

Set 1

The Impact of Socioeconomic Disparities on Education: A Critical Analysis

modern/dönemda, ca da
1. In contemporary discussions regarding the state of education systems worldwide, the effects of socioeconomic disparities have become clear.

- sth
205.
- A) properly
✓ B) increasingly
C) successfully
D) instantaneously
E) hesitantly

e itsizlik
parity: e itlik

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2. It is ---- that students from underfunded and impoverished communities often face substantial challenges that are not incidental.

- A) evident açık a ikar clear, obvious
- B) arbitrary rastgele, random
- C) affluent rich wealthy, prosperous
- D) belligerent aggressive saldırgan
- E) hostile dü manca, olumsuz negative

poverty

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3. It is obvious that **students from impoverished communities** often experience **real challenges** that are ---- **incidental** ---- **systemic**.

- A) as / as
- B) **whether / or**
- C) both / and =not only / but also ✓
- D) the more / the more
- E) not merely / but (rather)

tesadufi
rastgele
arasira

not but

ya ya da
either or

⇒ not / but

=
⇒ x değil y

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4. These **challenges**, which are **apparent** in both urban and rural **settings**, **highlight** the **unfortunate reality** that **access** --- **quality** education is often **contingent** --- **socioeconomic status**.

~~dependent--on/ upon-~~

areas
places
venues

- A) in / from
B) on / towards
✓ C) to / upon
D) by / among
E) up / between

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yetersiz altyapı

5. The **poor infrastructure** of schools in needy areas is an explicit ---- of **broader societal inequalities**.

A) exaggeration abartı

B) invention icat

C) fluctuation dalgalanma

D) competition yarışma

✓ E) reflection yansıma / düşünme* self-reflectionself-regulation

24k

reflect on: thinkangora
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6. The **miserable conditions** in which many students are forced to learn are **not just accidental outcomes** of economic conditions, **but rather the result of arbitrary policies** that have long ---- these communities.

- ✓ A) **neglected** ihmal etmek
B) **utilized** use kullanmak
C) **disproved** çürütmek refute
D) **attached** ili tirmek, eklemek
E) **prevented** önlemek

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7. Such neglect is obvious in the hostile environments that these students must ---- daily, environments that are not only unfriendly but also inhospitable to academic success.

A) navigate dola mak, gezmek, ya amak, seyretmek (gemi, tekne, uçak) kullanmak

B) exploit sömürmek, use - / +

C) refute çürütmek

D) harness kullanmak use, benefit from istifade etmek

E) deter caydırmak + sb from doing sth
stop

harvest hasat etmek

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Set 2

The overt disparities in educational resources create a belligerent divide 1) --- wealthy and poor students. The antagonistic policies that prioritize the funding of schools in affluent areas further entrench these inequalities, 2) --- broke schools struggling to provide even the most standard level of education. This situation is transparent in the mediocre outcomes of students from these pitiable conditions, where the best they 3) --- for is an average education.

a own ile → poor

1.

A) towards

B) above

divide bölmek C) into two /three

✓ D) between you and me

E) among

3.

A) had to hope

✓ B) can hope

C) should have hoped

D) would have hoped

E) must have hoped

past

2. SVO, Ving

A) leaving

B) to have left

C) left

D) to be left

E) to leave

angora in English

by 1500 s had 1/3

in 1500 s 1/2

Set 3

The haphazard approach to education funding, 1) by subjective criteria rather than objective needs, exacerbates the problem. The distribution of resources often 2) random, lacking in any lucid rationale, which leaves typical students in underfunded schools at a significant disadvantage. This unwelcoming reality underscores the need for a more moderate and modest approach to education reform, one that ensures all students, 3) their economic background, have access to plain and standard educational opportunities.

1.

- A) to drive
C) to have driven
E) drive

B) driving
D) driven by

SVO Nijs

2.

- A) is appearing
C) appeared

- B) had appeared
D) will appear

Cars appeared /arise> arose /emerged in the 20th century
ortaya çıkmak

D) appears / seems / is*

3. görünmek

- A) similar to
C) in spite of
E) with the aim of

B) regardless of
D) for the sake of = for + a good YDS score
1. hatırna 2. amacıyla, u runa

1. amacıyla
= with a view to

Set 4

(n)

To conclude, the evident disparities in educational resources are not just incidental occurrences but are apparent manifestations of explicit societal neglect. The unfortunate reality for students in impoverished areas is a transparent indictment of a system that is inhospitable to their success. Without clear and lucid reform efforts, these hostile conditions will continue to perpetuate a cycle of poor outcomes, leaving these students with a future that is miserable at best.

gösterge i aret sign

1. The underlined word "manifestations" is close in meaning to ----.

- A) priorities öncelik
B) benefits fayda yarar
C) displays sergilemek
D) achievements başarı
E) prerequisites önko ul gereklilik

exhibit (v)

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To conclude, the evident disparities in educational resources are not just incidental occurrences but are apparent **manifestations** of explicit societal neglect. The unfortunate reality for students in impoverished areas is a transparent **indictment** of a system that is inhospitable to their success. Without clear and lucid reform efforts, these hostile conditions will continue to **perpetuate** a **cycle** of poor outcomes, leaving these students with a future that is miserable at best

2. The underlined word "indictment" is close in meaning to ----.

- A) advertisement
B) strength güç, güçlü yön
C) member üye
D) accusation suçlama= accuse sb of / blame sb for / charge sb with
E) advantage

3. The underlined word "perpetuate" is close in meaning to ----.

- A) cease ara vermek
B) continue
C) stop
D) reverse tersine çevirmek
E) grant hibe etmek, vermek, lütufta bulunmak, bah etmek

perpetual: daimi, sürekli, kalıcı

We take democracy/ running -water / electricity for granted, but it is a luxury in many parts of the world

take sth for granted: cepte görmek, olagan görmek, (kıymetini bilmemek)

ceasefire: ate kes ✓

Paragraph 1: "In contemporary discussions regarding the state of education systems worldwide, the effects of socioeconomic disparities have become increasingly clear. It is evident that students from underfunded and impoverished communities often face substantial challenges that are not merely incidental but rather systemic. These challenges, which are apparent in both urban and rural settings, highlight the unfortunate reality that access to quality education is often contingent upon socioeconomic status."

1. What is the text mainly about?

- A) The advantages of urban education systems
- B) The relationship between education and socioeconomic disparities ✓
- C) The role of government policies in education
- D) The impact of technology on education
- E) The success stories of impoverished students

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Paragraph 2: "The **poor infrastructure of schools in needy areas** is an **explicit reflection of broader societal inequalities**. The **miserable conditions in which many students are forced to learn** are not just accidental outcomes of economic conditions, but rather the result of arbitrary policies that have long neglected these communities. Such neglect is obvious in the hostile environments that these students must navigate daily, environments that are not only **unfriendly** but also **inhospitable to academic success**."

2. What is the text mainly about?

- ✓ A) The **neglect** of **impoverished schools** and **its consequences** B) The role of technology in improving education
- C) The benefits of modern educational infrastructure
- D) The advantages of private schools over public schools
- E) The impact of international policies on education
- üzerindeki

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Paragraph 3: "Moreover, the overt disparities in educational resources create a belligerent **divide between wealthy and poor students**. The antagonistic policies that prioritize the funding of schools in affluent areas further entrench these inequalities, leaving broke schools struggling to provide even the most standard level of education. This situation is transparent in the mediocre outcomes of students from these pitiable conditions, where the best they can hope for is an average education."

3. What is the text mainly about?

- A) The global distribution of educational resources
- B) The divide between wealthy and poor students due to funding disparities
- C) The rise of online education in impoverished areas
- D) The role of technology in reducing educational inequalities
- E) The success of educational reform efforts in affluent areas

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Paragraph 4: "The haphazard approach to education funding, driven by subjective criteria rather than objective needs, exacerbates the problem. The distribution of resources often appears random, lacking in any lucid rationale, which leaves typical students in underfunded schools at a significant disadvantage. This unwelcoming reality underscores the need for a more moderate and modest approach to education reform, one that ensures all students, regardless of their economic background, have access to plain and standard educational opportunities."

4. What is the text mainly about?

- A) The benefits of standardized testing in education
- B) The success of international educational funding programs
- C) The advantages of a subjective approach to education reform
- D) The role of private schools in providing quality education
- ✓ E) The arbitrary nature of education funding and its impact on students

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Paragraph 5: "In conclusion, the evident disparities in educational resources are not just incidental occurrences but are apparent manifestations of explicit societal neglect. The unfortunate reality for students in impoverished areas is a transparent indictment of a system that is inhospitable to their success. Without clear and lucid reform efforts, these hostile conditions will continue to perpetuate a cycle of poor outcomes, leaving these students with a future that is miserable at best."

5. What is the text mainly about?

- A) The positive outcomes of recent education reforms
- B) The role of technology in improving educational outcomes
- C) The need for clear reform to address educational inequalities
- D) The success of impoverished students despite systemic neglect
- E) The impact of international aid on education

deal with
handle

angora
inŞilizeangora
enŞilish

Text 2

The Challenge of Authenticity in Modern Media:

A Critical Perspective

Set 1

clear / evident

flu

belirsiz, vague, ambiguous, opaque

In the contemporary digital landscape, the distinction between real and factual information has become increasingly 1. blurred / poor.

The 2. attention / proliferation of media content, often disguised as genuine news, raises significant concerns about the true nature of the information that people 3. invent / consume. This issue is especially troubling when considering the authenticity of sources and the original intent 4. behind / onto the dissemination of such content. 5. As / Because consumers of information, it is vital to differentiate between what is real and what is merely portrayed as factual. tüketicileri olarak

niyet

consume food : tüketmek
+information, technology

= use

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enŞlish

angora

angora

angora

angora

- interested
- biased
- concerned

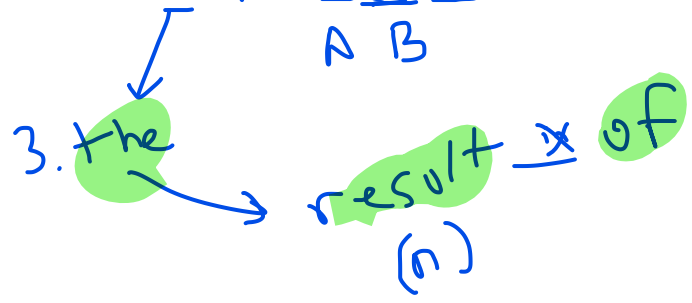
Set 2

... endi eden kimseler /ki iler

Those who are concerned about the integrity of information often 1. found / find themselves worried about the potential influence of biased media. The prejudiced presentation of news 2. can lead to / must lead to a narrow-minded view of reality, distorting public perception in a subjective manner. This partial reporting is not just a matter of bothering a few individuals 3. so / but poses a broader societal issue. The anxious state of the public, distressed by conflicting reports, highlights the uneasy relationship 4. between / among media consumers and content creators. The apprehensive nature of modern audiences is often a direct result 5. in / of encountering insecure or unsafe information that lacks genuine authenticity.

1. Hot weather results in more evaporation.
S V O

2. Evaporation results from hot weather



2.

Set 3

The dangerous consequences of **1. assuming / consuming risky information** are not merely speculative. The spread of **precarious content** **2. has to lead to / can lead to real-world harm**, making it **imperative** for **audiences** to **approach** media consumption **with a logical and reasonable mindset**. **3. Avoiding / Adopting a rational perspective** is essential in navigating the **perilous terrain** of **modern media**. It is **practical and sensible** **4. to question / questioning** the **feasibility and viability** of the information presented, ensuring that it **aligns** **5. with / for** acceptable standards of sound journalism.

precaution: önlem= measure

alan
field
branch
realm

discipline* alan bölüm

Set 4

Furthermore, the **unique challenge** of maintaining authentic communication in the digital age **1.demands / ignores** a **suitable approach** that emphasizes plausible and factual reporting. Only by **2.ensuring / believing** that media content is genuine and true can we **hope** **3.mitigating / to mitigate** the anxious and distressed state of today's audiences. The **4.quest / profit** for authenticity in media is not just an abstract ideal but a practical necessity in **safeguarding the viable** **5.struggle / dissemination** of information in a world increasingly **fraught** **6.onto / with** dangerous misinformation.

talep etmek /require / necessitate gerektirmek

sa lamak temin etmek

arayı

yayılma
spreadangora
inŞilizceangora
enŞlish

The Impact of Socioeconomic Disparities on Education:

A Critical Analysis

In contemporary discussions regarding the state of education systems worldwide, the effects of socioeconomic disparities have become increasingly clear. It is evident that students from underfunded and impoverished communities often face substantial challenges that are not merely incidental but rather systemic. These challenges, which are apparent in both urban and rural settings, highlight the unfortunate reality that access to quality education is often contingent upon socioeconomic status.

The poor infrastructure of schools in needy areas is an explicit reflection of broader societal inequalities. The miserable conditions in which many students are forced to learn are not just accidental outcomes of economic conditions, but rather the result of arbitrary policies that have long neglected these communities. Such neglect is obvious in the hostile environments that these students must navigate daily, environments that are not only unfriendly but also inhospitable to academic success.

Also, / In addition / Besides / Furthermore, Moreover, the overt disparities in educational resources create a belligerent divide between wealthy and poor students. The antagonistic policies that prioritize the funding of schools in affluent areas further entrench these inequalities, leaving broke schools struggling to provide even the most standard level of education. This situation is transparent in the mediocre outcomes of students from these pitiable conditions, where the best they can hope for is an average education.

pity: yazık, / acımak
what a pity: ne yazık

"Tear is the last thing in gymnastics!"

The haphazard approach to education funding, driven by subjective criteria rather than objective needs, exacerbates the problem. The distribution of resources often appears random, lacking in any lucid rationale, which leaves typical students in underfunded schools at a significant disadvantage. This unwelcoming reality underscores the need for a more moderate and modest approach to education reform, one that ensures all students, regardless of their economic background, have access to plain and standard educational opportunities.

In conclusion, the evident disparities in educational resources are not just incidental occurrences but are apparent manifestations of explicit societal neglect. The unfortunate reality for students in impoverished areas is a transparent indictment of a system that is inhospitable to their success. Without clear and lucid reform efforts, these hostile conditions will continue to perpetuate a cycle of poor outcomes, leaving these students with a future that is miserable at best.

Sosyoekonomik Eşitsizliklerin Eğitim Üzerindeki Etkisi:

Eleştirel Bir Analiz

Dünya genelinde eğitim sistemlerinin durumu hakkında yapılan çağdaş tartışmalarda, sosyoekonomik eşitsizliklerin etkileri giderek daha belirgin hale gelmiştir. Açıkça görülmektedir ki, yetersiz finansman sağlanan ve yoksul topluluklardaki öğrenciler, yalnızca tesadüfi değil, bundan ziyade aynı zamanda sistemik olan büyük zorluklarla karşı karşıya kalmaktadır. Bu zorluklar, hem kentsel hem de kırsal alanlarda belirgin olup, kaliteli eğitime erişimin genellikle sosyoekonomik duruma bağlı olduğu talihsiz gerçeğini ortaya koymaktadır.

İhtiyaç sahibi bölgelerdeki okulların zayıf altyapısı, daha geniş toplumsal eşitsizliklerin açık bir yansımasıdır. Birçok öğrencinin öğrenmek zorunda kaldığı perişan koşullar, yalnızca ekonomik koşulların kazara bir sonucu olmayıp, uzun süredir bu toplulukları ihmal eden keyfi politikaların bir sonucudur. Bu ihmal, öğrencilerin günlük olarak aşmak zorunda kaldığı düşmanca ortamlarda aşikardır; bu ortamlar sadece soğuk değil, aynı zamanda akademik başarıya elverişsizdir.

Ayrıca, eğitim kaynaklarındaki açık eşitsizlikler, varlıklı ve yoksul öğrenciler arasında çatışmacı bir ayırım yaratmaktadır. Refah seviyesi yüksek bölgelerdeki okulların finansmanını önceliklendiren kavgacı politikalar, bu eşitsizlikleri daha da derinleştirerek, parasız okulları temel eğitim düzeyini bile sağlamaya çalışırken bırakmaktadır. Bu durum, perişan koşullardaki öğrencilerin vasat sonuçlarında şeffaf bir şekilde görülmekte ve en iyi ihtimalle ortalama bir eğitim almalarını sağlamaktadır.

Eğitim finansmanına yönelik gelişigüzel yaklaşım, objektif ihtiyaçlar yerine öznel kriterlere dayanarak sorunu daha da kötüleştirmektedir. Kaynakların dağıtımını genellikle rastgele görünmekte, herhangi bir net mantıktan yoksun kalmakta ve bu da yetersiz finansman sağlanan okullardaki ortalama öğrencileri büyük bir dezavantajla karşı karşıya bırakmaktadır. Bu soğuk gerçek, ekonomik geçmişleri ne olursa olsun tüm öğrencilerin düz ve temel eğitim fırsatlarına erişmelerini sağlayacak daha ılımlı ve mütevazı bir eğitim reformuna ihtiyaç olduğunu vurgulamaktadır. Sonuç olarak, eğitim kaynaklarındaki belirgin eşitsizlikler, yalnızca tesadüfi olaylar değil, aynı zamanda açıkça toplumsal ihmalin belirgin tezahürleridir. Yoksul bölgelerdeki öğrenciler için talihsiz gerçeklik, onların başarılarına elverişsiz bir sistemin şeffaf bir suçlamasıdır. Açık ve net reform çabaları olmaksızın, bu düşmanca koşullar, bu öğrencileri en iyi ihtimalle perişan bir gelecek ile bırakarak zayıf sonuçlar döngüsünü sürdürmeye devam edecektir.

elucidate : açıklamak

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The Challenge of Authenticity in Modern Media:

A Critical Perspective ^{world}

In the contemporary digital landscape, the distinction between real and factual information has become increasingly blurred. The proliferation of media content, often disguised as genuine news, raises significant concerns about the true nature of the information that people consume. This issue is especially troubling (when) considering the authenticity of sources and the original intent behind the dissemination of such content. As consumers of information, it is vital to differentiate between what is real and what is merely portrayed as factual.

described as / identified as

kendini kaygılanırken bulur

Those who are concerned about the integrity of information often find themselves worried about the potential influence of biased media. The prejudiced presentation of news can lead to a narrow-minded view of reality, ki bu çarpıtmaktadır, distorting public perception in a subjective manner. This partial reporting is not just a matter of bothering a few individuals but poses a broader societal issue. The anxious state of the public, distressed by conflicting reports, highlights the uneasy relationship between media consumers and content creators. The apprehensive nature of modern audiences is often a direct result of encountering insecure or unsafe information that lacks genuine authenticity.

The dangerous consequences of consuming risky information are not merely speculative. The spread of precarious content can lead to real-world harm, making it imperative for audiences to approach media consumption with a logical and reasonable mindset. Adopting a rational perspective is essential in navigating the perilous terrain of modern media. It is practical and sensible to question the feasibility and viability of the information presented, ensuring that it aligns with acceptable standards of sound journalism.

Furthermore, the unique challenge of maintaining authentic communication in the digital age demands a suitable approach that emphasizes plausible and factual reporting. Only by ensuring that media content is genuine and true can we hope to mitigate the anxious and distressed state of today's audiences. The quest for authenticity in media is not just an abstract ideal but a practical necessity in safeguarding the viable dissemination of information in a world increasingly fraught with dangerous misinformation.

full of

Modern Medyada Gerçeklik Sorunu:

Eleştirel Bir Bakış

Günümüz dijital dünyasında, gerçek ile olgu arasındaki ayrım giderek belirsizleşmiştir. Medya içeriğinin, çoğu zaman gerçek haberler olarak maskelenmesi, insanların tükettiği bilginin doğru niteliği konusunda önemli endişeler doğurmaktadır. Bu durum, özellikle kaynakların güvenilirliği ve bu tür içeriğin yayılmasındaki asıl niyet göz önüne alındığında, endişe vericidir. Bilgi tüketicileri olarak, gerçek olanı ve sadece olgusal olarak sunulanı ayırt etmek hayati öneme sahiptir.

Bilginin bütünlüğü konusunda endişeli olanlar, çoğu zaman taraflı medyanın olası etkisinden kaygı duymaktadır. Önyargılı haberlerin sunumu, kamu algısını dar görüşlü bir şekilde çarpıtarak, gerçeği öznel bir bakış açısıyla yansıtmaktadır. Bu yanlış raporlar, sadece birkaç kişiyi rahatsız etmekle kalmayıp, daha geniş bir toplumsal sorunu da beraberinde getirmektedir. Çelişkili raporlar nedeniyle sıkıntılı bir hale gelen kamuoyunun kaygılı durumu medya tüketicileri ile içerik üreticileri arasındaki huzursuz ilişkiyi gözler önüne sermektedir. Modern izleyicilerin endişeli doğası, çoğu zaman güvenli olmayan veya tehlikeli bilgiyle karşılaşmalarının doğrudan bir sonucudur, bu da gerçek güvenilirliğe sahip değildir.

Tehlikeli bilgi tüketiminin sonuçları sadece spekülatif değildir.

Riskli içeriğin yayılması, gerçek dünyada zarara yol açabileceği için, izleyicilerin medya tüketimine mantıklı ve makul bir bakış açısıyla yaklaşması zorunludur. Akılcı bir perspektif benimsemek, modern medyanın tehlikeli alanlarında gezinmek için hayati önem taşımaktadır. Sunulan bilginin uygun gazetecilik standartlarıyla uyumlu olduğundan emin olmak, gerçekçi ve mantıklı bir yaklaşım gerektirir.

Ayrıca, dijital çağda gerçek iletişimi sürdürmenin benzersiz zorluğu, inandırıcı ve olgusal raporlamayı vurgulayan uygun bir yaklaşım gerektirmektedir. Medya içeriğinin gerçek ve doğru olmasını sağlamak, günümüz izleyicilerinin kaygılı ve sıkıntılı halini hafifletmenin tek yolu olabilir. Medyada gerçeklik arayışı sadece soyut bir ideal değil, giderek daha fazla tehlikeli yanlış bilginin yayıldığı bir dünyada bilginin uygun yayılmasını sağlamanın pratik bir gerekliliğidir.

Can we go? Devrik yapı

Soru cümlesi yapısı var ama soru i ereti yoksa devrik yapı vardır. only / no / never / little / few gibi negatif vurgu olan yapılarla gelir