5. **Kalan parçayı sınayın.** Fazla parça, konuyla ilgili ama hiçbir boşluğa uymayan parçadır. Son iki parçayı birbiriyle değiştirerek de deneyin.

Alıştırma 4.4 · Metin tamamlama 1

A–F parçalarından beşini boşluklara yerleştirin. Bir parça fazladır.

The Return of the Repair Café

In a community hall in a small Dutch town, a group of volunteers meets every Saturday morning to fix broken toasters, lamps, bicycles and clothes. Anyone can bring something that no longer works, and the repairs are free. (1) _____ Today there are more than two thousand repair cafés around the world.

The idea is simple, but its supporters say its effects are significant. (2) _____ Volunteers estimate that they save several tons of electronic waste each year in their town alone.

Repair cafés also have a social purpose. (3) _____ Many of the volunteers are retired engineers and tailors who enjoy passing on their skills, and visitors often stay to watch and learn rather than simply leaving their item and coming back later.

Not all repairs succeed, of course. (4) _____ Some manufacturers glue parts together or use special screws, which makes it difficult for anyone outside the company to open the product.

This is starting to change. (5) _____ Supporters of repair cafés hope that such rules will make fixing things a normal part of everyday life again.

A Every item that is repaired is one that does not end up in a landfill.

B In fact, the volunteers fix only about two-thirds of the items they receive, mainly because many modern products are not designed to be repaired.

C The first event of this kind took place in Amsterdam in 2009, and the idea soon spread to other countries.

D Several governments now require companies to sell spare parts and to publish repair manuals for their products.

E For this reason, most repair cafés charge a small fee for each repair.

F They bring together people of different ages who might otherwise never meet.

Alıştırma 4.5 · Metin tamamlama 2

A–F parçalarından beşini boşluklara yerleştirin. Bir parça fazladır.

Why Some Words Stick

Why do we remember some new words after hearing them once, while others disappear no matter how many times we look them up? Researchers who study memory have identified several factors. (1) _____

The first is meaning. Words that we can connect to an image or a personal experience are much easier to remember than abstract ones. (2) _____ A learner who has once burned their hand on a hot pan is unlikely to forget the word *scald*.

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> The second factor is the number of times we meet a word, and in how many different situations. (3) _____ Seeing it in a news article, hearing it in a podcast and using it in a conversation, on the other hand, gives the brain several paths back to the same word.
>
> Third, timing matters. (4) _____ This is why many language apps now remind users of a word just as they are about to forget it.
>
> Finally, effort plays a role. Trying to recall a word before checking the answer feels harder than simply reading it again. (5) _____

A Reading the same word ten times on a single list is far less effective.

B Yet this extra difficulty is exactly what helps the word to stay in memory.

C None of these, however, is as important as how much the learner is paid.

D This is why concrete nouns such as *ladder* or *onion* are usually learned before words like *attitude*.

E Reviewing a word after a gap of a few days works better than reviewing it several times in one evening.

F Some of them are within our control, but others are not.

Alıştırma 4.6 · Paragrafları sıralayın

Aşağıdaki paragraflar karışık verilmiştir. İlk paragraf (A) yerindedir. Diğerlerini doğru sıraya koyun ve sıralamayı hangi ipuçlarına göre yaptığınızı not edin.

> **The Night Train Returns**
>
> **A** In the 2000s, night trains seemed to be disappearing from Europe. Cheap flights had made it faster and often cheaper to fly, and many rail companies closed their sleeper services.
>
> **B** These new services, however, face a familiar problem. Sleeper carriages are expensive to build, and each one carries far fewer passengers than an ordinary train, which keeps ticket prices high.
>
> **C** Around 2016, however, attitudes began to change. A growing number of travelers became concerned about the environmental cost of flying, and some started to look for alternatives for journeys of under a thousand kilometers.
>
> **D** Whether they can solve it may depend on governments. If public money helps to bring prices down, the night train could become a real alternative to short flights; if not, it may remain a pleasant but expensive choice for a minority.
>
> **E** Rail companies noticed this demand. Austria's national railway took over several routes that others had abandoned, and new private operators launched services linking cities such as Brussels, Berlin and Prague.

Doğru sıra: A → ___ → ___ → ___ → ___

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BÖLÜM 5

Hızlı Okuma: Göz Gezdirme ve Tarama

Okuma bölümünde her kelimeyi aynı dikkatle okumaya ne zamanınız ne de ihtiyacınız var. Paragraf eşleştirme ve başlık eşleştirme soruları, metnin bir kısmını hızlı, bir kısmını dikkatli okumanızı gerektirir. Bu bölüm, iki hızlı okuma becerisini ve bunların sınavda doğru kullanımını çalıştırıyor.

5.1 Göz gezdirme ve tarama farkı

	Göz gezdirme (*skimming*)	**Tarama (*scanning*)**
Amaç	Metnin ya da paragrafın genel konusunu ve ana fikrini anlamak	Belirli bir bilgiyi (isim, sayı, tarih, anahtar kelime) bulmak
Nereye bakarsınız?	Başlık, ilk ve son paragraf, paragrafların ilk cümleleri	Aradığınız bilginin biçimine: büyük harf, rakam, terim ve eşanlamlıları
Hız	Normal okumanın yaklaşık iki katı	Çok hızlı; aradığınızı bulana kadar yalnızca göz gezdirilir
Sınavda	Başlık eşleştirme; metni ilk kez okurken	Paragraf eşleştirme ve ayrıntı soruları; cevabın yerini bulmak

DİKKAT Hem göz gezdirme hem tarama, cevabın **yerini** bulmanızı sağlar; cevabı **seçmek** için o bölümü mutlaka dikkatle okumalısınız. Araştırmalar, adayların en çok hata yaptığı yerin burası olduğunu gösteriyor: Aranan kelimeyi bulan aday, cümlenin geri kalanını okumadan cevabı işaretliyor. Oysa sınav yazarları doğru cevabı genellikle başka kelimelerle verir ve aynı kelimeyi yanlış bir paragrafa da yerleştirir.

5.2 Tarama: Eşanlamlı ifadeleri aramak

Paragraf eşleştirme sorularında soru cümlesi metinle aynı kelimeleri nadiren kullanır. Bu yüzden ararken yalnızca sorudaki kelimeyi değil, onun olası karşılıklarını da düşünün. Örneğin soru *"a financial benefit"* diyorsa metinde *saves money, cheaper, lower costs, earn* gibi ifadeler arayın.

Alıştırma 5.1 · Ne aramalı?

Her soru ifadesi için metinde karşılaşabileceğiniz en olası ifadeyi seçin.

1. *a decline in numbers*
   A. fewer and fewer each year
   B. a number of reasons
   C. a growing population

2. *an unexpected result*
   A. as the team had predicted
   B. to the researchers' surprise
   C. the results were published

3. *a reason for delay*
   A. the work was held up by a shortage of materials
   B. it was postponed for two years
   C. it opened on time

4. *a comparison with an earlier period*
   A. in the near future
   B. at the same time
   C. twice as many as in the 1990s

5. *a criticism of the plan*
   A. the plan includes three stages
   B. opponents say the scheme ignores rural areas
   C. the plan was approved last year

6. *a personal recommendation*
   A. if you ask me, the best time to go is May
   B. most people agree
   C. the guidebook lists ten hotels

7. *a health risk*
   A. doctors work long hours
   B. the hospital has new equipment
   C. it may increase the chance of heart disease

8. *a method that was abandoned*
   A. a new method is being tested
   B. a technique still used today
   C. farmers eventually gave up this practice

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Alıştırma 5.2 · Süreli tarama

Aşağıdaki program duyurusunu tarayarak soruları cevaplayın. Hedef: sekiz soruyu 3 dakikada cevaplamak. Metni baştan sona okumayın; yalnızca aradığınız bilgiye gidin.

> **Riverside Science Week: Program**
>
> **Monday.** The week opens at 10 a.m. with a talk by marine biologist Dr. Hana Okafor on the hidden life of rivers. In the afternoon, families can join a guided walk along the river (meet at the Old Bridge, 2 p.m.; boots recommended).

> **Tuesday.** "Build a Robot" workshop for ages 10–14 in the Library Hall, 9 a.m. to 12 p.m. Places are limited to 25, so registration is required. In the evening, local astronomers will set up telescopes in Mill Park from 8 p.m., weather permitting.
>
> **Wednesday.** The science fair opens at the Town Hall, where 40 school teams will present their projects. Visitors can vote for their favorite project until 5 p.m. on Thursday. Entry is free all week.
>
> **Thursday.** Panel discussion "Can Small Towns Go Green?" with the mayor and two energy experts, 6:30 p.m., Community Center. Questions from the audience are welcome. Sign-language interpretation will be provided.
>
> **Friday.** Prize-giving for the science fair at 11 a.m., followed by a free outdoor concert. The closing event, a night-time bat-watching tour, starts at 9 p.m. at the Old Bridge. Bring a flashlight. Children under 12 must be accompanied by an adult.
>
> The canceled Monday cooking demonstration will now take place on Saturday at 10 a.m. in the Library Hall. For a printed program, visit the tourist office on Market Street.

1. Which event requires visitors to sign up in advance?
2. Where do the river walk and the bat-watching tour both start?
3. On which day can visitors last vote in the science fair?
4. Which event may not take place if the weather is bad?
5. What should visitors bring to the closing event?
6. What will be offered for people with hearing difficulties?
7. Which event has been moved to another day?
8. Where can you get a paper copy of the program?

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5.3 Paragraf eşleştirme

Bu soru türünde size beş-altı ifade verilir ve her birinin hangi paragrafta geçtiğini bulmanız istenir. Araştırmalar, başarılı okuyucuların bu görevde metni baştan sona okumak yerine önce ifadeleri okuduğunu, sonra paragraflar arasında hedefli olarak gidip geldiğini gösteriyor. Önerilen sıra:

1. **İfadeleri okuyun** ve her birindeki anahtar fikri altını çizerek belirleyin (ör. *a financial benefit*, *an unexpected result*).
2. **Paragraflara göz gezdirin** ve her paragrafın konusunu kafanızda iki-üç kelimeyle etiketleyin.
3. **En belirgin ifadeden başlayın.** İsim, sayı ya da tarih içeren ifadeler tarama ile hızla bulunur.
4. **Bulduğunuz cümleyi dikkatle okuyun.** İfadenin anlamı cümlenin anlamıyla gerçekten örtüşüyor mu? Yalnızca kelime benzerliğine güvenmeyin.
5. **Bir paragraf birden fazla ifadeyle eşleşebilir**; bazı paragraflar ise hiç kullanılmayabilir. Her soruyu ayrı değerlendirin.

Alıştırma 5.3 · Paragraf eşleştirme 1

Metni okuyun. 1–6 numaralı bilgilerin hangi paragrafta (A–E) geçtiğini yazın. Paragraflar birden fazla kez kullanılabilir.

Life Without a Car

A When Marta Lindqvist sold her car three years ago, her friends thought she would buy another one within months. "Everyone said I would miss it the first time it rained," she laughs. "It rained the next day, and I got wet. But I didn't regret it." Marta lives in a mid-sized city with a good bus network, which, she admits, makes the decision much easier than it would be in the countryside.

B The money was the first thing she noticed. Insurance, fuel, parking and repairs had been costing her around 400 euros a month. Now she spends less than a quarter of that on public transport and the occasional taxi. Part of the savings goes into a holiday fund; the rest she has used to buy a good bicycle and waterproof clothing.

C The change has also affected her health, though not in the way she expected. She assumed she would become fitter, and she did: she now cycles about 60 kilometers a week. What surprised her more was how much better she slept. Her doctor suggested that the daily exercise and the time spent outdoors were probably the reason.

D There are, of course, difficulties. Visiting her parents, who live in a village 90 kilometers away, now takes three hours by train and bus instead of one hour by car. Large shopping trips require planning, and she has occasionally had to turn down invitations to events outside the city. For these situations, she sometimes rents a car through a sharing scheme.

E Transport researchers say Marta's experience is becoming more common among city dwellers. The share of young adults with a driving license has fallen in many European countries since the 1990s. Whether this trend will continue, they warn, depends largely on how much cities invest in public transport and cycle paths.

1. a health benefit that was not anticipated
2. a comparison of journey times
3. a reaction from people close to her
4. a change in the habits of a wider group of people
5. how she spends the money she no longer needs for a car
6. a condition that makes her lifestyle easier to follow

Alıştırma 5.4 · Paragraf eşleştirme 2

Metni okuyun. 1–6 numaralı bilgilerin hangi paragrafta (A–E) geçtiğini yazın.

Saving the Seeds

A Deep inside a mountain on the Norwegian island of Spitsbergen lies one of the world's most unusual storage rooms. The Svalbard Global Seed Vault holds more than a million samples of crop seeds from almost every country. Its purpose is to protect the world's food plants against disasters such as war, disease and climate change.

B The location was chosen with care. The island is remote and geologically stable, and the vault lies well above the level the sea could reach even if the ice caps melted. The permafrost keeps the rock frozen, so even if the electricity failed, the seeds would remain cold.

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C The vault does not own the seeds. Each country or organization that sends samples keeps the right to them and is the only one allowed to take them out. The service is free of charge, and the costs are shared by the Norwegian government and an international fund.

D For years, many people saw the vault as an insurance policy that would never be used. That changed in 2015, when researchers whose seed bank near Aleppo had been damaged during the war in Syria requested some of their samples back. They used them to grow new collections in Lebanon and Morocco, and later returned fresh seeds to Svalbard.

E Not everything has gone to plan. In 2017, unusually warm weather caused melting water to enter the entrance tunnel. No seeds were harmed, but the incident led to expensive improvements, including a new waterproof tunnel. Critics also point out that the vault protects seeds but not the knowledge of the farmers who grew them.

1. the first time seeds were taken out of the vault
2. who has the right to remove the samples
3. a reason why the seeds would stay cold without power
4. an objection to what the vault can achieve
5. the range of countries whose seeds are stored
6. a problem caused by the weather

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5.4 Başlık eşleştirme

Başlık eşleştirme, paragrafın bütününü kavramanızı ölçer. Doğru başlık paragrafın **tamamını** kapsar; yanlış başlıklar ise genellikle paragraftaki tek bir ayrıntıya ya da başka bir paragrafa uyar.

- Paragrafın ilk ve son cümlesini okuyun; ana fikir çoğunlukla bu iki cümleden birindedir.
- Paragrafta *however, but, in fact* gibi bir dönüş varsa, ana fikir genellikle dönüşten sonra gelir.
- Paragrafta geçen bir kelime başlıkta da geçiyorsa dikkatli olun: Bu, tuzak olabilir.
- Emin olduğunuz paragraflardan başlayın; kalan başlıkları kalan paragraflarla karşılaştırın.

Alıştırma 5.5 · Başlık eşleştirme

Her paragraf (1–5) için listedeki başlıklardan (i–vii) birini seçin. İki başlık fazladır.

i. A skill that can be learned at any age
ii. Why the brain finds languages hard after childhood
iii. Benefits that go beyond communication
iv. A common belief that research does not support
v. Practical advice for adult beginners
vi. The cost of private language lessons
vii. How the brain changes when we learn

Never Too Late to Learn a Language

1 Many adults are convinced that they are too old to learn a new language and that only children can become fluent. The evidence suggests otherwise. Large studies have found that while children who start early usually end up with a better accent, adults often make faster progress in the first years, especially with vocabulary and grammar.

2 Brain imaging has shown that learning a language produces measurable changes. After only a few months of study, areas involved in memory and attention become more active, and some even grow slightly in size. The same changes have been observed in learners in their sixties and seventies.

3 Being able to order a meal or talk to locals on holiday is only part of the reward. Bilingual adults tend to be better at switching between tasks, and some research suggests that speaking two languages may delay the symptoms of memory loss in old age by several years.

4 In fact, people of all ages have successfully learned new languages, and many begin after retirement. A survey of over 2,000 learners aged 60 and above found that most reached a conversational level within three years of regular study.

5 For those starting out, experts recommend short daily practice rather than long weekly sessions, focusing on the words most useful for everyday situations, and finding opportunities to speak from the very beginning, even if mistakes are frequent.

1. Paragraf 1
2. Paragraf 2
3. Paragraf 3
4. Paragraf 4
5. Paragraf 5

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BÖLÜM 6

Çoktan Seçmeli Soru Türleri

Çoktan seçmeli sorular okuma bölümünün en büyük kısmını oluşturur. Her soru türü farklı bir okuma becerisini ölçer ve farklı bir çözüm yolu ister. Bu bölümde yedi soru türünü tanıyacak, yanlış seçeneklerin nasıl hazırlandığını öğrenecek ve bunu iki uzun metin üzerinde uygulayacaksınız.

6.1 Yedi soru türü

Soru türü	Tipik soru kökü	Çözüm yolu
Ayrıntı *detail*	*According to the text, …? · Which of the following is true?*	Sorudaki anahtar fikri tarayarak bulun, o cümleyi ve bir sonrakini dikkatle okuyun.
Bağlamda kelime *vocabulary in context*	*The word "X" in paragraph 2 is closest in meaning to…*	Kelimeyi bilseniz bile cümleyi okuyun; seçenekleri kelimenin yerine koyup deneyin.
Gönderim *reference*	*What does "it / this / they" refer to?*	Geriye doğru okuyun; seçeneği gönderim sözcüğünün yerine koyun.
Çıkarım *inference*	*What can be inferred…? · What does the writer suggest…?*	Metinde açıkça yazmayan ama metindeki bilgilerden **kesin** olarak çıkan sonucu seçin (bkz. Bölüm 7).
Amaç *purpose*	*Why does the writer mention…? · The purpose of paragraph 3 is to…*	Bu bilginin çevresindeki cümlelere bakın: Bir örnek mi, bir karşı görüş mü, bir uyarı mı?
Ana fikir *main idea*	*What is the text mainly about? · The best title would be…*	Metnin tamamını kapsayan seçeneği seçin; tek paragrafa uyan seçenek çok dardır.
Tutum *attitude / opinion*	*What is the writer's attitude towards…?*	Yazarın kendi değerlendirme kelimelerini (sıfat, zarf, *may / must*) izleyin (bkz. Bölüm 7).

SIRA ÖNEMLİ Mİ? e-TEP'te metin ve sorular aynı ekranda durur ve sorular arasında serbestçe dolaşabilirsiniz. Ayrıntı ve kelime soruları genellikle metindeki sırayı izler; bu yüzden önce onları metin üzerinde ilerleyerek cevaplayın. Ana fikir ve tutum soruları metnin tamamını gerektirdiğinden, bunları en sona bırakmak hem zaman kazandırır hem de daha doğru cevap verdirir.

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6.2 Çeldiriciler nasıl hazırlanır?

Sınav yazarları yanlış seçenekleri, yani çeldiricileri (*distractors*), rastgele yazmaz. Bilmeyen ya da aceleyle okuyan adayı çekecek biçimde hazırlar. En sık kullanılan altı tuzak şunlardır:

Tuzak	Nasıl görünür?
1. Kelime eşleşmesi	Metindeki kelimelerin aynısını kullanır, ama anlamı farklıdır ya da metnin başka bir yerine aittir.
2. Metinde olmayan bilgi	Mantıklı ve doğru görünür, hatta gerçek hayatta doğru olabilir; ama metin bunu söylemez.
3. Ters anlam	Metindeki bilginin tam tersini söyler; çoğu zaman *not, less, never* gibi küçük bir kelime değişikliğiyle.
4. Aşırı genelleme	Metin *some, often, may* derken seçenek *all, always, will* der.
5. Çok dar / çok geniş	Ana fikir sorularında tek bir ayrıntıyı ya da metnin konusundan daha geniş bir alanı kapsar.
6. Yanlış bağlantı	Metindeki iki doğru bilgiyi yanlış bir neden-sonuç ilişkisiyle birleştirir.

Alıştırma 6.1 · Tuzağı bulun

Kısa metni okuyun. Ardından her yanlış seçeneğin hangi tuzağı kullandığını seçin.

> Some hospitals have started to allow patients' dogs to visit them. Doctors at one hospital found that patients who received visits from their pets reported less pain and needed slightly less medication. The visits are carefully controlled: dogs must be clean and vaccinated, and they are not allowed in intensive care units. So far, the program has been offered only to adults staying in hospital for more than a week.

Question: What did doctors at the hospital find? **Correct answer:** *Patients felt better after seeing their pets.*

1. *All patients need less medication when they have a dog at home.*
   A. aşırı genelleme
   B. ters anlam
   C. kelime eşleşmesi
2. *Patients reported more pain after the visits.*
   A. çok geniş
   B. metinde olmayan bilgi
   C. ters anlam
3. *Dogs make patients recover from illness more quickly.*
   A. ters anlam
   B. kelime eşleşmesi
   C. metinde olmayan bilgi
4. *Dogs in intensive care units must be carefully controlled.*
   A. çok dar
   B. kelime eşleşmesi

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C. aşırı genelleme

5. *Because the dogs are vaccinated, patients feel less pain.*

A. yanlış bağlantı
B. çok geniş
C. ters anlam

6.3 Uygulama metinleri

Aşağıdaki iki metin, sınavın orta ve ileri bölümlerindeki metinlerin uzunluğunda ve zorluğundadır. Her metin için 12 dakika ayırın. Soruları cevapladıktan sonra yanlış yaptığınız her soru için hangi tuzağa düştüğünüzü not edin.

Alıştırma 6.2 · Uygulama metni 1

The Science of Queuing

Nobody enjoys waiting in line, yet most of us spend a surprising amount of our lives doing it. Estimates suggest that the average person in a developed country spends several days every year standing in queues at stores, airports and offices. It is perhaps not surprising, then, that a whole field of mathematics, known as queuing theory, is devoted to the subject.

Queuing theory was first developed in the early twentieth century by a Danish engineer working for a telephone company. He wanted to know how many operators were needed so that callers would not have to wait too long. His methods are now used to design everything from supermarket checkouts to hospital emergency departments. One of their most useful findings is that a single line feeding several counters is more efficient than a separate line for each counter, because no counter stands empty while customers wait elsewhere.

Mathematics, however, is only half the story. Psychologists have shown that how long a wait *feels* often matters more than how long it actually is. People overestimate waiting times, sometimes by as much as a third, and an unoccupied wait seems much longer than one in which there is something to do. This is why many airports place baggage claim far from the arrival gate: passengers spend the time walking instead of standing by an empty belt, and complaints fall even though the total time is the same.

Uncertainty also makes waiting harder to bear. A wait of unknown length feels longer than one whose end is in sight, which explains the growing use of screens that tell customers how many people are ahead of them. Perhaps most importantly, people react strongly to unfairness. Watching someone who arrived later being served first can cause more frustration than the wait itself. A single line, it turns out, is not only more efficient; it also feels fairer.

None of this means that businesses should rely on tricks rather than reduce waiting times. Customers who feel manipulated are quick to say so. But the research does suggest that a small investment in the experience of waiting can sometimes achieve as much as a large investment in speed.

1. *Why was queuing theory first developed?*

A. to make supermarket checkouts more efficient
B. to decide how many staff a telephone company needed
C. to reduce the number of complaints in hospitals

2. *According to paragraph 2, why is a single line more efficient?*
   A. No counter is left unused while people are waiting.
   B. Customers are served in the order in which they arrive.
   C. Fewer counters need to be open.

3. *The word "unoccupied" in paragraph 3 is closest in meaning to*
   A. crowded
   B. with nothing to do
   C. without a seat

4. *Why does the writer mention baggage claim at airports?*
   A. to show that airports have reduced total waiting times
   B. to criticize airports for making passengers walk too far
   C. to illustrate that keeping people busy reduces dissatisfaction

5. *What can be inferred about screens showing the number of people ahead?*
   A. Customers find them unfair.
   B. They make waiting feel less uncertain.
   C. They make the wait shorter.

6. *According to the text, what can cause more frustration than the wait itself?*
   A. not knowing how long the wait will be
   B. seeing a later arrival served first
   C. having nothing to do while waiting

7. *What does "it" in "it also feels fairer" (paragraph 4) refer to?*
   A. a single line
   B. unfairness
   C. the wait itself

8. *What is the writer's main point in the final paragraph?*
   A. Businesses should use psychological tricks instead of reducing waiting times.
   B. Customers rarely notice when businesses try to manipulate them.
   C. Improving how waiting feels can be a useful addition to making it shorter.

9. *What is the text mainly about?*
   A. the mathematical and psychological sides of waiting in line
   B. the reasons why people dislike airports
   C. the history of a Danish telephone company

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Alıştırma 6.3 · Uygulama metni 2

Should We Bring Back the Wolf?

Few animals provoke such strong feelings as the wolf. For centuries it was hunted across much of Europe, and by the middle of the twentieth century it had disappeared from many countries. Since then, legal protection and the abandonment of farmland have allowed wolves to return to areas where they had not been seen for generations. Today there are estimated to be more than 20,000 wolves in Europe, and their numbers are still rising.

Supporters of the wolf's return often point to Yellowstone National Park in the United States, where wolves were reintroduced in 1995. The wolves reduced the number of elk, which had been eating young trees along the rivers. As the trees recovered, birds and beavers returned, and the riverbanks became more stable. The story is frequently presented as proof that a single predator can restore an entire ecosystem.

Many ecologists now believe this account is too simple. Elk numbers were also affected by human hunters, by bears and by several dry winters, and in some areas the trees have recovered far less than early reports claimed. The wolves certainly played a part, but how large a part remains a matter of debate. Moreover, Yellowstone is a vast protected area with few people. Most of Europe is not.

It is in farming regions that the conflict is sharpest. Wolves kill thousands of sheep every year, and although most governments pay compensation, many farmers argue that the payments do not cover the extra work of guarding their animals, nor the stress of losing them. For some, the wolf has become a symbol of decisions made by city dwellers who will never have to live with the consequences.

Practical solutions do exist. Electric fences and specially trained guard dogs have reduced attacks dramatically where they have been used properly. Such measures, however, cost money and time, and they work best when introduced before the wolves arrive rather than after. If Europe wants to share its landscapes with wolves, it seems, it will have to share the costs more fairly as well.

1. *According to paragraph 1, what has helped wolves to return to Europe?*
   A. a fall in the number of hunters
   B. legal protection and land no longer being farmed
   C. the reintroduction of wolves from America
2. *Why does the writer mention Yellowstone National Park?*
   A. to present an example often used by people who support wolves
   B. to compare wolf numbers in Europe and America
   C. to prove that wolves always restore ecosystems
3. *What happened after the elk population fell in Yellowstone?*
   A. Beavers began to eat the young trees.
   B. Human hunters left the area.
   C. Trees near the rivers began to grow back.
4. *What do many ecologists now believe about the Yellowstone story?*
   A. Other factors also contributed to the changes.
   B. The wolves had no effect on the ecosystem.
   C. The trees have recovered more than people expected.
5. *What does the writer suggest by saying "Most of Europe is not"?*
   A. Wolves cannot survive in Europe.
   B. Results from Yellowstone may not apply in Europe.
   C. Europe has no national parks.
6. *The word "sharpest" in paragraph 4 is closest in meaning to*
   A. most intense
   B. most obvious

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C. most dangerous

7. *According to paragraph 4, why are many farmers unhappy with compensation?*

A. Governments rarely pay it.
B. It does not cover all the costs of living with wolves.
C. The money is paid too late.

8. *What does "they" in "they work best" (paragraph 5) refer to?*

A. farmers
B. wolves
C. fences and guard dogs

9. *What is the writer's overall position?*

A. Wolves should not be allowed to return to farming regions.
B. Wolves and farmers can coexist if the costs are shared more fairly.
C. The return of wolves has been a complete success.

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BÖLÜM 7

Çıkarım ve Yazarın Tutumu

Okuma bölümünün son metinleri C1 düzeyindedir ve bu metinlerde soruların önemli bir kısmı metinde açıkça yazmayan şeyleri sorar: Yazar ne ima ediyor? Bu görüşe katılıyor mu? Hangi sonuç metinden çıkar? Bu bölüm, "satır arasını okumayı" sistemli bir beceriye dönüştürüyor.

7.1 Geçerli çıkarım: "Olabilir" değil, "olmalı"

Çıkarım (*inference*) sorularında doğru cevap metinde kelimesi kelimesine yazmaz, ama metindeki bilgilerden **kaçınılmaz olarak** çıkar. Adayların en sık yaptığı hata, metinle çelişmeyen ve mantıklı görünen bir seçeneği işaretlemektir. Doğru çıkarım için şu soruyu sorun: **"Metne göre bu kesinlikle doğru mu, yoksa yalnızca doğru olabilir mi?"**

Örnek 7.1

> *When the new manager arrived, she replaced the weekly two-hour meeting with a fifteen-minute update every morning. Within a month, the team had stopped complaining about wasting time.*

Seçenek	Değerlendirme
The team had previously complained about wasting time.	**Geçerli çıkarım.** "Şikayet etmeyi bıraktılar" ifadesi, daha önce şikayet ettiklerini gerektirir.
The team became more productive.	Olabilir, ama metin verimlilikten söz etmiyor. **Metinde olmayan bilgi.**
The previous manager was unpopular.	Metin önceki yönetici hakkında hiçbir şey söylemiyor. **Aşırı yorum.**

Alıştırma 7.1 · Hangisi kesin?

Her kısa metinden kesin olarak çıkarılabilecek seçeneği işaretleyin.

1. *Unlike last year, this year's festival will not need to rent extra chairs.*
   A. This year's festival will be smaller.
   B. Last year's festival rented extra chairs.
   C. The festival has bought new chairs.
2. *Even the station's most loyal listeners were surprised when the morning show was canceled.*

A. The morning show had few listeners.
B. The station plans to start a new show.
C. The cancellation was unexpected.

3. *The museum, which is now open on Mondays, attracted record numbers this spring.*
   A. Opening on Mondays caused the record numbers.
   B. The museum used to be closed on Mondays.
   C. The museum is more popular in spring than in summer.

4. *Only two of the twelve hotels in the town still have rooms available for the conference week.*
   A. Two hotels are too expensive.
   B. The conference is very popular.
   C. Most hotels in the town are fully booked for that week.

5. *For the first time in its history, the club is being led by someone who never played professionally.*
   A. All the club's previous leaders had played professionally.
   B. The new leader will be less successful.
   C. The club has had financial problems.

6. *Researchers had expected the drug to work better in younger patients; the opposite turned out to be true.*
   A. The researchers made an error in the study.
   B. The drug worked better in older patients.
   C. The drug did not work at all.

7. *Now that the bridge has reopened, the journey to the airport takes half as long.*
   A. While the bridge was closed, the journey took longer.
   B. The bridge was badly built.
   C. More people now travel to the airport.

8. *The author's second novel, unlike her first, was barely noticed by reviewers.*
   A. Her first novel received attention from reviewers.
   B. She has written only two novels.
   C. Her second novel was badly written.

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7.2 Yazarın sesi: Kesinlik ve tutum dili

Akademik ve tartışmacı metinlerde yazarlar görüşlerini genellikle doğrudan (*"I think…"*) belirtmez. Bunun yerine kelime seçimleriyle ne kadar emin olduklarını ve ne düşündüklerini gösterirler. Bu dilin iki yüzü vardır: **temkinli dil** ya da kaçınma ifadeleri (*hedging*) ve **yazar duruşu** (*stance*).

İşlev	Örnek ifadeler
Yüksek kesinlik	*clearly, undoubtedly, it is evident that, must, demonstrates, proves*
Temkinli ifade	*may, might, could, appears to, seems, tends to, possibly, suggests, it is likely that*
Olumlu değerlendirme	*valuable, impressive, encouragingly, a welcome step, rightly*
Olumsuz değerlendirme	*misleading, questionable, worryingly, a mere, so-called, fails to*

İşlev	Örnek ifadeler
Mesafe koyan bildirme fiilleri	*claim, allege, insist, it is often said that* (yazar katılmıyor olabilir)
Onaylayan bildirme fiilleri	*show, demonstrate, establish, confirm, point out* (yazar bilgiyi doğru kabul ediyor)

İPUCU *Researchers **showed** that…* ile *Researchers **claimed** that…* arasında büyük bir fark vardır. İlkinde yazar bulguyu doğru kabul eder; ikincisinde ona mesafeli durur. Tutum sorularında bildirme fiillerinin altını çizin.

Alıştırma 7.2 • Yazarın tutumu

Her cümlede yazarın tutumunu en iyi tanımlayan seçeneği işaretleyin.

1. *The so-called "smart" parking meters have done little except confuse drivers.*
   A. approving
   B. critical
   C. neutral

2. *The company claims that its new packaging is fully recyclable.*
   A. The writer knows the packaging is not recyclable.
   B. The writer believes the packaging is recyclable.
   C. The writer is reporting the claim without accepting it.

3. *Encouragingly, the number of young people volunteering has risen for the third year.*
   A. doubtful
   B. surprised
   C. pleased

4. *These findings may suggest a link between diet and mood, although further research is needed.*
   A. The writer is cautious about the conclusion.
   B. The writer is certain that diet affects mood.
   C. The writer rejects the findings.

5. *The council has rightly decided to protect the old market building.*
   A. The writer is unsure about the decision.
   B. The writer supports the decision.
   C. The writer disagrees with the decision.

6. *The report fails to explain why costs rose so sharply.*
   A. The writer thinks the report is incomplete.
   B. The writer praises the report's detail.
   C. The writer agrees that costs rose.

7. *Worryingly, few of the city's bridges have been inspected in the last ten years.*
   A. indifferent
   B. amused
   C. concerned

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8. *Recent studies have established that regular reading improves vocabulary in adults as well as children.*
   A. The writer doubts the studies.
   B. The writer accepts the finding as reliable.
   C. The writer believes the effect only applies to children.

Alıştırma 7.3 · Temkinli dile çevirin

Aşağıdaki kesin ifadeleri, parantez içindeki kelimeyi kullanarak daha temkinli bir dille yeniden yazın.

1. *Social media causes loneliness.* (may)
2. *The new law will reduce traffic.* (likely)
3. *Children who play outdoors are healthier.* (tend)
4. *The results prove that the method works.* (suggest)
5. *The species is disappearing.* (appear)

7.3 Tartışmacı bir metinde çıkarım ve tutum

Aşağıdaki metin, sınavın son bölümündeki C1 metinlerine benzer. Yazar bir görüşü savunuyor, karşı görüşü aktarıyor ve kendi tutumunu kelime seçimleriyle belli ediyor. Metni okurken yazarın aktardığı görüşleri ve kendi görüşlerini farklı renklerle işaretleyin. 15 dakika ayırın.

Alıştırma 7.4 · C1 metni: The Trouble with Five Stars

The Trouble with Five Stars

It has become almost impossible to buy anything, book anything or eat anywhere without first consulting other people's ratings. The appeal is obvious: instead of relying on advertising, we can learn from the experiences of thousands of ordinary customers. Online reviews, their defenders argue, have shifted power from companies to consumers. There is some truth in this. Yet anyone who has studied rating systems closely will have noticed a curious pattern that ought to make us more skeptical.

On most platforms, the average rating is remarkably high. A typical product or restaurant scores somewhere above four out of five, and a score of three, which in theory means "average," is widely read as a warning. This inflation is not hard to explain. Customers who are moderately satisfied rarely bother to write anything; those who do tend to be either delighted or furious. Many businesses, moreover, ask their happiest customers for reviews and quietly ignore the rest. The result is a scale on which almost everything is excellent, and the differences that matter are squeezed into the narrow space between 4.2 and 4.8.

The problem goes beyond inflation. A rating compresses a complex experience into a single number, and in doing so it hides precisely the information a buyer most needs. A hotel may receive one star from a guest who disliked the noise of the city center and five stars from another who chose it for exactly that reason. Averaging the two tells us nothing useful about either. Some platforms have tried to address this by asking for separate scores for cleanliness, location and service, an approach that is undoubtedly an improvement, if not a complete solution.

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> Then there is the matter of trust. Fake reviews, whether written by businesses about themselves or by competitors, are estimated to make up a significant share of the total on some sites, though reliable figures are hard to obtain. Platforms insist that their detection systems remove the vast majority. Perhaps they do; but the very existence of companies that sell reviews in bulk suggests that the market for them remains profitable.
>
> None of this means that ratings should be ignored. Read carefully, they can still reveal patterns that no advertisement would. The most useful information, however, is usually found not in the stars but in the words: in the details of a three-star review written by someone who seems to share our priorities. That requires more effort than glancing at a number. It may also be the only way to make the wisdom of the crowd genuinely wise.

1. *In paragraph 1, the writer's attitude towards the defenders of online reviews is best described as*
   A. partly in agreement but doubtful
   B. enthusiastically supportive
   C. completely dismissive
2. *What can be inferred from paragraph 2 about a score of three?*
   A. It is the most common score on most platforms.
   B. Readers interpret it as worse than its intended meaning.
   C. It is usually given by fake reviewers.
3. *According to paragraph 2, why are average ratings so high?*
   A. The reviews come mainly from very happy or very unhappy customers, and businesses encourage positive ones.
   B. Most products and services are excellent.
   C. Platforms remove negative reviews.
4. *Why does the writer mention the hotel in the city center?*
   A. to warn readers about noisy hotels
   B. to show how an average can hide what different customers actually value
   C. to give an example of a fake review
5. *What is the writer's view of separate scores for cleanliness, location and service?*
   A. They solve the problem entirely.
   B. They make the problem worse.
   C. They are better, but not perfect.
6. *The phrase "Platforms insist" in paragraph 4 suggests that the writer*
   A. has evidence that the platforms are lying
   B. is not fully convinced by the platforms' claim
   C. completely trusts the detection systems
7. *What does the writer suggest by mentioning companies that sell reviews in bulk?*
   A. Fake reviews are probably still common.
   B. Detection systems remove most fake reviews.
   C. Buying reviews is illegal.
8. *According to the writer, where is the most useful information usually found?*

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A. in the average star rating
B. in five-star reviews
C. in the written comments of reviewers with similar priorities

9. *What is the writer's main argument?*

A. Advertising is more reliable than online reviews.
B. Ratings are useful only if read critically and in detail.
C. Online ratings should be banned because they are unreliable.

10. *The tone of the text is best described as*

A. humorous and light
B. angry and emotional
C. thoughtful and moderately critical

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BÖLÜM 8

Sınav Dışında Okumak

Strateji öğrenmek puanınızı kısa sürede birkaç puan artırabilir. Ama okuma becerinizin kalıcı olarak gelişmesi, ne kadar çok okuduğunuza bağlıdır. Bu bölüm, sınav hazırlığınıza düzenli ve keyifli okumayı, yani kapsamlı okumayı nasıl ekleyeceğinizi anlatıyor.

8.1 Kapsamlı okuma neden işe yarar?

Kapsamlı okuma (*extensive reading*), seviyenize uygun ve ilginizi çeken metinleri bol miktarda, sözlüğe fazla başvurmadan ve keyif için okumaktır. Sınıflarda yaygın olan yoğun okumadan (*intensive reading*), yani kısa bir metni her kelimesiyle incelemekten farklıdır. İkisi birbirinin alternatifi değil, tamamlayıcısıdır: Yoğun okuma dili tanımanızı, kapsamlı okuma ise o dili otomatik hale getirmenizi sağlar.

Araştırmalar kapsamlı okumanın şu yararlarını tutarlı biçimde gösteriyor:

- **Okuma hızı ve akıcılık artar.** Kolay metni çok okuyan öğrenci, kelimeleri ve kalıpları daha hızlı tanımaya başlar (bkz. Bölüm 2).
- **Kelime bilgisi derinleşir.** Bir kelimeyle farklı bağlamlarda defalarca karşılaşmak, onun anlamını, eşdizimlerini ve kullanımını pekiştirir. Bu, Modül 1'de anlatılan "kelimeyi bilmenin" derin boyutudur.
- **Dil bilgisi sezgisi gelişir.** Doğru yapıları binlerce kez görmek, yazma ve konuşmada da işinize yarar.
- **Okumaya karşı tutum değişir.** Okumaktan keyif alan öğrenci daha çok okur; daha çok okuyan öğrenci daha iyi okur.

8.2 Doğru seviye: Yüzde 98 kuralı

Kapsamlı okumanın işe yaraması için metin **kolay** olmalıdır. Modül 1'de gördüğünüz gibi, bir metni rahatça ve yardım almadan anlamak için içindeki kelimelerin yaklaşık yüzde 98'ini bilmek gerekir. Bu, her 50 kelimede yalnızca bir bilinmeyen kelime demektir. Kulağa az gelir, ama yüzde 95'lik bir metinde bile her 20 kelimede bir yabancı kelimeyle karşılaşırsınız ve okuma bir zevk olmaktan çıkıp bir çözme işine dönüşür.

SAYFA TESTİ Bir kitabın ortasından rastgele bir sayfa açın (yaklaşık 250–300 kelime). Okurken anlamını bilmediğiniz kelimeleri parmağınızla sayın.
• **0–2 kelime:** Akıcılık için ideal; hızlı okuma çalışmasında kullanın.
• **3–6 kelime:** Kapsamlı okuma için uygun seviye.
• **7–10 kelime:** Zor; yoğun okuma ya da sınav çalışması için kullanılabilir, ama keyif için okumaya uygun değil.
• **10'dan fazla:** Şimdilik bırakın; bir alt seviyeden başlayın.

Alıştırma 8.1 · Kapsama hesabı

Her durum için en doğru değerlendirmeyi seçin.

1. *A 300-word page contains 6 unknown words. What percentage of the words does the reader know?*
   A. 94%
   B. 99%
   C. 98%
2. *A 200-word page contains 10 unknown words. Is it suitable for extensive reading?*
   A. Yes, 95% is ideal for reading for pleasure.
   B. No, 95% is likely to make reading slow and tiring.
   C. Yes, because the reader can use a dictionary.
3. *Selin finds no unknown words in a graded reader. How should she use it?*
   A. It is a good text for speed and fluency practice.
   B. She should not read it; it is a waste of time.
   C. She should look for difficult grammar in it.
4. *Murat reads a news article with about one unknown word in every ten. What should he do?*
   A. Read it several times until he understands everything.
   B. Use it for intensive study, or choose an easier text for extensive reading.
   C. Read it quickly without stopping.

8.3 Ne okumalı?

Kaynak türü	Neden yararlı?	Seviye
Kademeli okuma kitapları *graded readers*	Kelime sayısı seviyeye göre sınırlandırılmış romanlar ve hikayeler. Oxford Bookworms, Penguin Readers ve Cambridge English Readers gibi dizilerin her seviyesinde onlarca kitap vardır. Kapsamlı okumaya başlamanın en güvenilir yolu.	A2–C1
Seviyelendirilmiş haber siteleri	VOA Learning English ya da News in Levels gibi siteler güncel haberleri sade bir dille ve çoğu zaman sesli olarak sunar.	A2–B2
Genel bilim ve kültür dergileri	e-TEP'in son bölümlerindeki metinlere en çok benzeyen türdür: bilim, toplum, çevre ve teknoloji konularında 500–1000 kelimelik yazılar.	B2–C1

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Kaynak türü	Neden yararlı?	Seviye
İlgi alanınıza dair bloglar ve forumlar	Futbol, oyun, yemek, teknoloji: Zaten ilgilendiğiniz bir konuda okumak, motivasyonu en kolay korunan yoldur.	B1–C1
Romanlar	Daha önce Türkçesini okuduğunuz ya da filmini izlediğiniz bir romanla başlamak anlamayı kolaylaştırır.	B2–C1

8.4 Kapsamlı okumanın kuralları

1. **Çok okuyun.** Haftada en az bir kademeli okuma kitabı ya da her gün 20–30 dakika okuma hedefleyin.
2. **Kolay okuyun.** Sayfa testini kullanın. Zor bir kitapla az ilerlemek yerine kolay kitaplarla çok ilerleyin.
3. **Sözlüğü az kullanın.** Anlamı tahmin edebiliyorsanız devam edin. Bir kelime sürekli karşınıza çıkıyor ve anlamanızı engelliyorsa bakın.
4. **Sevmediğinizi bırakın.** Kapsamlı okumada bir kitabı bitirmek zorunda değilsiniz. Sıkıldıysanız başka bir kitaba geçin.
5. **Kayıt tutun.** Okuduğunuz kitapları ve toplam kelime sayısını not edin. İlerlemeyi görmek, devam etmenin en güçlü motivasyonudur.

Alıştırma 8.2 · Okuma günlüğü

Sonraki altı hafta boyunca okuduklarınızı aşağıdaki tabloya kaydedin. Hedefiniz, altı haftada en az 60.000 kelime okumak (kademeli okuma kitaplarının çoğu 10.000–25.000 kelimedir; kelime sayısı genellikle kitabın arka kapağında ya da yayıncının sitesinde yazar).

Hafta	Ne okudunuz?	Seviye	Kelime	Toplam	Puan (1–5)
1					
2					
3					
4					
5					
6					

Alıştırma 8.3 · Okumadan sonra

Her kitabı ya da uzun metni bitirdikten sonra aşağıdaki soruları kısaca İngilizce cevaplayın. Bu, okuduğunuzu düşünmenizi sağlar ve aynı zamanda yazma bölümü için iyi bir alıştırmadır.

1. Summarize the text in three sentences.
2. Which part did you find most interesting, and why?
3. Write down three new words or phrases you noticed and the sentences they appeared in.
4. Would you recommend this text to a friend preparing for e-TEP? Why or why not?

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8.5 Sınav haftalarında okuma

Sınava iki-üç hafta kaldığında kapsamlı okumayı bırakmayın, ama içeriğini sınava yaklaştırın. Bilim, eğitim, sağlık, çevre ve toplum konularındaki makaleleri seçin. Her gün bir makaleyi süre tutarak okuyun, ardından kendinize şu üç soruyu sorun: Ana fikir ne? Yazarın tutumu ne? Hangi paragraf hangi işlevi görüyor (giriş, örnek, karşı görüş, sonuç)? Bu üç soru, sınavdaki soru türlerinin neredeyse tamamını kapsar.

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BÖLÜM 9

Tam Uygulama Testi

Bu test, e-TEP okuma bölümünün biçiminde hazırlandı: beş bölüm, 30 soru, 60 dakika. Bölümler B1'den C1'e doğru zorlaşıyor. Testi tek oturumda, sözlüksüz ve süre tutarak çözün. Her bölümü bitirdiğinizde saate bakıp süreyi testin sonundaki tabloya yazın.

SINAV KOŞULLARI Gerçek sınavda sorular arasında Back ve Next düğmeleriyle serbestçe dolaşabilirsiniz. Burada da bölümlerin sırasını değiştirmekte serbestsiniz, ama toplam süreyi aşmayın. Yaklaşık hedef: Bölüm 1 ve 2 için 9'ar dakika, Bölüm 3 için 12 dakika, Bölüm 4 için 13 dakika, Bölüm 5 için 15 dakika ve son kontrol için 2 dakika.

Bölüm 1 · Paragraf eşleştirme (Sorular 1–6)

Alıştırma 9.1 · Test Bölüm 1

Beş kişi, boş zamanlarında başladıkları bir uğraşı anlatıyor. 1–6 numaralı ifadelerin hangi kişiye (A–E) ait olduğunu yazın. Kişiler birden fazla kez kullanılabilir.

Something New

A · Dilan I started making pottery after a friend gave me a class as a birthday present. My first bowls were terrible, and I almost gave up after the second lesson. What kept me going was the teacher, who told me that everyone's first fifty pots end up in the bin. Now I sell a few pieces at a local market, although the money barely covers the cost of the clay.

B · Kemal I joined an amateur choir last year. I had never sung in front of anyone, and I was sure I would be asked to leave. In fact, nobody has to audition, and the conductor puts beginners next to experienced singers so they can follow them. The best part is the concert at the end of each season. My whole family comes, even my teenage son, who usually refuses to go anywhere with me.

C · Anna Birdwatching is cheap, which is one reason I chose it. All you need is a pair of binoculars and a notebook, and you can do it from your own window. I keep a list of every species I have seen; I am at 112. I go out early on Sunday mornings, before the paths are full of people, and I find it more relaxing than any gym.

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D · Tomás I took up rock climbing at an indoor wall near my office. The equipment was expensive at first, but the monthly membership is less than I used to spend on takeaway coffee. Climbing has made me much stronger, and to my surprise it has also helped with my fear of heights, which I have had since I was a child.

E · Mei During a long winter at home, I started learning to repair old watches using online videos. It requires enormous patience, and a single mistake can mean starting again from the beginning. My grandfather was a watchmaker, and I like to think he would be pleased. I have repaired eleven watches so far, mostly for friends, and I never charge them.

1. This person overcame a long-standing fear.
2. This person was encouraged by a remark about other learners.
3. This person's activity is connected to a family member's profession.
4. This person was surprised that no test was needed to join.
5. This person mentions earning a small amount from the activity.
6. This person avoids doing the activity when it is busy.

Bölüm 2 · Çoktan seçmeli (Sorular 7–12)

Alıştırma 9.2 · Test Bölüm 2

Keeping Bees in the City

On the roof of a hotel in the center of the city, ten wooden hives hold around half a million bees. The hotel's chef uses their honey in desserts and breakfasts, and guests can join a short tour to see the hives. The project began five years ago as an experiment. Today it is one of dozens of urban beekeeping schemes that have appeared across the country.

It may seem strange that bees should do well in cities, but in many cases they do better than in the countryside. Parks, gardens and tree-lined streets offer a wide variety of flowers throughout the season, while large areas of farmland are planted with a single crop that flowers for only a few weeks. City bees are also exposed to fewer of the chemicals used in agriculture.

Not everyone is enthusiastic, however. Some ecologists warn that the popularity of honeybees may be harming wild bees, which are far more important for many plants but receive much less attention. In some neighborhoods, there are now so many hives that the honeybees compete with wild species for the same limited flowers. The ecologists do not want urban beekeeping to stop, but they argue that planting more flowers would do more for nature than adding more hives.

The hotel's beekeeper agrees. Last year, the hotel stopped adding hives and instead turned part of its car park into a wildflower meadow.

7. *How did the rooftop project begin?*
   A. as a way to save money on desserts
   B. as a trial
   C. as part of a national scheme

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8. *According to paragraph 2, why do bees often do well in cities?*
   A. Cities offer different flowers for a longer period.
   B. Farmers bring their hives into cities.
   C. Cities have more farmland nearby.

9. *What does "a single crop" in paragraph 2 refer to?*
   A. one bee species
   B. one type of plant grown over a large area
   C. one kind of honey

10. *What concern do some ecologists have?*
    A. Urban beekeeping is dangerous for residents.
    B. City honey is less healthy than country honey.
    C. Too many honeybees may reduce food for wild bees.

11. *What do the ecologists recommend?*
    A. moving hives to the countryside
    B. ending urban beekeeping completely
    C. increasing the number of flowers

12. *What can be inferred about the hotel's beekeeper?*
    A. He has acted on the ecologists' advice.
    B. He disagrees with the ecologists.
    C. He plans to sell the hives.

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Bölüm 3 · Metin tamamlama (Sorular 13–18)

Alıştırma 9.3 · Test Bölüm 3

A–G parçalarından altısını boşluklara (13–18) yerleştirin. Bir parça fazladır.

Cooling the City

Cities are often several degrees warmer than the countryside around them, a phenomenon known as the urban heat island. Dark roofs and roads absorb sunlight during the day and release it slowly at night. (13) _____ As summers become hotter, this extra heat is becoming a serious health risk, particularly for older people.

One of the simplest responses is to change the color of surfaces. (14) _____ In some cities, roads have also been coated with a light gray material that can lower their surface temperature by up to ten degrees.

Trees offer another solution. (15) _____ They also release water through their leaves, which cools the air around them. A study in one European capital found that streets with large trees were up to three degrees cooler than similar streets without them.

Planting trees in a crowded city, however, is not as easy as it sounds. (16) _____ For this reason, some cities have turned to green roofs and walls instead, which use space that would otherwise be empty.

> Water can help too. (17) _____ Seoul, for example, removed a busy highway and restored the stream that had once flowed beneath it. Temperatures along the stream are now noticeably lower than in nearby streets.
>
> No single measure can solve the problem on its own. (18) _____ The cities that have been most successful are those that combine several approaches and plan them over decades rather than years.

A Their shade prevents sunlight from reaching roads and buildings in the first place.

B Painting roofs white, for instance, reflects much of the sun's energy back into the sky.

C As a result, the difference is often greatest after sunset, when the countryside cools quickly but the city does not.

D Fountains, canals and rivers all lower the temperature of the air around them.

E Each, however, makes a contribution, and together their effect can be considerable.

F Underground pipes and cables leave little room for roots, and many streets are simply too narrow.

G Air conditioning is therefore the most effective way to keep cities cool.

Bölüm 4 · Çoktan seçmeli (Sorular 19–24)

Alıştırma 9.4 · Test Bölüm 4

> **Why We Put Things Off**
>
> Almost everyone procrastinates from time to time, delaying a task they know they should do in favor of something more pleasant. For a long time, procrastination was treated as a problem of time management: people who put things off, it was assumed, simply needed better planning. Diaries, to-do lists and productivity apps were sold as the cure.
>
> Psychologists now increasingly see the problem differently. According to this view, procrastination is less about time than about emotions. We avoid tasks that make us feel anxious, bored or uncertain, and the short-term relief of avoiding them is rewarding enough to make us repeat the pattern. A student who delays starting an essay is not usually unaware of the deadline; rather, opening a blank document brings on feelings of self-doubt that checking a phone temporarily removes.
>
> If this explanation is correct, it helps to explain why planning tools so often fail. A detailed schedule does nothing to change how a task makes us feel, and missing the targets it sets can increase the guilt that led to the delay in the first place. Researchers have found that students who are hard on themselves after procrastinating tend to procrastinate more on the next task, whereas those who forgive themselves are more likely to start sooner.
>
> This does not mean that structure is useless. Breaking a large task into a very small first step, such as writing a single sentence, can reduce the anxiety enough to get started. Once a task has begun, continuing it is usually far easier. The key, psychologists suggest, is to treat procrastination not as laziness to be punished but as a signal that a task needs to feel more manageable.

19. *According to paragraph 1, how was procrastination traditionally viewed?*

A. as a lack of organization
B. as a sign of low intelligence

C. as an emotional problem

20. *Why does the writer mention a student checking a phone?*

A. to illustrate how avoiding a task can relieve unpleasant feelings
B. to show that phones are the main cause of procrastination
C. to suggest that students do not know their deadlines

21. *The word "it" in paragraph 3 ("the targets it sets") refers to*

A. the guilt
B. a task
C. a detailed schedule

22. *What did researchers find about students who forgive themselves?*

A. They use planning tools more effectively.
B. They tend to begin their next task earlier.
C. They procrastinate more often.

23. *According to the final paragraph, why is a very small first step helpful?*

A. It replaces the need for a schedule.
B. It makes starting less stressful.
C. It allows the whole task to be finished quickly.

24. *What is the main idea of the text?*

A. Procrastination is mainly caused by laziness.
B. Procrastination is better understood as an emotional response than as poor planning.
C. Productivity apps are the best cure for procrastination.

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Bölüm 5 · Çoktan seçmeli, C1 (Sorular 25–30)

Alıştırma 9.5 · Test Bölüm 5

The Myth of the Ten Thousand Hours

Few ideas from psychology have spread as widely as the claim that ten thousand hours of practice is enough to become an expert in almost anything. The figure, popularized by a best-selling book, was drawn from research on violinists at a music academy in Berlin, which found that the best performers had, on average, practiced considerably more than their less successful classmates. The message was an attractive one: talent, it seemed, was largely a myth, and excellence was available to anyone willing to put in the time.

The researchers behind the original study were among the first to object. Ten thousand hours, they pointed out, was an average, not a threshold; some of the violinists had practiced far less, others far more. More importantly, they had emphasized not practice in general but *deliberate* practice: focused, effortful work on specific weaknesses, usually guided by a teacher and accompanied by immediate feedback. Playing pieces one already knows, however many hours it fills, does not count.

Later research has complicated the picture further. A large review of studies across music, sport, games and education concluded that the amount of deliberate practice explained a substantial share of the differences between performers in some fields but a surprisingly modest share in others. In chess and

> music, practice mattered a great deal; in many professions, it appeared to matter much less. Other factors, including the age at which people started, working memory and, arguably, genetic differences, also seemed to play a role.
>
> None of this implies that practice is unimportant, a conclusion that would be as misleading as the original myth. No one becomes an expert violinist without years of hard work. What the evidence does suggest is that the relationship between effort and achievement is less predictable than the ten-thousand-hour rule implies. For learners, the practical lesson is perhaps a reassuring one: it is not the number of hours that counts so much as what one does with them.

25. *According to paragraph 1, why did the ten-thousand-hour idea become popular?*
    A. It suggested that anyone could succeed through effort.
    B. It was proven by a large international study.
    C. It was supported by famous violinists.

26. *How did the original researchers react to the popular version of their findings?*
    A. They carried out a new study on violinists.
    B. They said it misrepresented what they had found.
    C. They agreed that talent is a myth.

27. *Which of the following would count as deliberate practice?*
    A. watching recordings of famous musicians
    B. playing a familiar piece many times for pleasure
    C. repeating a difficult passage with a teacher's corrections

28. *What did the large review conclude?*
    A. Practice explains almost all differences in every field.
    B. The importance of practice varies considerably between fields.
    C. Genetic differences are the main cause of expertise.

29. *The word "arguably" in paragraph 3 suggests that the writer*
    A. rejects the idea that genes play any role
    B. is certain that genes are the most important factor
    C. regards the role of genes as possible but debatable

30. *What is the writer's main purpose in the final paragraph?*
    A. to defend the original ten-thousand-hour rule
    B. to argue that practice is a waste of time for most people
    C. to warn against overcorrecting the myth and to offer a balanced conclusion

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9.6 Testten sonra: Sonuç ve süre analizi

Cevaplarınızı Cevap Anahtarı'ndan kontrol edin ve aşağıdaki tabloyu doldurun.

Bölüm	Hedef süre	Süreniz	Doğru	Yanlışların nedeni (tuzak türü, kelime, süre…)
1 · Paragraf eşleştirme	9 dk		/ 6	
2 · Çoktan seçmeli (B1)	9 dk		/ 6	
3 · Metin tamamlama	12 dk		/ 6	

Bölüm	Hedef süre	Süreniz	Doğru	Yanlışların nedeni (tuzak türü, kelime, süre…)
4 · Çoktan seçmeli (B2)	13 dk		/ 6	
5 · Çoktan seçmeli (C1)	15 dk		/ 6	
Toplam	**58 dk**		**/ 30**	

Sonucunuzu nasıl yorumlamalısınız?

- **Süre yetmediyse** ve son bölümde boş ya da tahminle işaretlenmiş soru kaldıysa: Bölüm 2'deki hız programına dönün ve Bölüm 5'teki tarama stratejilerini tekrar edin. Sınavda süre bitmek üzereyken boş soru bırakmayın; yanlış cevap puan götürmez.
- **Bölüm 1 ve 3'te hata yaptıysanız:** Bölüm 4 ve 5'e dönün. Hatanın çoğu, kelime eşleşmesine güvenip cümlenin tamamını okumamaktan ya da gönderim sözcüklerini kaçırmaktan kaynaklanır.
- **Bölüm 4 ve 5'te hata yaptıysanız:** Yanlış seçtiğiniz seçeneğin hangi tuzağı kullandığını 6.2'deki tabloyla belirleyin. Çıkarım ve tutum sorularındaki hatalar için Bölüm 7'yi tekrar edin.
- **Doğru sayınız 24 ve üzerindeyse:** Okuma bölümü için iyi bir noktadasınız. Hazırlığınızı etepbyetep.com'daki deneme sınavlarıyla ve Bölüm 8'deki kapsamlı okuma programıyla sürdürün.

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EK

Cevap Anahtarı

Açık uçlu alıştırmalarda verilen cevaplar örnektir; anlamı ve dil bilgisi doğru olan başka cevaplar da kabul edilir.

Bölüm 1 · Okuma ve e-TEP

1.1 1. A · 2. B · 3. A · 4. B · 5. A · 6. C · 7. A · 8. B · 9. B · 10. A · 11. C · 12. A (Profilinizi çıkarmak için doğru cevaplarınızı 1.5'teki tabloya işleyin.)

Bölüm 2 · Okuma Hızı ve Akıcılık

2.1 1. C · 2. A · 3. B · 4. C · 5. B

2.2 1. B · 2. C · 3. C · 4. A · 5. B

2.3 1. B · 2. A · 3. C · 4. B · 5. A

2.4 1. C · 2. C · 3. A · 4. B · 5. A

2.5 1. A · 2. B · 3. C · 4. A · 5. B

2.6 1. A · 2. B · 3. A · 4. C · 5. C

2.7 1. C · 2. B · 3. C · 4. A · 5. A

2.8 1. A · 2. B · 3. B · 4. A · 5. C

Bölüm 3 · Uzun ve Karmaşık Cümleler

3.1 1. *The number … has fallen* · 2. *the apartment blocks … are being demolished* · 3. Özne: *What surprised the researchers most*; yüklem: *was* · 4. Devrik cümle: özne *the high cost of housing*, yüklem *was* · 5. *A small village … has become* · 6. *The fact … was not mentioned* · 7. Devrik cümle: özne *the council*, yüklem *did … agree* · 8. *Researchers … found* · 9. Özne: *Encouraging older people to use digital banking*; yüklem: *risks* · 10. Devrik cümle: özne *one of the oldest gardens in the region*, yüklem *is*

3.2 1. B · 2. B · 3. A · 4. C · 5. A · 6. A · 7. C · 8. B · 9. A · 10. C · 11. B · 12. C

3.3 1. A · 2. B · 3. B · 4. A · 5. A · 6. B · 7. C · 8. C

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3.4 (Örnek cevaplar) 1. Gecikmeleri nedeniyle eleştirilse de yeni metro hattı artık günde 200.000'den fazla yolcu taşıyor. · 2. Ziyaretçilerin çoğu, adadaki plajların gemilerle getirilen kumla yapıldığını bilmiyor. · 3. Hükümet, eski madenciler için yeni iş alanlarına ancak son kömür madeni 2015'te kapandıktan sonra ciddi yatırım yapmaya başladı. · 4. Ekrandan çok okuyan çocukların daha dikkatsiz okuduğu varsayımı, son araştırmalarla desteklenmiyor. · 5. Halkın çoğu hastaneye uzak oturduğu için hastanelerden birini kapatma planına sert tepki gösterilmesi şaşırtıcı değil. · 6. Bazı okullar telefonları tamamen yasaklamak yerine öğrencilere onları sorumlu kullanmayı öğretiyor.

Bölüm 4 · Metin Yapısı ve Bağdaşıklık

4.1 1. C · 2. A · 3. C · 4. B · 5. A · 6. C

4.2 1. A · 2. C · 3. C · 4. B · 5. C · 6. A · 7. A · 8. B

4.3 1. A · 2. B · 3. C · 4. B · 5. C · 6. B

4.4 1. C · 2. A · 3. F · 4. B · 5. D · Fazla parça: E (metin onarımların ücretsiz olduğunu söylüyor).

4.5 1. F · 2. D · 3. A · 4. E · 5. B · Fazla parça: C (ödeme konusu metinde yok).

4.6 A → C → E → B → D. İpuçları: C'deki *however*, A'daki düşüşle zıtlık kurar; E'deki *this demand*, C'de anlatılan talebi gösterir; B'deki *These new services*, E'deki yeni hatları gösterir; D'deki *solve it*, B'deki sorunu (*a familiar problem*) gösterir.

Bölüm 5 · Hızlı Okuma: Göz Gezdirme ve Tarama

5.1 1. A · 2. B · 3. A · 4. C · 5. B · 6. A · 7. C · 8. C

5.2 1. the "Build a Robot" workshop (Tuesday) · 2. at the Old Bridge · 3. Thursday (until 5 p.m.) · 4. the telescope evening in Mill Park (Tuesday) · 5. a flashlight · 6. sign-language interpretation (Thursday panel) · 7. the cooking demonstration (from Monday to Saturday) · 8. at the tourist office on Market Street

5.3 1. C · 2. D · 3. A · 4. E · 5. B · 6. A

5.4 1. D · 2. C · 3. B · 4. E · 5. A · 6. E

5.5 1. iv · 2. vii · 3. iii · 4. i · 5. v · Fazla başlıklar: ii, vi.

Bölüm 6 · Çoktan Seçmeli Soru Türleri

6.1 1. A · 2. C · 3. C · 4. B · 5. A

6.2 1. B · 2. A · 3. B · 4. C · 5. B · 6. B · 7. A · 8. C · 9. A

6.3 1. B · 2. A · 3. C · 4. A · 5. B · 6. A · 7. B · 8. C · 9. B

Bölüm 7 · Çıkarım ve Yazarın Tutumu

7.1 1. B · 2. C · 3. B · 4. C · 5. A · 6. B · 7. A · 8. A

7.2 1. B · 2. C · 3. C · 4. A · 5. B · 6. A · 7. C · 8. B

7.3 (Örnek cevaplar) 1. Social media may cause loneliness. · 2. The new law is likely to reduce traffic. · 3. Children who play outdoors tend to be healthier. · 4. The results suggest that the method works. · 5. The species appears to be disappearing.

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7.4 1. A · 2. B · 3. A · 4. B · 5. C · 6. B · 7. A · 8. C · 9. B · 10. C

Bölüm 8 • Sınav Dışında Okumak

8.1 1. C · 2. B · 3. A · 4. B

8.2 (Cevaplar kişiseldir.)

8.3 (Cevaplar kişiseldir.)

Bölüm 9 • Tam Uygulama Testi

9.1 1. D · 2. A · 3. E · 4. B · 5. A · 6. C

9.2 7. B · 8. A · 9. B · 10. C · 11. C · 12. A

9.3 13. C · 14. B · 15. A · 16. F · 17. D · 18. E · Fazla parça: G

9.4 19. A · 20. A · 21. C · 22. B · 23. B · 24. B

9.5 25. A · 26. B · 27. C · 28. B · 29. C · 30. C

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