

İNGİLİZCE ÖĞRETİMİNDE YAKLAŞIMLAR A

3362-2005-YS-A

1. Language teachers who are very well aware of multiple intelligences of their students
 - A) become aware whether students are intelligent
 - B) become anxious about having different intelligences
 - C) may be confused about having different intelligences
 - D) organize their lessons according to intelligent students
 - E) plan their lessons according to different intelligences
2. In a Typical Direct Method lesson, learners are supposed to induce a grammar rule through exercises.
 - A) fill in the blank
 - B) substitution drills
 - C) guessing game
 - D) cloze- test
 - E) multiple choice
3. Grammar Translation Method basically dwells on teaching the of the target language.
 - A) functions
 - B) form
 - C) vocabulary
 - D) meanings
 - E) literature
4. Mother tongue use in Grammar Translation method classrooms
 - A) depends on learners' mother tongue knowledge
 - B) is tolerable to some extent
 - C) is an inevitable way of language learning
 - D) is often minimized by the teacher
 - E) is not always allowed
5. In Direct Method classrooms, teachers not only focus on reading but also
 - A) speaking and translating
 - B) listening and translating
 - C) listening and replying
 - D) speaking and writing
 - E) listening and memorizing
6. A Direct Method teacher asks questions about students in a conversational activity to
 - A) practice language in a real-like context
 - B) exemplify new life styles
 - C) demonstrate learners the meaning of new words
 - D) test their ability on questioning
 - E) prepare learners for a new activity
7. Presenting a new dialogue, in an Audio-Lingual classroom is the initiation of a new lesson, so such a classroom procedure aims at
 - A) figuring out the status of people in community
 - B) demonstrating new vocabulary
 - C) encouraging learners listen and take part in dialogues
 - D) presenting language forms in context
 - E) creating real life situations in the classrooms
8. In Audio-Lingual Method the "Natural order" of language presentation is achieved by considering the skills of respectively.
 - A) speaking, reading, listening and writing
 - B) writing, reading, listening and speaking
 - C) reading, writing, speaking and listening
 - D) speaking, listening, reading and writing
 - E) listening, speaking, reading, and writing
9. The teaching of foreign language culture, in Audio- Lingual classrooms, is considered as the teaching of
 - A) literary works of people
 - B) everyday behaviour of people
 - C) fine arts of people
 - D) literary works and fine arts of people
 - E) both technological and artistic improvements of people
10. A Silent Way teacher may use native language
 - A) during feedback sessions
 - B) in explaining the grammar
 - C) throughout the lesson
 - D) when necessary at school
 - E) during the warm up session

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11. In Silent Way classrooms, student learning is assessed
- A) time to time
B) once a month
C) all the time
D) once a week
E) at the end of the term
12. In a Silent Way classroom, learners are encouraged to help one another to overcome language difficulties through
- A) student- teacher questioning
B) peer correction
C) teacher- student interaction
D) instant corrections
E) group discussions
13. The techniques used in Community Language Learning Method are
- A) dictation, substitution drill, map drawing
B) transformation drill, sound-color chart, word chart
C) memorization, repetition drill, chain drill
D) recording students' conversation, transcription, reflection
E) drills, fill in the blank exercise, reading aloud
14. One of the aims of Total Physical Response is
- A) to read literature in the target language
B) to use target language automatically without thinking
C) to communicate effectively in the target language
D) to encourage cooperation among students
E) to reduce stress people feel when speaking a foreign language
15. In Total Physical Response classrooms the emphasized skills are
- A) vocabulary and gram matical structures
B) pronunciation and punctuation
C) writing and reading
D) speaking and listening
E) grammar and literature
16. The techniques used in Total Physical Response are
- A) language games and word charts
B) scrambled sentences and repetition drills
C) sound-color charts and reading aloud
D) using commands, role reversal, action sequence
E) authentic materials and picture strip stories
17. The teachers' goal who use Communicative Language Teaching is to enable students
- A) understand the target language when they listen
B) read literature effectively
C) communicate in the target language
D) write in the target language
E) produce error free utterances in appropriate situations
18. In Communicative Language Teaching, students are considered to be
- A) imitators of their teachers
B) more responsible managers of their own learning
C) responders of what is practiced
D) partners of their schoolmates
E) translators of the whole education society
19. Communicative Language Teaching follows a syllabus for an efficient language learning.
- A) grammar
B) traditional
C) cultural
D) functional
E) formal
20. Scaffolding, giving prompts to learners to make them utter a sentence, is primarily used in
- A) Cooperative Learning
B) Participatory Approach
C) Multiple Intelligences
D) Task-based Approach
E) Content-based Approach

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21. I. Students learn best when they are learning piece by piece.
II. Students work from the top-down to understand the overall text.
III. Students construct whole meaningful texts out of the pieces.

Which one(s) belong(s) to the Whole Language Approach?

- A) Only II
B) Only III
C) I and III
D) II and III
E) I, II and III

22. As a remedial approach to the Communicative Language Teaching, Prabhu developed in 1987 in Southern India.

- A) Content-based Approach
B) Multiple Intelligences
C) Task-based Learning
D) Community Language Learning
E) Participatory Approach

23. In, students are expected to learn at different rates; thus, the steady progress of the students, but not perfection is demanded by the teachers.

- A) Desuggestopedia
B) Silent Way
C) Total Physical Response
D) Community Language Learning
E) Content-based Approach

24. The syllabus used in the is based on situations such as language used at a restaurant to order a meal or topics such as marriage, travel or friendship.

- A) Grammar-Translation Method
B) Content-based Approach
C) Audio-Lingual Method
D) Total Physical Response
E) Direct Method

25. Pronunciation is worked in language laboratories on discriminating between members of minimal pairs by the students in the

- A) Audio-Lingual Approach
B) Direct Method
C) Grammar-Translation Method
D) Silent Way
E) Total Physical Response

26. Which one is not one of the elements of non-defensive learning?

- A) Attention
B) Security
C) Activation
D) Discrimination
E) Reflection

27. I. Forms are emphasized over language functions.
II. A structural syllabus is used.
III. Teaching cohesive devices is stressed.

Which one(s) belong(s) to the Communicative Language Teaching?

- A) Only II
B) Only III
C) I and III
D) II and III
E) I, II and III

28. Peer feedback session implemented in writing lessons is a typical activity commonly used in

- A) Task-based Approach
B) Communicative Language Teaching
C) Content-based Approach
D) Participatory Approach
E) Community Language Learning

29. Students' personal problems and daily lives may become a future lesson content in

- A) Silent Way
B) Content-based Approach
C) Task-based Approach
D) Communicative Language Teaching
E) Participatory Approach

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30. Students are given a specific amount of money, a shopping list and the prices of the items in various shops. They are required to buy all of the items in the cheapest way. This is a sample of a/an

- A) role play
- B) reasoning-gap activity
- C) information-gap activity
- D) procedural task
- E) opinion-gap activity

31. Which of the following is a metacognitive strategy?

- A) Risk-taking to practice language
- B) Underlying unknown words in a text
- C) Setting long and short term goals
- D) Outlining a text
- E) Summarizing a text

32. Peripheral learning, choosing a new identity, and role plays are the commonly used techniques in

- A) Total Physical Response
- B) Communicative Language Teaching
- C) Silent Way
- D) Desuggestopedia
- E) Community Language Learning

33. The teacher correction of minor errors in Total Physical Response is called as

- A) soft-tone
- B) role reversal
- C) rough-tune
- D) action sequence
- E) fine-tune

34. Tongue-twisters, riddles, anecdotes and jokes address to intelligence.

- A) linguistic
- B) body
- C) logical
- D) musical
- E) interpersonal

- 35. I. Each group member has his own responsibility for the achievement of tasks.
- II. Positive interdependence helps students not to think in a competitive way.
- III. Students evaluate themselves through the given criteria.
- IV. Students apply think-aloud procedure.

Which ones belong to Cooperative Learning?

- A) I and III
- B) II and III
- C) I, II and III
- D) I, II and IV
- E) II, III and IV

İNGİLİZCE ÖĞRETİMİNDE YAKLAŞIMLAR A

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1. Mr. Tanyeli believes that classroom atmosphere is very important for learning. He says: "If students have positive feeling towards learning, they will learn better."

Which one of the following approaches is reflected in Mr. Tanyeli's view of teaching?

- A) Affective-Humanistic Approach
- B) Audio-Lingual Approach
- C) Comprehension-Based Approach
- D) Reading Approach
- E) Situational Approach

2. I. The use of authentic materials
II. High importance given on role play/ dramatization
III. Integration of skills at the beginning

The above mentioned concepts are the characteristics of

- A) Cognitive Approach
- B) Affective-Humanistic Approach
- C) Communicative Approach
- D) Comprehension-Based Approach
- E) Reading Approach

3. Mrs. Trevoy believes that the main responsibility for learning belongs to the students. She also says "My students do not have to have perfect pronunciation and they can learn from their mistakes."

Which approach does Mrs. Trevoy use in her language classroom?

- A) Audio-Lingual Approach
- B) Cognitive Approach
- C) Reading Approach
- D) Direct Approach
- E) Communicative Approach

4. Which one of the followings is not a characteristic of Total Physical Response?

- A) Teachers should be tolerant to errors at the beginning.
- B) Learning in chunks is a very effective way of teaching vocabulary.
- C) Memorization should be avoided.
- D) It is good to use fun elements while teaching.
- E) Giving L1 equivalence of the commands is necessary.

5. Which one of the followings is not a characteristic of Communicative Language Teaching?

- A) Language forms are the most important components of language learning.
- B) A communicative intend is important in activities.
- C) Cohesion and coherence should be learned about.
- D) Errors are tolerated.
- E) Language is presented through authentic materials.

6. In a pair work activity, a student draws a house on the board, following the instructions of another student.

Which principle is used in such a communicative activity?

- A) Feedback
- B) Cohesion
- C) Coherence
- D) Information gap
- E) Choice

7. 'Scrambled sentences' is an activity used in Communicative Language Teaching. What is the main purpose of this activity?

- A) To encourage collaboration
- B) To practice the language learned
- C) To teach coherence and cohesion
- D) To create information gap
- E) To make predictions

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8. Mr. Yılmaz is teaching geography in English to Turkish students. She is teaching the topics as well as the language points.

Which approach is he mainly using in this classroom?

- A) Task-Based Approach
B) Participatory Approach
C) Comprehension-Based Approach
D) Communicative Approach
E) Content-Based Approach

9. Which of the following is not a characteristic of a 'task' as used in Task-Based Approach?

- A) They create a problem-solving situation.
B) They focus on a particular linguistic form.
C) They provide natural context for teaching.
D) They give students the opportunity to interact.
E) They foster negotiation among students for information.

10. The benefit of learning strategy training is that it can help learners after they have completed their formal language study.

- A) engage in communication
B) read attentively
C) listen carefully
D) continue to learn
E) participate in class activities

11. I. Tolerance to errors
II. Presentation through authentic materials
III. Emphasis on language forms

Which of the above mentioned characteristics belong(s) to Communicative Language Teaching?

- A) Only II
B) I and II
C) I and III
D) II and III
E) I, II and III

12. I. Student autonomy is promoted.
II. Student mistakes are not tolerated.
III. Teacher is considered to be the authority.

Which of the above mentioned characteristics belong(s) to Silent Way?

- A) Only I
B) Only II
C) I and III
D) II and III
E) I, II and III

13. I. Action sequence
II. Human computer
III. Cognates

- X. Total Physical Response
Y. Community Language Learning
Z. Grammar-Translation Method

Which of the following combinations gives the correct matching between methods and the concepts?

- Z
Z
Y
Y
E) I - Z II - Y III - X

14. According to Rubin, which one of the following is not a characteristic of good language learners?

- A) Attention to both meaning and form
B) Monitoring their own speeches
C) Willingness to communicate
D) Ability to memorize well
E) Accurate guessing

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15. I. Puzzles
II. Debates
III. Field trips

X. Verbal / linguistic intelligence
Y. Logical / mathematical intelligence
Z. Body / Kinesthetic intelligence

Which of the following options gives the correct matches between activities and intelligence types given above?

- Z
Y
Z
X
E) I - Z II - X III - Y

16. Which principle does not belong to the Communicative Language Teaching?

- A) Students work on all four skills from the beginning.
B) Errors are regarded as a natural outcome of foreign language learning.
C) The use of nonverbal behavior is studied to teach real communication.
D) Pairs and triads are commonly used to increase students' interaction.
E) A structural syllabus is followed.

17. Application of different activities such as dialogues, drills, and the like, is called

- A) technique
B) method
C) approach
D) design
E) interaction

18. I. Competitive classroom environment is highly fostered by the teachers.
II. Peer interaction is needed for learning.
III. Being a counselor is one of the roles of the teachers.
IV. The teacher should have native-like proficiency.

Which one(s) is/are the feature(s) of Affective-Humanistic Approach?

- A) Only III
B) Only IV
C) I and III
D) II and III
E) II and IV

19. In Cooperative Learning, students are expected not to see their classmates as their rivals, this situation is called

- A) responsibility
B) positive interdependence
C) individual reward
D) social skill
E) leadership

20. The techniques used in Community Language Learning Method are

- A) transformation drill, sound-color chart, word chart
B) drills, fill in the blank exercise, reading aloud
C) memorization, repetition drill, chain drill
D) recording students' conversation, transcription, reflection
E) dictation, substitution drill, map drawing

21. Student : There's a--gap, a gap in the roof.
Teacher : Is there a gap or a hole in the roof?
Student : Hmm, yes, there's a hole in the roof.
Teacher : Well done, what else?

The teacher's suggesting a correct alternative to complete the student's sentence is termed

- A) scaffolding
B) addition
C) translation
D) transformation
E) activation

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22. What is the common point among Content-Based, Task-Based and Participatory Approaches?

- A) They follow a pre-determined structural syllabus.
- B) They emphasize 'learning to use English' rather than 'use English to learn about the language'.
- C) They teach foreign language through communication.
- D) They consist of activities based on unreal situations leading to artificial discussions.
- E) They ignore collaboration among the students.

23. Contrastive analysis between the students' native language and the target language is widely used in the

- A) Affective-Humanistic Approach
- B) Silent Way
- C) Desuggestopedia
- D) Cognitive Approach
- E) Audio-Lingual Approach

24. The teaching of foreign language culture, in Audio- Lingual classrooms, is considered as the teaching of

- A) fine arts
- B) technological developments
- C) everyday behavior
- D) literary works
- E) artistic achievements

25. Which one of the following does not belong to the Task-Based Approach?

- A) The teacher makes error correction through recasting.
- B) The teacher simplifies his language to make his students understand the task.
- C) The activities used in the class should have a clear purpose and outcome.
- D) The teacher should give feedback on his students' tasks.
- E) The teacher can ask the whole class if the given answer is correct.

26. In a/an activity, the students are required to complete the missing parts of a businessman's schedule by asking each other.

- A) reasoning-gap
- B) opinion-gap
- C) role-play
- D) jigsaw
- E) information-gap

27. The primary goal of the is to enable students to understand the social, historical and cultural issues that affect their lives in order to help them to gain control over their lives.

- A) Cooperative Learning
- B) Content-Based Approach
- C) Task-Based Approach
- D) Participatory Approach
- E) Learner Strategy Training

28. The students are required to keep a diary about what and how they are learning in Learning Strategy Training.

The main purpose of this technique is to

- A) develop the students' writing skills
- B) give value to the students' prior knowledge and learning experiences to build the next stage
- C) share the responsibility of the teaching and learning process
- D) help the students transfer what they have learned in the lessons
- E) make the students have hand-on experience

29. In Community Language Learning, the students are evaluated through since they are expected to use the target language in a communicative way.

- A) discrete-point tests
- B) vocabulary tests
- C) integrative tests
- D) fill-in the blanks
- E) grammar tests

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30. Making an outline, summarizing and using key words are the examples of

- A) social / affective strategies
- B) collaborative skills
- C) meta-cognitive strategies
- D) social skills
- E) cognitive strategies

31. Baroque music being played at the background while the students are reading a passage is a technique used in

- A) Total Physical Response
- B) Silent Way
- C) Desuggestopedia
- D) Communicative Language Teaching
- E) Community Language Learning

32. The teacher says 'Put the green rod on the table' only once in the Silent Way because the students

- A) should not miss what the teacher says
- B) can learn from each other
- C) learn at different rates at a time
- D) should learn to listen to themselves
- E) are not the imitators of their teacher

33. The students are asked to discriminate the sounds between the minimal pairs such as [bit/beat] in a test given by a teacher following

- A) Silent Way
- B) Audio-Lingual Method
- C) Direct Method
- D) Grammar-Translation Method
- E) Total Physical Response

34. In Learning Strategy Training, the students are expected to become because they are responsible for their own learning.

- A) co-communicators
- B) feedback givers
- C) imitators of teacher
- D) inner-criteria developers
- E) autonomous learners

35. Which of the following students demonstrates a high level of 'intrapersonal' intelligence?

- A) a student who is very effective in persuading opponents in a debate
- B) a student who is very successful in solving the puzzles
- C) a student who is very active in team project works
- D) a student who keeps a journal about his second language development
- E) a student who can act out a dialogue very well

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1. The syllabus used in the is based on typical situations such as holidays, wedding ceremonies and sports.
A) Direct Method
B) Grammar-Translation Method
C) Audio-Lingual Method
D) Silent Way
E) Total Physical Response
2. Pronunciation is studied on discriminating between members of minimal pairs in language laboratories from the very beginning of the instruction in
A) Desuggestopedia
B) Audio-Lingual Method
C) Silent Way
D) Direct Method
E) Community Language Learning
3. The teacher works with the students, the students work on the language' is the basic principle of
A) Communicative Language Teaching
B) Desuggestopedia
C) Silent Way
D) Community Language Learning
E) Total Physical Response
4. Peripheral learning, creative adaptation and choosing a new identity are commonly used in
A) Total Physical Response
B) Silent Way
C) Community Language Learning
D) Communicative Language Teaching
E) Desuggestopedia
5. In Community Language Learning, in Curran's statement 'students are considered as whole persons' refers to
A) eliminating negative feelings related to foreign language learning
B) making learners responsible for their own learning
C) spoon-feeding students for the new and unknown concepts
D) considering students' intellect, feelings, and physical reactions
E) generating language materials on the basis of learners' needs and preferences
6. In a class where Total Physical Response is used, the target language should be presented in
A) tasks
B) chunks
C) role plays
D) drills
E) charts
7. In a Total Physical Response class it is believed that language learning is more effective when it is
A) controlled
B) rapid
C) serious
D) fixed
E) fun
8. According to the proponents of Total Physical Response, forcing students to speak will create
A) joy
B) interest
C) perfection
D) anxiety
E) error

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9. In a class where Communicative Language Teaching is applied, the emphasis is on the process of rather than just mastery of language forms.
- A) demonstration
B) communication
C) memorization
D) comprehension
E) translation
10. In a Communicative Language Teaching class, the teacher acts as a/an in setting up communicative activities.
- A) leader
B) technician
C) facilitator
D) authority
E) therapist
11. Which of the following techniques are applied in Communicative Language Teaching classrooms?
- A) Role plays, scrambled sentences, language games
B) Translation, transcription, role play
C) Color charts, peer correction, word chart
D) Memorization, translation, drills
E) Grammar games, chain drills, dictation
12. The aim of using authentic materials in a class where Communicative Language Teaching is applied is to
- A) encourage students to speak
B) expose students to natural language
C) enable students to speak
D) encourage students to discuss
E) enable students to read fluently
13. are very important in Communicative Language Teaching because they give students an opportunity to practice communicating in different social contexts.
- A) Role plays
B) Strip stories
C) Authentic materials
D) Substitution drills
E) Fidel charts
14. A/an..... refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.
- A) technique
B) method
C) approach
D) model
E) procedure
15. According to Krashen, is the natural assimilation of language rules through using language for communication.
- A) learning
B) conversation
C) interaction
D) realization
E) acquisition
16. According to Interactional View.....
- A) language is a system of structurally related elements for the coding of meaning.
B) language is a tool to translate.
C) language is a vehicle for the expression of functional meaning.
D) language is seen as a tool for the creation and maintenance of social relations.
E) language is a tool to express your thoughts in a structured way.
17. Which one of the following statements is not employed in the Reading Approach?
- A) Only the grammar useful for reading comprehension is taught.
B) Vocabulary is controlled at first and then expanded.
C) Lessons begin with dialogs.
D) Reading comprehension is the only language skill emphasized.
E) The teacher does not need to have good oral proficiency in the target language.
18. Which one of the following principles is observed in Cognitive Approach?
- A) Vocabulary instruction is important.
B) Mimicry and memorization are used.
C) Actions and pictures are used to make meanings clear.
D) The spoken language is primary.
E) Communication that is meaningful to the learner is emphasized.

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19. What is the common point among Content-based, Task-based and Participatory Approaches?
- A) They focus on immediate teacher error correction.
B) They give importance to the use of fine arts.
C) They give priority to the teaching of language areas over language skills.
D) They highlight the importance of perfection in foreign language learning.
E) They emphasize the process of foreign language learning rather than any linguistic content.
20. In Approach, the teacher teaches passive voice while conducting an experiment in a chemistry lesson.
- A) Participatory
B) Cognitive
C) Task-based
D) Content-based
E) Communicative
21. refers to the teacher's supplying the missing language item when the students have difficulty in explaining something in the target language.
- A) Scaffolding
B) Contextualizing
C) Recasting
D) Reformulating
E) Transforming
22. Which one of the following principles does not belong to Content-based Approach?
- A) The students' background knowledge should be considered by the teachers while teaching new things.
B) Contextual clues should be used in the clarification of meaning to facilitate vocabulary learning.
C) Sufficient number of examples should be given by the teachers for language support.
D) The teachers should be ready to help their students while completing an utterance.
E) Various social skills should be taught at the very beginning of the instruction.
23. The principle 'two for one' referring to both content knowledge and increased language proficiency takes place in Approach.
- A) Participatory
B) Cognitive
C) Content-based
D) Task-based
E) Whole Language
24. Which one is not a form of Content-based instruction?
- A) Proficiency-based instruction
B) Immersion programmes
C) Adjunct Model
D) Sheltered Instruction
E) Competency-based instruction
25. is widely practiced in the Whole Language Approach.
- A) Sound-color chart
B) Peripheral learning
C) Reflective listening
D) Journal keeping
E) Primary activation
26. In a single class hour, while in a particular function of the language is being focused on, in several linguistic forms and functions are being practiced.
- A) Community Language Learning / Participatory Approach
B) Participatory Approach / Communicative Language Teaching
C) Task-based Approach / Communicative Language Teaching
D) Communicative Language Teaching / Community Language Learning
E) Communicative Language Teaching / Task-based Approach

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27. Which one of the following principles belongs to Task-based Approach?
- A) The teacher provides feedback only on the linguistic content of the tasks.
 - B) The tasks have a perceived purpose and a clear outcome.
 - C) The tasks are not broken into smaller steps to ease the logical thinking process.
 - D) The teacher simplifies her language in every situation.
 - E) The participation of the students is not taken into consideration by the teacher.
28. The students are given a social problem such as poverty and homelessness and asked to find out possible solutions. This is a sample of a/an
- A) opinion-gap activity
 - B) reasoning-gap activity
 - C) information-gap activity
 - D) jigsaw task
 - E) pre-task
29. What is the main goal of the Participatory Approach?
- A) To teach students collaborative skills in order to make them work together more efficiently
 - B) To develop the students' inner criteria for correctness
 - C) To help empower students to take action and make decisions in order to gain control over their lives
 - D) To tap the mental powers of the students to activate the paraconscious part of the mind
 - E) To make students take increasing responsibility for their own learning
30. Which principle is correct for the Participatory Approach?
- A) The students are not required to evaluate their own learning.
 - B) Linguistic forms are not taught in isolation, they are taught within a context.
 - C) The curriculum is a predetermined product; the students do not have any role in the syllabus design.
 - D) There is no relationship between in-class activities and real-life situations.
 - E) The teachers are not expected to ask personal questions to the students.
31. The students practise the new learning strategy and study on its modification to meet their own learning needs. This fact is known and termed as
- A) positive interdependence
 - B) metacognitive strategy
 - C) accountability
 - D) hands-on experience
 - E) cognitive strategy
32. Cooperative learning is similar to since they both require teachers to teach other skills in addition to teaching foreign language.
- A) Task-based Approach
 - B) Participatory Approach
 - C) Learner Strategy Training
 - D) Content-based Approach
 - E) Multiple Intelligences
33. Which one of the following features does not belong to Cooperative Learning?
- A) The teachers are expected to teach language and social skills.
 - B) The students take exams individually.
 - C) Leadership among the students is distributed.
 - D) Social skills are taught implicitly.
 - E) The students interact with each other in the target language.
34. intelligence accounts for the ability to use language effectively and creatively.
- A) Interpersonal
 - B) Logical/ Mathematical
 - C) Intrapersonal
 - D) Visual/Spatial
 - E) Verbal/Linguistic
35. Pair/group work activities, project works and problem solution activities are the examples of intelligence.
- A) musical/ rhythmic
 - B) interpersonal
 - C) verbal/ linguistic
 - D) body/ kinesthetic
 - E) intrapersonal

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1. In foreign language teaching Grammar Translation Method primarily dwells upon the teaching ofof the target language.

- A) structure
- B) meanings
- C) literature
- D) vocabulary
- E) functions

2. Using gestures, pictures or realia, at the end of each section of a reading passage, in a Direct Method Classroom, the teacher makes

- A) prediction about what is not understood
- B) practice on what has just been learned
- C) learners enthusiastic about reading
- D) learners appreciate the reading
- E) a meaning of the section clear

3. The major role of a teacher in an Audio-Lingual classroom is that of a(n) of the target language.

- A) strict authority
- B) well supporter
- C) good conductor
- D) good model
- E) rebuilder

4. According to ELT authorities, the major role of a Silent Way language teacher is to

- A) teach functional translation techniques
- B) make learners silent individuals in the classrooms
- C) focus perceptions of learners
- D) dwell on productivity in language learning
- E) teach true pronunciation patterns

5. One of the difficulties to be overcome in language classrooms is the psychological barriers brought by learners, thus has been developed to minimize the negative effect.

- A) Silent Way
- B) Desuggestopedia
- C) Direct Method
- D) Audio-Lingual Method
- E) Grammar Translation Method

6. Presentation of many linguistic forms at a time to students in a Communicative Language Teaching classroom enables learners

- A) show their reactions to others
- B) find opportunity outside the classroom
- C) predict the function of the patterns
- D) discuss anything after the classroom
- E) progress in linguistic sense

7. In teaching transitives or rather linkers and cohesive devices, one of the effectively used classroom procedures used by Communicative Language Teaching teachers is

- A) translating difficult linguistic patterns
- B) using classical paintings of artists
- C) using scrambled sentences of a passage
- D) correcting learner errors
- E) using rods of many colors

8. Language learners working in groups in Communicative Language Teaching classrooms the amount of communicative practice.

- A) increase
- B) process
- C) lessen
- D) retrogress
- E) abate

9. Language learners in Communicative Language Teaching classrooms often play various games in groups in order to

- A) grasp the idea clearly
- B) comprehend grammar in all aspects
- C) develop good friendship
- D) be competent in grammar
- E) negotiate meaning

A

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10. The mother tongue of language learners is used to make a bridge from known to unknown. This is observed in method.
- A) Task-based Approach
B) Community Language Learning
C) Content-based Approach
D) Communicative Language Teaching
E) Total Physical Response
11. The major aim of the tasks carried out in language classrooms is
- A) to hinder structural patterns but increase reading
B) to enable learners correct each other through tasks
C) to schedule what to do throughout activities
D) to provide learners with a natural context for language use
E) to minimize learner errors and produce correct forms
12. "Foreign language learning is considered to be the most effective when it is experience centered" in
- A) Participatory Approach
B) Direct Method
C) Grammar-Translation
D) Audio-Lingual
E) Task-based
13. Whole language approach educators believe that students learn better when they
- A) put the pieces together
B) understand the meaning of whole texts
C) read literature and appreciate it
D) learn language piece by piece
E) communicate with the whole class
14. In Content-based Approach, the aim is to learn
- A) communicative skills together with pronunciation
B) linguistic skills and literary styles
C) language skills and their content
D) not only specific content but also related language skills
E) the content of the lesson thoroughly
15. The Tasks used in Task-based Approach are
- A) story telling, role playing and acting
B) tape recording, transcribing and sound-color chart
C) opinion, information and reasoning gap activities
D) translating a story, memorizing vocabulary and writing
E) word chart, language game and realia
16. Native language equivalents of vocabulary being studied are given to the target language words in
- A) Content - based Approach
B) Communicative Language Teaching
C) Task - based Approach
D) Total Physical Response
E) Community Language Learning
17. In order to have a relaxed classroom setting, reducing stress sources is one of the aims of
- A) Total Physical Response
B) The Audio-lingual Method
C) Direct Method
D) The Grammar Translation Method
E) Content - based Approach
18. aims to provide learners with a natural context for language use and an opportunity to interact.
- A) The Silent Way
B) The Grammar Translation Method
C) Task - based Approach
D) The Direct Method
E) Total Physical Response Method
19. The curriculum is not a predetermined product but the result of an ongoing context specific problem posing process in
- A) The Silent Way
B) Participatory Approach
C) The Direct Method
D) Content - based
E) Communicative Language Teaching

A

A

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20. Scaffolding and giving prompts to learners to make them produce a sentence is primarily used in

- A) Participatory Approach
- B) Multiple Intelligences
- C) Cooperative Learning
- D) Content-based Approach
- E) Task-based Approach

21. When 'learning strategy training' is effectively taught to learners this may enable students learn

- A) how to simplify complex structures
- B) how to teach to others
- C) how to cope with writing
- D) how to evaluate readings
- E) how to learn more effectively

22. Learning through cooperation or collaboration involves students learning

- A) as fast as possible
- B) from each other in groups
- C) how to use time effectively
- D) of many different points at a time
- E) at school and at home

23. Language lessons, carried out in groups, in cooperative learning setting, would create among students.

- A) beneficial values
- B) sincere exchanges
- C) close friendships
- D) fruitful meetings
- E) positive interdependence

24. When language learners work in groups, in collaborative language learning, language acquisition is facilitated by students interacting in the

- A) colloquial language
- B) mother language
- C) classroom language
- D) target language
- E) native language

25. When language teachers consider different intelligences of students, they need to create activities that types of intelligences.

- A) cover only some
- B) draw on all
- C) eliminate some
- D) reflect some
- E) evaluate many

26. Language teachers should be aware of the fact that

- A) many learners do not use multiple intelligence
- B) there are a few intelligence types
- C) there are at least seven different intelligences
- D) intelligent students are always backbenchers
- E) multiple intelligence can be divided into two

27. Learning both a foreign language and an academic subject matter can only be achieved through

- A) Content-based Instruction
- B) Communicative Language Teaching
- C) Multiple Intelligences
- D) the Direct Method
- E) Cooperative Learning

28. The idea that the teacher's job is not only to teach language, but to teach how to learn something can well be observed in

- A) Multiple Intelligences
- B) Cooperative Learning
- C) Participatory Approach
- D) Task-based Approach
- E) Learning Strategy Training

29. One of the most beneficial aspects of learning strategy training is that

- A) it can help learners to continue to learn after they have completed their formal study of the target language
- B) it can help learners listen and understand what is said in the target language
- C) it can help learners read attentively the target language
- D) it can help learners engage in communication in the target language
- E) it can help learners participate in class activities in the target language

A

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30. Students with the visual spatial intelligence have the ability

- A) to recognize tonal patterns
- B) to use their body to express themselves and to solve problems
- C) to use numbers effectively and to see abstract patterns and to reason well
- D) to create mental images, and a sensitivity to shape, size and colors
- E) to understand oneself and to practice self discipline

31. The Silent Way and are said to have many common points.

- A) Desuggestopedia
- B) Cognitive Approach
- C) Direct Approach
- D) Oral-based Approach
- E) Audio-Lingual Method

32. Which of the following pairs of 'approaches' often involves pair and group work activities?

- A) Communicative and Affective Humanistic
- B) Communicative and Reading
- C) Reading and Affective Humanistic
- D) Comprehension-based and Communicative
- E) Comprehension-based and Affective Humanistic

33. Cognitive Approach is widely considered as a reaction to the behavioristic characteristics of Approach.

- A) Communicative
- B) Reading
- C) Grammar Translation
- D) Comprehension-based
- E) Audio-Lingual

34. Which one of the following approaches is quite different from the others in terms of syllabus structure?

- A) Audio-Lingual Approach
- B) Grammar Translation Approach
- C) Cognitive Approach
- D) Communicative Approach
- E) Reading Approach

35. I. It is a reaction to Behaviourism and Audiolingualism,
II. Grammar can be taught both deductively and inductively,
III. Language learning is seen as habit formation.
IV. Pronunciation is emphasized.
V. Errors are tolerated because they are viewed as inevitable.

Which three of the above are the features of the Cognitive Approach?

- III
- B) I, II and IV
- C) I, II and V
- V
- E) II, III and IV

İNGİLİZCE ÖĞRETİMİNDE YAKLAŞIMLAR A

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1. In an Audio - Lingual classroom, one of the major roles of the teacher is to provide a good model while
A) writing the correct answer on the blackboard
B) playing games and demonstrating an item
C) discussing and exemplifying newly learned items
D) distributing materials and literary pieces
E) introducing a dialog and correcting mispronunciation
2. Memorizing grammatical structures in Audio-lingual classrooms is carried out through
A) writing skills
B) reading passages
C) listening practices
D) substitution drills
E) speaking exercises
3. The Audio-Lingual Method is used in
A) guiding the students how to use speaking skills
B) guiding the students how to use memorization skills
C) controlling the students behavior in the target language
D) teaching the grammatical structures
E) achieving communicative competence
4. In Community Language Learning, it is important that students
A) form new habits in the target language
B) learn from one another and share their opinions
C) learn children's songs and games to be open to foreign language learning
D) overcome negative experiences related to foreign language learning
E) read and translate literary passages

5. In Community Language Learning, Curran believes that language is a tool for
A) answering comprehension questions
B) making up sentences for the new words
C) translating passages accurately
D) feeling secure in the class
E) developing creative and critical thinking
6. I. It is student-centered.
II. Not cooperation, but competition is fostered.
III. There's no place for the use of L1.
IV. Tape recording student conversation is a widely used technique.
Which one(s) of the given statements above belong(s) to the Community Language Learning?
A) Only I
B) Only III
C) Only IV
D) I and IV
E) II and III

7. Which principle does not belong to the Community Language Learning?
A) Retention is one of the components of non-defensive learning.
B) The teacher announces the limits of an activity.
C) The interaction between the teachers and students changes over time.
D) The students unscramble the sentences of an article.
E) The teacher explains the procedures of an activity.
8. To learn about the form of the language is important for students in Method.
A) Grammar -Translation
B) Total Physical Response
C) Desuggestopedia
D) Community Language Learning
E) Direct

A

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9. Errors are corrected gently in
- The Direct Method
 - Desuggestopedia
 - Audio - lingual Method
 - Total Physical Response Method
 - The Grammar Translation Method
10. The teacher's fine tuning in the Total Physical Response refers to
- correcting major errors at the elementary level
 - tolerating mispronunciation in giving commands
 - correcting minor errors at the advanced level
 - correcting grammatical errors in the action sequence
 - tolerating lexical errors in giving commands
11. The teacher gives the following commands to one of the students in the class: "Stand up, point to the window, open the window, close the window, sit down."
- This is termed as
- novel combination
 - role reversal
 - multi-word chunks
 - action sequence
 - chain drill
12. In the Total Physical Response
- the teacher directs students other than the volunteers
 - the students begin to speak when they are ready
 - formal tests involving vocabulary and grammar can be used for evaluation
 - there is no need to change the order of the commands given by the teachers
 - the teacher corrects students' errors by modifying the commands
13. Not only the teacher but also students ignore errors in
- Community Language Learning
 - the Direct Method
 - the Grammar-Translation Method
 - the Silent Way
 - Communicative Language Teaching
14. The language use through games, role plays and problem solving tasks is observed in classrooms.
- Total Physical Response
 - Community Language Learning
 - Communicative Language Teaching
 - the Grammar-Translation Method
 - the Silent Way
15. If a teacher applies the Communicative Language Teaching in a class, her emphasis will be on the process of rather than just mastery of language forms.
- communication
 - translation
 - comprehension
 - memorization
 - demonstration
16. Which of the following techniques are used in Communicative Language Teaching classrooms?
- fidel charts, peer correction, word chart
 - memorization, translation, drills
 - map drawing, chain drills, dictation
 - picture-strip stories, role plays, language games
 - translation, transcription, role play
17. The learners study on cohesion and coherence through in the Communicative Language Teaching.
- active concert
 - scrambled sentences
 - dialog completion
 - fill in the blank exercise
 - structured feedback
18. The major aim of the tasks carried out in language classrooms is
- to hinder structural patterns but increase reading
 - to enable learners correct each other through tasks
 - to schedule what to do throughout activities
 - to provide learners with a natural context for language use
 - to minimize learner errors and produce correct forms

A

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19. "Foreign language learning is considered to be the most effective when it is experience centered."

This view is accepted in

- A) Audio-Lingual
- B) Grammar-Translation
- C) Task-based
- D) Direct Method
- E) Participatory Approach

20. Whole language approach educators believe that students learn better when they

- A) read literature and appreciate it
- B) communicate with the whole class
- C) put the pieces together
- D) understand the meaning of whole texts
- E) learn language piece by piece

21. In order to have a relaxed classroom setting, reducing stress sources is one of the aims of

- A) Total Physical Response
- B) The Audio-lingual Method
- C) Direct Method
- D) The Grammar Translation Method
- E) Content - based Approach

22. Jigsaw tasks, where students have to listen to different points of a total set of information

- A) provide opportunity to use different linguistic skills
- B) provide opportunity to develop only listening skills
- C) give learners plenty of opportunity to engage in authentic speaking and listening
- D) give learners a chance to acquire grammatical skills
- E) provide opportunity to develop only speaking skills

23. In Approach, the teacher teaches articles while explaining geographical features in a geography lesson.

- A) Content-based
- B) Task-based
- C) Participatory
- D) Cognitive
- E) Communicative

24. Which one of the following principles belongs to Task-based Approach?

- A) The participation of the students is ignored by the teacher.
- B) It consists of unreal situations leading to artificial discussions.
- C) The language is taught through communication.
- D) The teacher gives feedback only on the linguistic content of the tasks.
- E) The teacher simplifies her language in every situation.

25. The students are given some clues about a murder and asked to find out the killer among the suspected criminals. This is a sample of a/an

- A) reasoning-gap activity
- B) opinion-gap activity
- C) information-gap activity
- D) jigsaw task
- E) pre-task

26. Which principle is correct for the Participatory Approach?

- A) The students are not required to evaluate their own learning.
- B) Its main goal is to make students gain control over their lives.
- C) There is no relationship between in-class activities and real-life situations.
- D) The students develop the inner criteria for correctness.
- E) The learners do not have any role in the syllabus design.

27. Language lessons, carried out in groups, in cooperative learning setting, would create among students.

- A) close friendships
- B) beneficial values
- C) fruitful meetings
- D) positive interdependence
- E) sincere exchanges

A

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28. When language teachers consider different intelligences of students, they need to create activities that types of intelligences.

- A) cover only some
- B) evaluate many
- C) eliminate some
- D) reflect some
- E) draw on all

29. In language classroom, it is most likely that intelligence and intelligence may generally be activated.

- A) logical / mathematical
- B) verbal / interpersonal
- C) visual / mathematical
- D) body / musical
- E) musical / intrapersonal

30. refers to students' having practice the new learning strategy and studying on its modification to meet their own learning needs.

- A) Positive interdependence
- B) Accountability
- C) Hands-on experience
- D) Cognitive strategy
- E) Metacognitive strategy

31. Cooperative learning and have common points since they both require language to teach other skills in addition to teaching foreign language.

- A) Learner Strategy Training
- B) Multiple Intelligences
- C) Task-based Approach
- D) Content-based Approach
- E) Participatory Approach

32. Students having intelligence like working on with others and they are eager to have active roles in project works.

- A) spatial
- B) interpersonal
- C) rhythmic
- D) logical
- E) intrapersonal

33. Which one of the following principles is used in Cognitive Approach?

- A) Vocabulary instruction is highly focused.
- B) Mimicry and memorization are used.
- C) Actions and pictures are used to make meanings clear.
- D) Reading comprehension is the only language skill emphasized.
- E) The teacher does not need to have good oral proficiency in the target language.

34. is one of the principles of Affective-Humanistic Approach.

- A) De-emphasizing the feelings of the students
- B) Focusing on writing and reading skills
- C) Creating a competitive classroom environment
- D) Using literary texts for pleasure
- E) Using peer interaction for learning

35. Both in the Grammar- Translation Method and, translation becomes a respectable classroom activity.

- A) Audiolingualism
- B) Situational Approach
- C) Cognitive Approach
- D) Comprehension-based Approach
- E) Reading Approach



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1. The Grammar Translation Method is criticized for not dealing with the students' in second/ foreign language classrooms.

- A) objectives
- B) languages
- C) feelings
- D) cultures
- E) ideas

2. In a class where the Audio Lingual Method is applied, drill is used to reinforce mimicking the model.

- A) substitution
- B) expansion
- C) transformation
- D) repetition
- E) memorization

3. Proponents of the Audio Lingual Method believe that language learning is a process of formation.

- A) rule
- B) pattern
- C) goal
- D) hypothesis
- E) habit

4. In the Silent Way, students are encouraged to autonomy in the language by exploring it and by making choices.

- A) leave
- B) gain
- C) repeat
- D) work
- E) ignore

5. In the Silent Way, the teacher encourages students to take responsibility for their own learning by

- A) expanding students' repertoire
- B) focusing on students' errors
- C) evaluating students' errors
- D) asking students' reactions to the lesson
- E) testing students current knowledge

6. In Desuggestopedia, posters displaying information about the target language are hung around the room for the learning.

- A) psychological / passive
- B) grammatical / peripheral
- C) discourse / rote
- D) dramatical / active
- E) course / whole brain

7. In Desuggestopedia, it is believed that a calm state is ideal for psychological barriers and taking advantage of learning potential.

- A) building
- B) improving
- C) overcoming
- D) observing
- E) establishing

8. I. Teachers want their students to learn how to use the target language communicatively.
II. Teachers want their students to take increasing responsibility.
III. Teachers want their students to overlearn the target language.
IV. Teachers want their students to learn about their own learning.
V. Teachers want their students to learn about the grammar rules.

Which of the above are the goals of the teachers who use Community Language Learning?

- A) I, II and IV
- B) I, III and V
- C) II, III and V
- D) II, IV and V
- E) III, IV and V

9. 'Non-defensive learning' based on Community Language Learning is accomplished if the teacher and the learner

- A) listen to each other carefully
- B) design syllabus in collaboration
- C) treat each other as whole persons
- D) report about the language
- E) form a semicircle in a relaxed atmosphere

A

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10. In Community Language Learning, the teacher gives the students the opportunity to on how they feel about the language learning experience after carrying out various activities.
- A) characterize
 - B) operate
 - C) process
 - D) reflect
 - E) monitor
11. One of the common beliefs among Total Physical Response proponents is that forcing students to speak will create hindering learning and communication.
- A) anxiety
 - B) perfection
 - C) joy
 - D) error
 - E) interest
12. Total Physical Response was especially developed in order to the stress people feel and thereby students to persist in their study.
- A) stimulate / encourage
 - B) reduce / encourage
 - C) strengthen / encourage
 - D) enlarge / discourage
 - E) enhance / encourage
13. In a class where Communicative Language Teaching is applied, the emphasis is on the process of communication rather than just
- A) proficiency of language forms
 - B) efficient reading
 - C) comprehension of texts
 - D) retrieval of previous activities
 - E) demonstration through real life objects
14. are very important in Communicative Language Teaching because they help students practice real life like communication.
- A) Strip stories
 - B) Substitution drills
 - C) Role plays
 - D) Fidel charts
 - E) Authentic materials
15. Authentic materials are used to in Communicative Language Teaching.
- A) encourage students to discuss
 - B) enable students to speak
 - C) encourage students to speak
 - D) enable students to read fluently
 - E) expose students to natural language
16. In Task-Based Approach, the teacher employs the following except
- A) supplying the correct target form by reformulating what the students have said
 - B) providing activities just below the level of the learners
 - C) making adjustments in light of the learners perceptions of relevance
 - D) seeking ways of knowing how involved the students are in the process
 - E) using whatever language is necessary to have students comprehend the steps
17. According to students learn best when they are working to understand the meaning of texts thoroughly.
- A) Communicative Language Teaching
 - B) Suggestopedia
 - C) Task-Based Approach
 - D) Whole Language Approach
 - E) Total Physical Response
18. According to the proponents of Participatory Approach, education is most effective when it is centered.
- A) experience
 - B) teacher
 - C) curriculum
 - D) style
 - E) activity

A

A

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19. One of the goals of students learning a foreign language in a Participatory Approach is to their own learning.
- A) predict
 - B) experience
 - C) practice
 - D) visualize
 - E) evaluating
20. are the techniques or devices a learner may use to acquire knowledge.
- A) Hypothesizing approaches
 - B) Discovering activities
 - C) Making evaluations
 - D) Learning strategies
 - E) Applying methods
21. Which of the following strategies is not a Metacognitive Strategy?
- A) cooperating with others to share information
 - B) arranging the conditions that help one learn
 - C) setting long-term goals
 - D) checking one's comprehension during listening or reading
 - E) setting short-term goals
22. Outlining and summarizing what has been learned from reading or listening is one of the strategies.
- A) cooperative
 - B) cognitive
 - C) social
 - D) metacognitive
 - E) affective
23. The purpose of Cooperative Learning is to encourage students to think in terms of
- A) competition and improvement
 - B) freedom and understanding
 - C) individualism and popularity
 - D) creativity and achievement
 - E) positive interdependence
24. Teachers who recognize the of their students acknowledge that students bring with them specific and unique strengths.
- A) personal contribution
 - B) learning potential
 - C) multiple intelligences
 - D) learning strategies
 - E) social skills
25. The English Language Teaching literature considering and describing many different methods suggests that
- A) methods should be exported from one situation to another
 - B) different methods are not suitable for different contexts
 - C) different methods are not suitable for different teachers
 - D) one method is best for elementary or beginner learners
 - E) a method cannot be a prescription for everyone
26. If language teachers follow a pluralistic view of methods and create their own way making choices among many methods, they are being
- A) complex
 - B) eclectic
 - C) modern
 - D) cooperative
 - E) coherent
27. In a class where The Grammar Translation Method is applied, the first language is maintained as the system in the acquisition of the second language.
- A) literature
 - B) communicative
 - C) reference
 - D) transfer
 - E) translation

A

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28. In the Direct Method, oral communication skills are built up in a carefully graded
- A) pronunciation
 - B) conversation
 - C) translation
 - D) progression
 - E) memorization
29. In Direct Method, it is believed that teachers should encourage direct and use of the foreign language in the classroom rather than using analytical procedures that focus on explanation of grammar rules
- A) deductive
 - B) appropriate
 - C) careful
 - D) difficult
 - E) spontaneous
30. has appeared in order to improve the teaching of modern languages which gives importance to speaking proficiency.
- A) The schools of Gouin
 - B) The schools of Berlitz
 - C) Monitor Model
 - D) The International Phonetic Association
 - E) The Reform Movement
31. are commonly used in Communicative Language Teaching classrooms.
- A) Role plays, scrambled sentences, picture strip stories
 - B) Translation, transcription, role play
 - C) Color charts, rods, word chart
 - D) Memorization, translation, transcription
 - E) Grammar games, chain drills, dictation
32. The communicative movement in language teaching subscribes to view of language.
- A) structural
 - B) irrational
 - C) functional
 - D) theoretical
 - E) natural
33. A/An is a set of correlative assumptions dealing with the nature of language teaching and learning.
- A) practice
 - B) approach
 - C) method
 - D) lesson
 - E) technique
34. According to Krashen, learning is available only as a/an which is the repository of conscious grammatical knowledge about a language.
- A) monitor
 - B) habit
 - C) practice
 - D) function
 - E) activity
35. Which one of the following statements is not employed in the Reading Approach?
- A) Vocabulary is controlled at first and then expanded.
 - B) Only the grammar useful for reading comprehension is taught.
 - C) The teacher does not need to have good oral proficiency in the target language.
 - D) Lessons begin with dialogs.
 - E) Reading comprehension is the only language skill emphasized.



İNGİLİZCE ÖĞRETİMİNDE YAKLAŞIMLAR A

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1. According to the principles of the Grammar-Translation Method, a fundamental purpose of learning a foreign language is to be able to

- A) improve pronunciation
- B) read literature written in L2
- C) gain autonomy in the language
- D) communicate effectively
- E) share personal experiences

2. In the Grammar-Translation Method, application of an explicit grammar rule is considered to be a useful pedagogical technique.

- A) linguistic
- B) communicative
- C) deductive
- D) inductive
- E) phonological

3. Which of the following views target language culture as consisting of literature and fine arts?

- A) The Direct Method
- B) Desuggestopedia
- C) The Grammar-Translation Method
- D) The Audio-Lingual Method
- E) The Silent Way

4. One of the reasons that became popular was that was not very effective in preparing students to use the target language communicatively.

- A) Desuggestopedia - Community Language Learning
- B) The Silent Way - Total Physical Response
- C) The Audio Lingual Method - The Silent Way
- D) The Direct Method - The Grammar Translation Method
- E) The Grammar Translation Method - The Direct Method

5. Which of the following questions has the same answer both in the Grammar-Translation Method and in the Direct Method?

- A) What is the role of the students?
- B) How does the teacher respond to student errors?
- C) How is culture viewed?
- D) How is language viewed?
- E) How are the feelings of the students dealt with?

6. Teacher : Repeat after me: the car.
Students : the car.
Teacher : in the car.
Students : in the car.
Teacher : wait in the car.
Students : wait in the car.
Teacher : I'll wait in the car.
Students : I'll wait in the car.

What is the name of the technique used in the Audio-Lingual Method classroom above?

- A) Chain drill
- B) Backward build-up drill
- C) Grammar game
- D) Question-and-answer drill
- E) Use of minimal pairs

7. The teacher begins with a line from the dialog the students have just studied. He says 'I like swimming'. Following this, he shows the students a picture of someone studying and says 'studying'. She pauses, then says, 'I like studying'. Then, he shows a picture of someone playing chess, and says 'playing chess'. Together the students say 'I like playing chess'.

What is the name of the technique used in the Audio-Lingual Method classroom above?

- A) Transformation drill
- B) Chain drill
- C) Single-slot substitution drill
- D) Multiple-slot substitution drill
- E) Backward build-up drill

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8. Teacher: In this activity I say a positive statement and you make it a question. For example, I say 'My son is a teacher', and you say 'Is your son a teacher?'.

What is the name of the technique used in the Audio-Lingual Method classroom above?

- A) Question-and-answer drill
- B) Transformation drill
- C) Repetition drill
- D) Substitution drill
- E) Chain drill

9. In the Silent Way classroom, students should be able to use the language for self-expression. In order to do this, they need to develop, to develop their own inner criteria for correctness.

- A) communicative competence
- B) indirect positive suggestions
- C) linguistic accuracy
- D) independence from the teacher
- E) communicative intuition

10. In the Silent Way classroom, the teacher may use to decide on where further work is necessary.

- A) a deductive approach
- B) an inductive approach
- C) student errors
- D) communicative tasks
- E) praise and criticism

11. Which of the following is not among the techniques used in Desuggestopedia?

- A) Structured feedback
- B) Role play
- C) Creative adaptation
- D) Peripheral learning
- E) Choose a new identity

12. Which of the following is not among the techniques used in Community Language Learning?

- A) Scrambled sentences
- B) Human Computer
- C) Small group tasks
- D) Reflective listening
- E) Reflection on experience

13. Total Physical Response was developed in order to the stress people feel and thereby students to persist in their study.

- A) rise / support
- B) promote / relax
- C) strengthen / discourage
- D) reduce / encourage
- E) reverse / enjoy

14. In a Total Physical Response class, of the target language should be developed before speaking.

- A) instructing
- B) writing
- C) understanding
- D) learning
- E) listening

15. In a Total Physical Response class students can learn while actions as well as the actions themselves.

- A) acting / doing
- B) observing / acquiring
- C) observing / performing
- D) performing / learning
- E) doing / understanding

16. In a Total Physical Response class, the activities are designed according to the idea that language learning is more when it is

- A) durable / attractive
- B) intelligent / entertaining
- C) playful / witty
- D) exciting / serious
- E) effective / fun

17. In a Total Physical Response class students do not have to fixed routines in the class.

- A) memorize
- B) correct
- C) perform
- D) observe
- E) speak

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18. In a Total Physical Response class, student errors are by their teachers at the beginning of their studies.

- A) argued
- B) tolerated
- C) avoided
- D) transformed
- E) not tolerated

19. According to Communicative Language Teaching, being able to communicate can make students feel more to study a foreign language.

- A) motivated
- B) frustrated
- C) anxious
- D) depressed
- E) stressed

20. Authentic materials are used in order to in a Communicative Language Teaching class.

- A) enable students to read fluently
- B) expose students to natural language
- C) encourage students to discuss
- D) enable students to speak
- E) encourage students to speak

21. are very important in Communicative Language Teaching because they give students an opportunity to practice communicating in different social contexts.

- A) Fidel charts
- B) Substitution drills
- C) Strip stories
- D) Role plays
- E) Authentic materials

22. Students' unscrambling the sentences of a newspaper article is an example of working with language at the level.

- A) linguistic
- B) pragmatic
- C) communicative
- D) strategic
- E) contextual

23. In Task-Based Approach, the teacher employs the following activities except

- A) providing activities just below the level of the learners
- B) making adjustments in light of the learners perceptions of relevance
- C) using whatever language is necessary to have students comprehend the steps
- D) seeking ways of knowing how involved the students are in the process
- E) supplying the correct target form by reformulating what the students have said

24. According to Content-Based Approach, learning new words becomes easy when there are clues in the text.

- A) informational
- B) contextual
- C) linguistic
- D) communicative
- E) cognitive

25. According to, students learn best when they are working to understand the meaning of texts thoroughly not piece by piece.

- A) Suggestopedia
- B) Communicative Language Teaching
- C) Task-Based Approach
- D) Whole Language Approach
- E) Total Physical Response

26. According to the proponents of Approach, education is most effective when it is experience-centered and relates to students' real needs.

- A) Task Based
- B) Content Based
- C) Communicative
- D) Whole Language
- E) Participatory

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27. A goal of the participatory approach is that students will be able to their own learning and to increasingly it themselves.
- A) evaluate / direct
 - B) experience / learn
 - C) become / engage
 - D) live / experience
 - E) make / live
28. Learning are the techniques or devices which a learner may use to acquire knowledge and studying them will contribute to success.
- A) approaches / communicative
 - B) evaluations / practical
 - C) activities / grammatical
 - D) methods / linguistic
 - E) strategies / academic
29. Which one of the following strategies is an example of Social/Affective Strategy?
- A) arranging the conditions that help one learn
 - B) checking one's comprehension during listening or reading
 - C) setting short-term goals
 - D) setting long-term goals
 - E) creating situations to practice the target language
30. Outlining and summarizing what has been learned from reading or listening is one of the strategies.
- A) cooperative
 - B) metacognitive
 - C) cognitive
 - D) social
 - E) affective
31. The purpose of Cooperative Learning is to encourage students to think in terms of positive interdependence which means that the students are not thinking competitively but rather
- A) freely
 - B) individualistically
 - C) comprehensively
 - D) collaboratively
 - E) creatively

32. Students who have logical/mathematical intelligence have the ability to use numbers effectively, to see abstract patterns such as
- A) playing music
 - B) note-taking
 - C) drawing
 - D) solving puzzles
 - E) keeping journals
33. In the field of ELT, specifies assumptions and beliefs about language and language learning.
- A) technique
 - B) approach
 - C) activity
 - D) design
 - E) method
34. In the field of ELT, describes classroom activities while puts theory into practice and makes choices about the particular skills to be taught.
- A) technique - method
 - B) design - approach
 - C) activity - approach
 - D) method - technique
 - E) approach - design
35. In, listening is the basic skill that will allow other skills to develop over time.
- A) Affective-Humanistic Approach
 - B) Communicative Approach
 - C) Situational Approach
 - D) Cognitive Approach
 - E) Comprehension-Based Approach

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1. In Approach the emphasis is placed on the development of basic communication skills and vocabulary through learners' meaningful and intensive exposure to the target language.
A) Audio-Lingual
B) Behaviorist
C) Natural
D) Cooperative
E) Total Physical Response
2. In a Community Language Learning classroom you can observe a teacher standing behind the students because
A) the teacher can observe the students better from behind
B) it is easier for students to concentrate when the teacher is behind them
C) it is easier to control the students from behind
D) the power of the teacher can be threatening
E) the students learn better when they focus on what is written on the board only
3. In a Community Language Learning classroom the teacher may because the students feel more secure when they know the limits of an activity
A) remind the students the remaining minutes for the conversation
B) share the key of a fill-in-the-blanks type of an activity with the students
C) assign different roles to different students during a group work activity
D) ask the students stop speaking when the time for a particular activity is finished
E) limit the number of activities that can be used in one classroom hour
4. In a Community Language Learning classroom the teacher's initial role is primarily that of a/an
A) mediator
B) counselor
C) observer
D) authority
E) therapist
5. Which of the following is not among the techniques used in a Community Language Learning classroom?
A) Transcription
B) Tape recording student conversation
C) Reflection on experience
D) Human Computer
E) Role play
6. According to the students' understanding of the target language should be developed before speaking.
A) Cooperative Learning Approach
B) Total Physical Response
C) Task-based Approach
D) Grammar-Translation Method
E) Multiple Intelligences
7. According to the principles of Total Physical Response (the) is a powerful linguistic device for a teacher to direct student behavior.
A) grammar
B) morpheme system
C) action
D) imperative
E) error
8. In a Total Physical Response classroom are emphasized over other language areas.
A) vocabulary and grammatical structures
B) speaking and listening
C) reading and writing
D) vocabulary and pronunciation
E) reading and listening
9. We can define as knowing when and how to say what to whom.
A) linguistic competence
B) communicative approach
C) communicative interaction
D) classroom communication
E) communicative competence

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10. Which of the following is not among the factors that make games important in Communicative Language Teaching?
- A) The students find games enjoyable.
 - B) The participants of games receive immediate feedback on the language they use.
 - C) Small-group-games maximize the amount of communicative practice.
 - D) Games require linguistic competence as well as communicative competence.
 - E) Games have common features with real communicative events.
11. Which of the following would be suggested to a communicative language teacher to expose learners to the natural use of language?
- A) communicative competence
 - B) language games
 - C) authentic materials
 - D) self-correction techniques
 - E) scrambled sentences
12. According to the principles of teaching should build on students' previous experience.
- A) Total Physical Response
 - B) Task-based instruction
 - C) Desuggestopedia
 - D) Communicative Language Teaching
 - E) Content-based instruction
13. According to the principles of the class activities should have a perceived purpose and a clear outcome.
- A) Communicative Language Teaching
 - B) Task-based instruction
 - C) Content-based instruction
 - D) Strategy training
 - E) Community Language Learning
14. In the teacher listens for themes in what students say in order to decide on the content for future lessons.
- A) Participatory approach
 - B) Content-based instruction
 - C) Task-based instruction
 - D) Communicative Language Teaching
 - E) Strategy training
15. In a language classroom if the students are not thinking competitively and individualistically but rather cooperatively, it can be said that
- A) the teacher scaffolds the linguistic content
 - B) the students are willing to take communicative risks
 - C) most of the students have intrapersonal intelligence
 - D) the students are positively interdependent
 - E) the strategy training has worked
16. In a class where The Grammar Translation Method is applied, students are encouraged to
- A) listen carefully
 - B) communicate in the target language
 - C) speak fluently
 - D) find native language equivalents
 - E) draw maps
17. The Desuggestopedia classrooms are known as giving importance to learning.
- A) direct
 - B) sleep
 - C) rote
 - D) indirect
 - E) peripheral
18. The Grammar Translation Method is criticized as failing to develop some principles to practically deal with the students' in second / foreign language classrooms.
- A) feelings
 - B) cultures
 - C) objectives
 - D) languages
 - E) aims
19. If students can, they are considered as successful language learners in Grammar Translation Method.
- A) read
 - B) speak
 - C) translate
 - D) communicate
 - E) write

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20. Grammar is taught in a class where The Grammar Translation Method is applied.
- A) implicitly
 - B) deductively
 - C) pedagogically
 - D) inductively
 - E) through discovery
21. In a class where the Direct Method is applied students' native language is believed to the mastery of the target language.
- A) improve
 - B) facilitate
 - C) initiate
 - D) interfere
 - E) help
22. Which of the following skill is not emphasized in the Direct Method?
- A) Grammar
 - B) Reading
 - C) Writing
 - D) Speaking
 - E) Listening
23. is a particularly valuable way of activating the material in a class where Desuggestopedia is used.
- A) Chain drill
 - B) Grammar game
 - C) Structured feedback
 - D) Peer correction
 - E) Dramatization
24. In an Audio Lingual Class, the target language forms are introduced by using
- A) native language
 - B) vocabulary exercises
 - C) contexts
 - D) pronunciation exercises
 - E) real objects
25. Students are doing ' drill' so as to reinforce genuinely mimicking and carefully listening to the teacher, in an Audio Lingual class.
- A) substitution
 - B) repetition
 - C) question and answer
 - D) expansion
 - E) transformation
26. According to Krashen, is the natural assimilation of language rules through using language for communication.
- A) learning
 - B) conversation
 - C) interaction
 - D) acquisition
 - E) realization
27. Second/foreign language learners in the Audio-Lingual classrooms try to fulfill the role of a(n)
- A) director
 - B) controller
 - C) imitator
 - D) advisor
 - E) counselor
28. In a Silent Way class, students are encouraged to gain autonomy in the language by it and by making choices.
- A) exploring
 - B) using
 - C) working
 - D) ignoring
 - E) repeating
29. In a Silent Way class, the teacher encourages students to take responsibility for their own learning by
- A) expanding students' repertoire
 - B) correcting students' errors
 - C) focusing on students' errors
 - D) giving students a test
 - E) asking students' reactions to the lesson

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30. In a Silent Way class, silence helps to autonomy and the teacher from the center of attention.

- A) foster/removes
- B) increase/helps
- C) reinforce/fulfills
- D) direct/removes
- E) interact/gets

31. In a Silent Way class, the teacher fulfills the role of a or

- A) facilitator / communicator
- B) counselor / co-communicator
- C) technician / engineer
- D) director / orchestra leader
- E) partner / corrector

32. The communicative movement in language teaching subscribes to view of language.

- A) theoretical
- B) functional
- C) interactional
- D) natural
- E) structural

33. Which one of the following methods is not used in a Desuggestopedia class?

- A) Role play
- B) Active concert
- C) Question and answer drill
- D) Choosing a new identity
- E) Passive concert

34. In a Desuggestopedia class, assuming a new identity enhances students' feelings of and allows them to be more open.

- A) authority
- B) security
- C) unity
- D) identity
- E) anxiety

35. In a Desuggestopedia class, it is believed that a calm state is ideal for psychological barriers and taking advantage of learning potential.

- A) realizing
- B) taking
- C) relaxing
- D) improving
- E) overcoming

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2012 DS 2553-A

1. Lord of the Flies

What is the point of view of the novel?

- A) First person omniscient
- B) Third person omniscient
- C) Second person limited
- D) First person objective
- E) Third person objective

2. Lord of the Flies

Who went to explore the island to make sure that it is an island?

- A) Simon-Jack-The Littluns
- B) Jack-Roger-the twins
- C) Simon-Ralph-Jack
- D) Piggy-Jack-Roger
- E) Roger-Sam and Eric

3. Lord of the Flies

Who built the huts?

- A) Simon and Piggy
- B) Jack and Simon
- C) Ralph and Roger
- D) Sam and Eric
- E) Ralph and Simon

4. Lord of the Flies

Which of the characters below represent moral responsibility and common sense?

- A) Roger
- B) Jack
- C) Ralph
- D) Simon
- E) Piggy

5. Lord of the Flies

Which of the characters below represent kindness and Christ-like goodness?

- A) Simon
- B) Ralph
- C) Mike
- D) Piggy
- E) Eric

6. Lord of the Flies

How did Piggy die?

- A) Piggy drowned in the sea.
- B) Jack stabbed him.
- C) Piggy committed a suicide.
- D) Roger killed him with a stone.
- E) Jack pushed him over the rocky hills.

7. Lord of the Flies

What do Piggy's glasses symbolize?

- A) Knowledge
- B) Understanding
- C) Hostility
- D) Brotherhood
- E) Power

8. Lord of the Flies

What does the fire symbolize for Ralph?

- A) Heat
- B) Hope
- C) Warmth
- D) Knowledge
- E) Power

9. Lord of the Flies

What was Ralph's aim in using the conch while talking to the group?

- A) To invite hunters to the hut
- B) To make others stop speaking
- C) To prove that he is in charge
- D) To have power
- E) To establish order

10. Lord of the Flies

Which of the boys treat the Littluns with the most respect and kindness?

- A) Sam
- B) Jack
- C) Simon
- D) Ralph
- E) Mike

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2012 DS 2553-A

11. Lord of the Flies

What is the setting of the story?

- A) An island in the Pasific Ocean in 1915 during a fictional war
- B) An island in the Atlantic Ocean at an unknown year during an atomic war
- C) An island in an unnamed Ocean in 1945 during the World War II
- D) An island in the Indian Ocean at an unknown year during Cold War
- E) An island in the Pasific Ocean at an unknown year during an atomic war

12. Lord of the Flies

When the first ship passed the island, the crew did not see the fire. Why?

- A) Mike put the fire out since he never wanted to leave the island.
- B) The fire was weak for crew to see it.
- C) Jack sent his hunters to put the fire out.
- D) It had rained a lot and had put out the fire.
- E) The choir boys were off hunting instead of taking care of the fire.

13. Lord of the Flies

The reason why the boys started their trip was for (a)

- A) field trip
- B) vacation
- C) cold war
- D) fishing trip
- E) swimming

14. Lord of the Flies

What is the real beast?

- A) Human nature
- B) A Pig
- C) Sea monster
- D) An elephant
- E) Fire

15. 15. Lord of the Flies

How did the boy with the mulberry-colored birthmark die?

- A) He is killed by a fire that got out of control.
- B) He was killed by Jack.
- C) He fell down over the rocks.
- D) He was attacked by an wild beast.
- E) He is killed by Sam and Eric.

16. Jane Eyre

Which of the following is not one of the parallelisms between the author Charlotte Bronte and the fictional character Jane Eyre?

- A) Both went to a school ruled by a religious man.
- B) Both had a relative declined in alcoholism.
- C) Both fell in love with a married man.
- D) Both served as a governess after serving as a teacher.
- E) Both lost the loved ones because of tuberculosis.

17. Jane Eyre

Which of the following is true for the novel?

- A) It describes the private life of lower class people.
- B) It displays the characteristics of a historical novel.
- C) It praises the 19th century morality towards women.
- D) It criticizes Victorian society from many aspects.
- E) It portrays the political upheavals of the 19th century.

18. Jane Eyre

Which of the following adjectives best describes Jane Eyre?

- A) Headstrong
- B) Submissive
- C) Hypocritical
- D) Cruel
- E) Indifferent

19. Jane Eyre

Why did Jane Eyre leave Lowood?

- A) She wanted to travel to Europe.
- B) She needed a change in her life.
- C) She fell in love with Mr. Rochester.
- D) She decided to look after her sick aunt.
- E) She devoted herself to religion

20. Jane Eyre

Who is the insane wife of Mr. Rochester?

- A) Blanche Ingram
- B) Alice Fairfax
- C) Adele Varens
- D) Bertha Mason
- E) Georgina Reed

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2012 DS 2553-A

21. Jane Eyre

Which of the following is true for Mr. Rochester?

- A) He devoted himself to religion and lived a secluded life.
- B) He was passionate and had dark secrets in his life.
- C) He married Blanche Ingram and went to Europe.
- D) He was a hypocritical clergyman ruling a school.
- E) He sank into alcoholism after his wife's death.

22. Jane Eyre

Which of the following is not one of the themes in the novel?

- A) Moral courage
- B) Social hierarchy
- C) Innocence
- D) Religion
- E) Identity

23. Jane Eyre

What does the change in the settings represent for Jane Eyre?

- A) Intellectual development
- B) Loss of identity
- C) Decrease in her dignity
- D) Social improvement
- E) Process of maturation

24. Jane Eyre

Which of the following is the setting where Jane Eyre spent her childhood with her relatives?

- A) Gateshead
- B) Moor House
- C) Lowood
- D) Thornfield
- E) Ferndean

25. Jane Eyre

Which of the following is false for Jane Eyre's childhood?

- A) She faced injustice and prejudices.
- B) She was bullied by her cousins.
- C) She had inferior position in the household.
- D) She was forbidden to speak with the servants.
- E) She experienced some mystical events in the house.

26. Jane Eyre

What is the tone of the novel when the setting is the Lowood School?

- A) Superstitious
- B) Humorous
- C) Excited
- D) Ironic
- E) Distant

27. Jane Eyre

Which of the following characters at Lowood represent the contrasting morals of Christian religion?

- A) Miss Temple-Miss Oliver
- B) Jane-Georgina
- C) Helen-Mr. Brocklehurst
- D) Mr. Rochester-Mr. Brocklehurst
- E) Jane-St. John

28. Jane Eyre

What does the house at Thornfield represent?

- A) Immorality in society
- B) Jane's identity
- C) Restrictions on women
- D) Mr. Rochester himself
- E) Religious beliefs

29. Jane Eyre

What is Jane's position at Thornfield?

- A) Maid
- B) Housekeeper
- C) Arts teacher
- D) Nanny
- E) Governess

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2012 DS 2553-A

30. Jane Eyre

What does Jane do to balance her social inequality with Mr. Rochester?

- A) She hires a tutor to learn aristocratic manners.
- B) She gets engaged to a rich and religious man.
- C) She organizes a disguise party and invites rich people.
- D) She writes to her aunt to seek for her inheritance.
- E) She starts her own business to make money.

31. Jane Eyre

Which of the following is foreshadowing about Jane's marriage to Mr. Rochester?

- A) Splitting of the chestnut tree
- B) Strange laughter heard by the servants
- C) Gypsy woman's comments on their future
- D) Lost objects in the house
- E) Burning of the wedding dress

32. Jane Eyre

Which of the following adjectives best describes St. John Rivers?

- A) Intelligent
- B) Nervous
- C) Passionate
- D) Amoral
- E) Distant

33. Jane Eyre

What does St. John suggest Jane at Moor House?

- A) To join a nunnery and seclude herself from the society
- B) To marry him and go to India as a missionary
- C) To work as a governess at the Moor House
- D) To visit Mr. Rochester and confess her love
- E) To go back to Gateshead and look after her aunt

34. Jane Eyre

Which of the following is true for the ending of the novel?

- A) St. John marries Rosamond and goes to India.
- B) All characters find happiness.
- C) Jane finally feels equal to Mr. Rochester.
- D) Mr. Rochester sells his house and commits suicide.
- E) Jane decides to start a new career at another city.

35. Jane Eyre

- I. The novel includes gothic and romantic elements.
- II. Charlotte Bronte published the novel under the pseudonym of Currer Bell.
- III. The novel emphasizes the superiority of women in society through education.
- IV. The novel involves the criticism of the Victorian society.

Which of the above is/are false for the novel?

- A) Only II
- B) Only III
- C) II and IV
- D) I, II, and III
- E) II, III and IV

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2010 YS 4453-A

1. Teacher : Ayşe, do you get up early?
Ayşe : Yes, I got up early.
Teacher : I get up early, repeat.
Ayşe : I get up early.

In which classroom setting would you expect to find the above conversation?

- A) Audiolingual class
B) Immersion programs
C) Total physical response classroom
D) Communicative language teaching
E) Comprehension-based classroom
2. Which one of the following contains elicitation?
- A) No, you can't use this verb to mean "interfere".
B) We use "s" with 3rd person singular.
C) Thank you very much.
D) Our topic is "family" today. Who are the members of a family?
E) You say "I am not concerned." What do you mean?
3. Expressions which are learned as unanalyzed wholes of chunks are called
- A) Formulaic patterns
B) Grammatical morphemes
C) Modified input
D) Uptake
E) Pattern practice drill
4. By interacting with a more advanced speaker, a learner is able to raise the level of performance. This is known as
- A) Modified interaction
B) LAD
C) Subtractive bilingualism
D) Creative construction
E) ZPD

5. Even though Zeynep has been studying English for 4 years, she consistently makes mistakes in using passive voice. This is said to be due to

- A) avoidance
B) simplification
C) overgeneralization
D) fossilization
E) overextension

6. Sevinç is afraid of taking risks and speaking while learning English. She is

- A) inhibited
B) extrovert
C) visual
D) aural
E) field dependent

7. The Affective Filter Hypothesis assumes that

- A) language learners' errors are systematic
B) students learn a language better if they feel comfortable and are not stressed
C) the first language of the learner interferes with his or her L2
D) explicit teaching is more effective than implicit teaching
E) learning a foreign language is easier if the learner lives in the target culture

8. Zeynep is studying English because she wants to pass the KPDS exam. She has

- A) a negative attitude
B) language aptitude
C) an extroverted personality
D) instrumental motivation
E) inhibition

9. The teacher shows a picture of a car to the students and asks "What color is the car?" This is an example of

- A) recast
B) negotiation of meaning
C) metalinguistic feedback
D) display question
E) clarification request

A

2010 YS 4453-A

10. Which one of the following can be used by a more advanced learner?

- A) Like you books?
- B) You like books?
- C) Why you like books?
- D) Do you like books?
- E) You like books, don't you?

11. Which one of the following is not correct about the 'Teach what is teachable' proposal?

- A) Instruction can change the order of acquisition.
- B) The developmental / cognitive readiness of a learner is important.
- C) Production and comprehension are not emphasized in the proposal.
- D) It makes similar claims made in Krashen's Natural Order Hypothesis.
- E) It tries to explain why some things can be taught successfully whereas other things seem to remain unacquired.

12. Student : I go to Ankara last week.
Teacher : We use past tense for past time.
Use "went" instead of "go".

This is an example of

- A) recast
- B) explicit correction
- C) elicitation
- D) display question
- E) clarification request

13. According to....., each error must be corrected immediately.

- A) Communicative Approach
- B) Innatist Approach
- C) 'Get it right from the beginning' proposal
- D) 'Get it right in the end' proposal
- E) task-based instruction

14. in language supports the behaviorist arguments.

- A) Language aptitude
- B) ZPD
- C) Simplification
- D) Negative transfer
- E) LAD

15. "To express and clarify intentions, thoughts and opinions between learners" is

- A) negotiation of meaning
- B) form-based instruction
- C) communicative competence
- D) language input
- E) input enhancement

16. In, the emphasis is on subject matter learning, and little time is spent to focus on formal aspects of the second language.

- A) Communicative Language Teaching
- B) Total Physical Response
- C) Grammar Translation
- D) Meaning-based Instruction
- E) Content-based Instruction

17. Universal principles which are common to all languages are known by all human beings. This knowledge permits for the discovery of the structure of a language on the basis of small amount of input.

This is related to

- A) Connectionism
- B) Judgment of Grammaticality
- C) Information Processing
- D) Zone of Proximal Development (ZPD)
- E) Language Acquisition Device (LAD)

18. The ability to use language in different settings considering the relationship between the speakers is

- A) creative construction
- B) communicative competence
- C) structural grading
- D) metalinguistic awareness
- E) comprehensible input

19. Which of the following is a learner characteristic affecting second language acquisition?

- A) corrective feedback
- B) self-esteem
- C) modified input
- D) ample time
- E) freedom to be silent



A

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20. Which of the following is the most difficult?

- A) The bank opposite the market was sold.
- B) The food that we gave to the poor made them happy.
- C) The girl that Lale is taller than is Serap.
- D) The car which I like most is a Ferrari.
- E) The boy who felt sick went home.

21. Student : I like Cem most. She is very funny.
Teacher : Cem is a she?

This is an example of

- A) Metalinguistic feedback
- B) Explicit correction
- C) Recast
- D) Repetition
- E) Elicitation

22. Connectionists are successful in explaining

- A) the acquisition of semantics
- B) word or morpheme level learning
- C) the applicability of laboratory results to real life situations
- D) the acquisition of complex sentences
- E) the reflection of the real life learning

23. "Restructuring" is a process discussed in

- A) behavioristic approaches
- B) connectionism
- C) interactionism
- D) innatist approaches
- E) information processing theory

24. A Turkish learner says: "I drank soup" instead of "I ate soup."

This is an example of

- A) overgeneralization
- B) simplification
- C) negative transfer
- D) avoidance
- E) overextension

25. "The input must contain forms and structures just a little above the learner's current level of competence."

This statement explains Krashen's

- A) Acquisition vs. Learning Hypothesis
- B) Natural Order Hypothesis
- C) Input Hypothesis
- D) Affective Filter Hypothesis
- E) Monitor Hypothesis

26. Which of the following summarizes the role of input in second language learning according to the Interactionist position?

- A) Practicing the rules is necessary for automatization.
- B) Only input not filtered out by emotional barriers is useful.
- C) Input needs to be modified through interaction.
- D) Conscious noticing of the rules in the input is necessary.
- E) Practice involves cognitive effort on the part of the learner.

27. Which one of the following has no place in the Behavioristic approach to language acquisition?

- A) imitation
- B) practice
- C) habit formation
- D) reinforcement
- E) restructuring

28. The "monitor" in Krashen's theory refers to

- A) LAD
- B) the teacher
- C) $i + 1$
- D) the learned system
- E) language creativity



A

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29. Suna needs to see the words on the board because she does not easily understand them when she hears them.

What type of a learner is she?

- A) aural
B) field dependent
C) kinaesthetic
D) inhibited
E) visual
30. Which one of the following decreases motivation?
- A) Using a variety of language and discourse types
B) Encouraging team work
C) Using competitive rather than co-operative goals
D) Involving all students including weaker ones
E) Bringing topics which can create classroom interaction
31. Which one of the following characteristics is necessary for a student to become a better language learner?
- A) more inhibition
B) higher anxiety
C) higher empathy
D) lower self-esteem
E) lower self-confidence
32. Which one of the following is not included as a component of language aptitude?
- A) Memorizing new words
B) Having good academic skills
C) Understanding the function of particular words
D) Finding grammatical rules from samples
E) Memorizing new sounds
33. Some of the students in Semih Bey's class do not use noun clauses because they think that the structure is too difficult for them. This is an example of
- A) simplification
B) negative transfer
C) overextension
D) avoidance
E) overgeneralization

34. Which one is correct for error analysis?

- A) It identifies differences between the first and second language.
B) It investigates learner errors after they are made.
C) It predicts errors before they are made.
D) It assumes that learner language is not predictable.
E) It assumes that learner language is not rule governed.

35. Teacher : How often do you swim?

Student : Weekend.

Teacher : Excuse me?

Student : I swim every weekend.

The teacher's second sentence is an example of

- A) clarification request
B) explicit correction
C) metalinguistic feedback
D) recast
E) repetition



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1. "Action research" is especially important in
 - A) testing hypotheses related to the broad theory of language acquisition
 - B) implementing the Communicative Approach better in the second language classrooms
 - C) differentiating second language acquisition from first language acquisition through research
 - D) generalizing research findings to various research settings
 - E) answering specific local questions posed by teachers related to their classrooms
2. Although in the Audiolingual teaching the emphasis is on oral language,
 - A) pattern drills are used rarely in the classroom
 - B) beginner students are allowed to speak freely in the classroom
 - C) translating sentences is a common classroom practice
 - D) teachers never correct the errors in the spoken language
 - E) students rarely use the language spontaneously
3. "Get it right from the beginning" proposal becomes necessary in order to
 - A) improve the fluency of learners
 - B) use meaning-based activities in the class
 - C) limit or avoid fossilization of learner errors
 - D) do contrastive analyses in the class
 - E) use authentic materials in the class
4. In the "Just listen and read" proposal, the most important component is
 - A) private speech
 - B) monitoring language
 - C) comprehensible input
 - D) corrective feedback
 - E) repetitive manipulation of form
5. One limitation of the "Total Physical Response Method" is that it is less useful as the main learning tool for
 - A) improving listening
 - B) receiving carefully graded input
 - C) younger learners
 - D) learners with high affective filters
 - E) advanced learners
6. One limitation of the "input flood" is that it lacks
 - A) adequate reading material
 - B) natural order
 - C) teacher assistance
 - D) negative evidence
 - E) comprehensible input
7. The advantage of the "enhanced input" is that
 - A) the language point is emphasized
 - B) natural order is followed
 - C) corrective feedback is provided
 - D) oral production is encouraged
 - E) social interaction is involved
8. Which of the following is not related to task-based instruction?
 - A) Communicative approach
 - B) "Let's Talk" proposal
 - C) Negotiation of Meaning
 - D) Pattern drills
 - E) Pair work
9. Which of the following is not related to "Two for one" proposal?
 - A) Language integrated programs
 - B) Processing instruction
 - C) Content-based instruction
 - D) Immersion programmes
 - E) Bilingual education

A

A

2011 YS 4453-A

10. Which of the following is an advantage of content-based instruction?

- A) Better practice focused on form
- B) Repetitive activities for younger learners
- C) Increased accuracy in real life situations
- D) Decreasing time for comprehensible input
- E) A genuine need to communicate

11. Connectionists are successful in explaining

- A) the acquisition of semantics
- B) the reflection of the real life learning
- C) the applicability of laboratory results to real life situations
- D) word or morpheme level learning
- E) the acquisition of complex sentences

12. According to Vygotsky, which one of the following is the domain where learning can most productively take place?

- A) Zone of Proximal Development
- B) Language Acquisition Device
- C) Comprehensible input
- D) Universal Grammar
- E) Communicative instruction

13. In structure-based approaches

- A) learners' errors are rarely corrected
- B) language is presented step by step
- C) the learner is exposed to a wide variety of vocabulary and structures
- D) learners participate in a wide variety of language events and situations
- E) negotiation of meaning is emphasized

14. In structured-based instruction

- A) comprehensible input is provided by contextual clues, props and gestures
- B) students tend not to overtly correct each other's errors
- C) authentic materials are used
- D) teachers often use the learners' native language for instructions
- E) learners have more exposure to the interlanguage of other learners

15. Which of the following is most probably a genuine question used by an English teacher in class?

- A) Did you do your homework?
- B) Can you repeat this question?
- C) When do we use the Simple Past Tense?
- D) How do you pronounce this word?
- E) Which auxiliary should we use?

16. Which of the following is a "metalinguistic comment" by an English teacher in class?

- A) Do you like learning English?
- B) Are the men waiting?
- C) Which verb form should you write there?
- D) What is my name?
- E) Is it difficult?

17. What is the difference between "input" and "uptake"?

- A) Mostly students provide input.
- B) They are the same.
- C) Input takes place at the same time as uptake.
- D) Uptake takes place after input.
- E) Teachers produce uptake.

18. Student : When did they left the city?
Teacher : When did they leave the city?

This is an example of

- A) recast
- B) explicit correction
- C) clarification request
- D) metalinguistic feedback
- E) elicitation

19. Which of the following is not directly related to the teachers' questioning in the language classroom?

- A) Scaffolding
- B) Referential questions
- C) Wait time
- D) Closed questions
- E) Private speech

A

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20. Ethnography

- A) examines declarative knowledge
- B) is an experimental research method
- C) is a descriptive research method
- D) focuses on developmental errors
- E) is a classroom observation scheme

21. Turkish learners of English are likely to produce ungrammatical sentences without subject pronouns such as "Saw him running" instead of "I saw him running" because in Turkish this structure is grammatical.

This would be a proposal of '.....'.

- A) Fossilization Hypothesis
- B) Interlanguage Hypothesis
- C) Contrastive Analysis Hypothesis
- D) Accessibility Hierarchy
- E) Error Analysis Approach

22. Which of the following is a "simplification" error?

- A) Two childs swam
- B) Two children swimmmed
- C) A child are swimming
- D) A child swim
- E) Two children is swimming

23. Which of the following is the most difficult in terms of Accessibility Hierarchy?

- A) The student who felt sick went home.
- B) The girl that Suna is taller than is Ela.
- C) The car which I like most is a Ferrari.
- D) The food that we gave to the poor made them happy.
- E) The bank opposite the market was sold.

24. Which one of the following may be used by a beginner level learner?

- A) I not use it.
- B) It no snow.
- C) He didn't ate it.
- D) Any notebook on table, is there?
- E) Not a good film.

25. Some of the students in Ender Bey's class do not use passive voice because they think that the structure is too difficult for them. This is an example of

- A) simplification
- B) overextension
- C) avoidance
- D) negative transfer
- E) overgeneralization

26. Which one of the following would be easier for an L2 learner to use in terms of the past tense?

- A) My brother owned a farm.
- B) My sister watched a sci-fi movie last night.
- C) They had a big house in the country.
- D) He was a handsome man.
- E) We used to go swimming.

27. Cihan uses sentences like "He ran fast" and then starts to say "He runned fast." This happens because

- A) he imitates his teacher's speech
- B) it is too early for him to learn the past tense
- C) there is transfer from his first language
- D) he starts to analyze the language
- E) he avoids using a difficult structure

28. Which one of the following can be used by an advanced level learner?

- A) It's a bicycle behind the house?
- B) Does in this picture there is three girls?
- C) Where my books are?
- D) Is the picture has two cats in the middle?
- E) It's nice, isn't it?

29. Cognates can affect learning a new word because

- A) they are the first words to be taught in any English class
- B) they have the same meaning in L1 and L2
- C) they are used less frequently by native speakers
- D) they usually have fewer syllables
- E) they are difficult

A

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2011 YS 4453-A

30. Which one of the following factors is important for both first and second language acquisition in terms of Critical Period Hypothesis?

- A) age
- B) motivation
- C) instruction
- D) personality
- E) learning style

31. Which one of the following is a personality characteristic?

- A) self-esteem
- B) field-dependence
- C) aptitude
- D) instrumental motivation
- E) visual style

32. Which one of the following is correct about language learning?

- A) Anxiety level and language performance are not related.
- B) Empathy facilitates language learning.
- C) High self-esteem hinders language learning.
- D) Inhibited people are better language learners.
- E) Risk takers are worse language learners.

33. Which one of the following is not related to language aptitude?

- A) Willing to communicate with foreigners
- B) Finding grammatical rules from samples
- C) Memorizing new words
- D) Understanding the functions of words
- E) Identifying new sounds

34. Which of the following factors makes adults advantageous in second language learning?

- A) Natural environment
- B) Classroom environment
- C) Cognitive maturity
- D) Inhibition
- E) Length of language exposure

35. Gonca needs to play games or touch the objects when she learns new words. She is a/an learner.

- A) visual
- B) field independent
- C) aural
- D) inhibited
- E) kinaesthetic

A

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2012 DS 4753-A

1. Studies in first language acquisition have shown that there is/are in the early language of children all over the world.
A) field dependent examples of language use
B) examples to prove connectionism
C) similar grammatical morphemes
D) a high degree of similarity
E) a tendency for bilingualism
2. By the age of two, babies begin to combine words into simple sentences. These sentences are called sentences.
A) telegraphic
B) cooing and gurgling
C) developmental
D) cross-sectional
E) longitudinal
3. Considering the stages in the development of negation in the acquisition of English, which of the following sentences should belong to the youngest child?
A) I don't want it.
B) Don't want to drink milk.
C) Mummy no drink milk.
D) Mummy don't want it.
E) No drink milk.
4. Considering the stages in the development of 'wh- words' in the acquisition of English, which of the following sentences should belong to the oldest child?
A) Who does he see at breakfast?
B) When does he eat breakfast?
C) What does he eat for breakfast?
D) Why does he eat breakfast?
E) Where does he go for breakfast?
5. A Turkish mother observed that her 4-year old son does not laugh at the joke "Banayüzvermedi, ikiyüzverdi" whereas her 7-year old son laughs at the same joke.

This could be related to the difference in the two children's
A) sense of humor
B) avoidance strategies
C) metalinguistic awareness
D) gender
E) understanding of registers
6. Jack learns better when he hears the words. What type of a learner is he?
A) Field dependent
B) Extrovert
C) Kinesthetic
D) Aural
E) Visual
7. is not a satisfactory explanation for first language acquisition because imitation and practice alone cannot explain some of the forms created by children.
A) Classical behaviorism
B) Overgeneralization
C) Zone of Proximal Development
D) Universal Grammar
E) Critical Period Hypothesis
8. According to the innatist perspective, environment in first language acquisition.
A) sets the limits of critical period
B) is the source of everything
C) is the source of interaction
D) is the source of Universal Grammar
E) makes the basic contribution
9. Which one of the following is a strategy for marking the past?
A) We usually dance at weekends.
B) In 1999, I go for a picnic.
C) She tries to solve it.
D) I've never met her.
E) The month of July is usually hot.
10. Which is a structure-based activity?
A) Enhanced input
B) Input flood
C) Pair work
D) Substitution drills
E) TPR
11. Which of the following is a genuine question asked by an English teacher to a student?
A) What did you do during your holiday?
B) How many syllables are there in "vegetarian"?
C) How do you form a passive sentence?
D) What's the tense in this sentence?
E) Is "run" a transitive verb?

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2012 DS 4753-A

12. refers to child-directed speech in first language acquisition and foreigner talk or teacher talk in second language acquisition.
- A) Cognitive maturity
 - B) Simplification
 - C) Metalinguistic awareness
 - D) Corrective feedback
 - E) Modified input
13. According to Krashen's the acquired system is responsible for spontaneous language use, the learned system acts as an editor and polishes what he acquired system has produced.
- A) input hypothesis
 - B) natural order hypothesis
 - C) monitor hypothesis
 - D) acquisition-learning hypothesis
 - E) affective filter hypothesis
14. According to what learners need is not necessarily simplification of the linguistic forms but rather an opportunity to work together with other speakers to reach mutual comprehension.
- A) Information Processing Hypothesis
 - B) Natural Order Hypothesis
 - C) Interaction Hypothesis
 - D) Restructuring Hypothesis
 - E) Acquisition-learning Hypothesis
15. Clarification requests made by learners and comprehension checks or paraphrases made by native speakers are examples of
- A) information processing
 - B) conversational modifications
 - C) input processing
 - D) noticing
 - E) declarative knowledge
16. suggests that the production of language pushes learners to process language more deeply. That is, while preparing to speak or write, learners pay a lot of attention to how meaning is expressed through language.
- A) Processability Theory
 - B) Interaction Hypothesis
 - C) The noticing Hypothesis
 - D) Comprehensible Output Hypothesis
 - E) The Competition Model
17. A language teacher who believes that a single teaching method will suit the needs of all learners.
- A) follows the results of language learning aptitude tests
 - B) believes that personality affects language learning also
 - C) thinks that motivation is the source of learning also
 - D) follows the principles of the competition model
 - E) does not take learning styles into consideration
18. Which of the following is not among the personality characteristic that might affect second language learning?
- A) Field independence
 - B) Extroversion
 - C) Inhibition
 - D) Anxiety
 - E) Self-esteem
19. A/An learner is afraid of taking risks and using the target language in the language learning process.
- A) kinesthetic
 - B) tactile
 - C) inhibited
 - D) field dependent
 - E) introvert
20. is/are usually based on previous learning experiences and right or wrong assumptions that a particular type of teaching is the best way to learn.
- A) A student's motivation level
 - B) Learner beliefs
 - C) Language learning aptitude
 - D) Rate of language learning
 - E) Learning styles
21. Which of the following cannot be counted among the variables contributing to the order of second language grammatical morpheme acquisition?
- A) Similarity to a first language form
 - B) Linguistic complexity
 - C) Overextension
 - D) Salience (how easy it is to notice the morpheme)
 - E) Frequency in the input

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22. Reflecting the learners' current understanding of the rules and patterns of the target language, help teachers / researchers to discover what learners really know about the language.

- A) errors
- B) contrastive analysis
- C) fossilization
- D) accuracy order
- E) motivation retrospection

23. Which of the following is not among the features of natural second language acquisition settings?

- A) The learner usually encounters different people who use the target language proficiently.
- B) Language is not presented step by step, the learner is exposed to a wide variety of vocabulary and structures.
- C) The learner is surrounded by the language for many hours each day.
- D) Learners must often use their limited target language ability to respond to questions or get information.
- E) Learners often feel pressure to speak or write the target language correctly from the very beginning.

24. Which of the following is not among the features of communicative instructional second language learning settings?

- A) In this language learning settings, the teacher is usually the only proficient speaker of the target language.
- B) Teachers often use the learners' native language to give instructions in classroom management events.
- C) Meaning is emphasized over form, there is a limited amount of error correction by the teacher.
- D) Teachers use contextual clues to make the input comprehensible; students may provide each other with simplified input.
- E) Especially in the early stages of learning, there is often a greater emphasis on comprehension than on production.

25. Student : There are two student in the garden.
Teacher : There are two students in the garden.

The teacher's feedback is an example of

- A) recasts
- B) clarification requests
- C) repetition
- D) elicitation
- E) metalinguistic feedback

26. Teacher : What does Cemil do at weekends?

Student : Football.

Teacher : Pardon me.

Student : Cemil football.

Teacher : What do you mean by Cemil football??

Student : Cemil play football.

The teacher's sentences include (a/an) example/s of

- A) explicit correction
- B) clarification request
- C) repetition
- D) metalinguistic feedback
- E) recast

27. In a study researchers found that student uptake was least likely to occur after

- A) metalinguistic feedback
- B) communicative tasks
- C) genuine questions
- D) recasts
- E) negotiation of meaning

28. The term refers to a process in which a more knowledgeable speaker provides assistance to a less knowledgeable learner.

- A) information processing
- B) input hypothesis
- C) scaffolding
- D) field dependency
- E) overextension

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29. 'Get it right from the beginning' proposal is based on

- A) sociocultural perspectives
- B) communicative approaches
- C) innatist perspectives
- D) task-based approaches
- E) structure based approaches

30. is in the heart of 'Just listen ... and read' proposal for second and foreign language teaching.

- A) Corrective feedback
- B) The concept of developmental features
- C) Form-focused instruction
- D) Comprehensible input
- E) Task-based instruction

31. The affective filter is raised when the student

- A) is happy
- B) knows the rules
- C) is upset
- D) is self-confident
- E) feels comfortable

32. According to 'Let's talk' position in second and foreign language teaching, is accomplished by using a variety of conversational modifications; using requests for clarification is an example.

- A) content-based instruction
- B) negotiation of meaning
- C) task-based instruction
- D) intensive language learning
- E) processing instruction

33. Students of instruction are expected to learn subject matter and the target language at the same time.

- A) comprehension-based
- B) structure-based
- C) task-based
- D) content-based
- E) Audiolingual

34. According to '.....' proposal classroom activities should be built primarily on creating opportunities for students to express and understand meaningful language but corrective feedback should not be disregarded.

- A) Get it right from the beginning
- B) Let's talk
- C) Teach what is teachable
- D) Two for one
- E) Get it right in the end

35. According to Vygotsky, modified interaction with competent speakers enables the learner to reach his/her

- A) Zone of Proximal Development
- B) Language Acquisition Device
- C) Universal Grammar
- D) Monitor
- E) Consciousness

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İNÖ405U	2008	B	E	B	D	C	A	E	D	A	B	D	E	C	A	E	C	A	E	C	A	E	D	C	B	E	D	D	C	B	A	D	C	E	B	E	C	A				
İNÖ405U	2009	E	C	A	D	B	E	B	D	D	C	E	A	B	B	C	B	A	E	C	B	D	C	A	C	B	E	D	D	C	B	A	C	E	D	E	C	A				
İNÖ405U	2010	A	D	A	E	D	A	B	D	D	E	A	B	C	D	A	E	E	B	B	B	C	A	B	E	C	C	C	E	D	E	C	A	B	E	A	B	D				
İNÖ405U	2011	E	E	C	C	E	D	A	D	B	E	D	A	B	C	D	A	E	C	C	B	C	D	E	B	B	C	B	D	E	B	A	C	E	C	B	B	A				
İNÖ405U	2012	D	A	E	B	C	D	A	E	B	D	A	E	C	C	B	D	E	A	C	B	C	A	E	B	B	A	B	D	C	E	D	C	B	D	E	C					

YABANCI DİL ÖĞRETİMİNDE ÖLÇME VE DEĞERLENDİRME-II

A

2012 DS 3853-A

1. Which of the following is the definition for top-down approach involved in reading?

- A) Using background knowledge for comprehension
- B) Processing separate words and phrases for comprehension
- C) Using test strategies to achieve comprehension
- D) Observing the products of reading
- E) Making inferences to achieve comprehension

2. Which of the following is one of the genres involved in personal reading?

- A) Technical reports
- B) Editorials
- C) Reference materials
- D) Greeting cards
- E) Journal articles

3. Which of the following is one of the micro-skills in reading?

- A) Recognizing the communication function of written texts
- B) Recognizing word patterns and meanings
- C) Inferring context which is not explicitly stated
- D) Detecting culturally specific items to interpret them
- E) Distinguishing between literal and implied meanings

4. Which of the following reading type involves short length texts and bottom up processes?

- A) Extensive
- B) Interactive
- C) Selective
- D) Responsive
- E) Perceptive

5. I. Identifying one's purpose to read a text
II. Guessing meaning of the unknown vocabulary
III. Using reading aloud techniques for rapid processing

Which one(s) is/are the principle strategy(ies) for reading comprehension?

- A) Only I
- B) Only II
- C) I and II
- D) II and III
- E) I, II and III

6. reading aims at developing global understanding of longer texts such as professional articles and books.

- A) Extensive
- B) Selective
- C) Interactive
- D) Perceptive
- E) Responsive

7. Choose the letter of the underlined word/phrase which is **not** correct.

1. I am worried that you'll be angry to me.
A B C D

2. I didn't see Bill since he went into hospital last month.
A B C D

What is the item type above?

- A) Picture-cued
- B) Matching
- C) Multiple choice
- D) Gap filing
- E) Editing task

A

A

2012 DS 3853-A

8. Which of the following is the purpose for scanning?
- A) To find the gist of a text
 - B) To distinguish facts and opinions
 - C) To quickly find the relevant/specific information
 - D) To guess the vocabulary in context
 - E) To get the implied details

9. "Complete the following sentences with the most suitable verb phrase from the list."

came about ran into put off
got away pulled through

1- I hear the prisoner
yesterday and the police are still looking for him.
2- etc....

What is the reading task above?

- A) Editing
 - B) Ordering
 - C) Responding
 - D) Matching
 - E) Scanning
10. Which of the following is false about cloze testing?
- A) The text selection in terms of length and difficulty level is essential.
 - B) Linguistic knowledge is enough to do well in cloze tests.
 - C) It's based on the ability to fill in the gaps in an incomplete text.
 - D) The blanks are deleted according to two different procedures.
 - E) Either exact or appropriate word scoring is used.

11. Which of the following is a genre of job-related writing?

- A) Messages
- B) Shopping lists
- C) Diaries
- D) Dissertations
- E) Essays

12. Which type of writing involves form-focused writing, or simply called guided writing?

- A) Extensive
- B) Selective
- C) Responsive
- D) Intensive
- E) Imitative

13. writing involves using strategies of writing in longer texts such as full-length essays.

- A) Responsive
- B) Extensive
- C) Selective
- D) Imitative
- E) Intensive

14. Students are asked to connect sentences into a paragraph and create a logically connected sequence of two or three paragraphs.

What type of writing does the task above assess?

- A) Responsive
- B) Intensive
- C) Imitative
- D) Extensive
- E) Selective

15. A paragraph is read twice, and then students are asked to rewrite the paragraph from their memory.

What type of controlled writing assessment task is above?

- A) Picture cued
- B) Vocabulary assessment
- C) Grammatical transformation
- D) Dicto-comp
- E) Ordering

16. I. Authenticity
II. Scoring
III. Validity

Which of the above present(s) (a) problem(s) for responsive and extensive writing tasks?

- A) Only II
- B) Only III
- C) I, II
- D) II, III
- E) I, II and III

A

A

2012 DS 3853-A

17. Which is not a criterion to assess the quality of a paragraph?

- A) The overall effectiveness of the paragraph
- B) The unity of the paragraph
- C) The clarity of expressions of ideas
- D) The logic of the sequence and connections
- E) The difference between literal and implied meanings

18. Which one is false about holistic scoring?

- A) It is applicable to different forms of writing.
- B) It emphasises on writers' strengths.
- C) It is best for classroom evaluation.
- D) It provides fast evaluation.
- E) It provides inter-rater reliability.

19. Which is essential to assess initial stages of the process of composing?

- A) Pointing out any problems with cohesive devices
- B) Commenting on the strength of the main ideas
- C) Directing writers to self-correct errors
- D) Making general comments on the organization
- E) Commenting on the strength of the conclusion

20. Which is not one of the alternatives in assessment?

- A) Observations
- B) Multiple choice tests
- C) Portfolios
- D) Journals
- E) Peer assessment

21. Which is true about alternatives in assessment?

- A) They are administered within strict time limits.
- B) They exclude real world context.
- C) They ensure machines do the scoring.
- D) They tap into lower order thinking skills.
- E) They emphasize process as well as product.

22. Which of the following is a characteristic of one of the alternatives in assessment?

- A) Highly practical
- B) Decontextualized
- C) Timed and reliable
- D) Fostering intrinsic motivation
- E) Norm-referenced

23. A purposeful collection of students' works, personal reflections, notes on lectures or reports is called

- A) self-assessment
- B) portfolio
- C) observation
- D) conference
- E) performance assessment

24. Which is one of the benefits of portfolio development?

- A) Fostering learner autonomy
- B) Promoting extrinsic motivation
- C) Facilitating memory strategies
- D) Enhancing practicality in assessment
- E) Encouraging teacher centeredness

25. Specifying the criteria for evaluating portfolios can increase the to a certain extent.

- A) face validity
- B) practicality
- C) washback
- D) authenticity
- E) reliability

26. Which of the following journals helps students set their own goals and self-monitor their achievement?

- A) Grammar journals
- B) Strategies-based learning logs
- C) Language learning logs
- D) Responses to readings
- E) Acculturation logs

27. Teachers' systematic and planned recording students' verbal and nonverbal behaviors is called as

- A) observation
- B) conferencing
- C) interview
- D) portfolio
- E) performance assessment

A

A

2012 DS 3853-A

28. Which of the following types of self and peer assessment involves strategic planning?

- A) Direct assessment of performance
- B) Metacognitive assessment of performance
- C) Assessment of socio-affective factors
- D) Indirect assessment of performance
- E) Student-self generated tests

29. Which of the following is not a guideline about selecting grading criteria?

- A) Recognizing the subjectivity of non achievement factors in grading
- B) Stating all components of grade explicitly in writing
- C) Providing an ongoing periodic feedback
- D) Allocating huge weights to improvement and effort
- E) Making the grading consistent with the school philosophy

30. If a teacher is ranking students in the order of performance and assigning cut-off points for grades, s/he is using

- A) Cut-off points for grades
- B) Absolute grading
- C) Relative grading
- D) Impressionistic grading
- E) Percentile ranks

31. I. Conferencing with students
II. Checklist evaluations
III. Self-assessment

Which of the above is/are alternative(s) to letter grading?

- A) Only I
- B) Only II
- C) I and II
- D) II and III
- E) I, II and III

32. Which is true about grading?

- A) Letter grades mean the same thing to everybody.
- B) Grading is based on universally accepted scale.
- C) Grading can be context depended.
- D) Teachers mostly use absolute system of grading.
- E) Numerical scores and letter grades are the most desirable.

33. Which of the following grading guidelines increases the washback?

- A) Designing tests with appropriate difficulty levels
- B) Triangulating the letter grades with alternatives
- C) Explaining the grading criteria to the students
- D) Selecting appropriate criteria for grading
- E) Matching your grading philosophy consistent with your teaching

34. I. Teaching test strategies
II. Bringing authenticity
III. Triangulating before a final assessment

Which of the above is/are the way to change traditional tests into learning experiences?

- A) Only I
- B) Only III
- C) I and III
- D) II and III
- E) I, II and III

35. Which is true for alternatives in assessment?

- A) High washback / Low practicality
- B) High reliability / Low washback
- C) High authenticity / High practicality
- D) Low reliability / Low washback
- E) Low face validity / High reliability

A

CEVAP ANAHTARI

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YABANCI DİL ÖĞRETİMİNDE ÖLÇME VE DEĞERLENDİRME-I

A

2012 DS 3753-A

1. is not one of the bases of test designs.
A) Test purpose
B) Test bias
C) Test items
D) Test objectives
E) Test specifications
2. Which of the following tests predicts a person's ability to learn a language before exposure to that language?
A) Proficiency
B) Aptitude
C) Placement
D) Achievement
E) Diagnostic
3. Which task is not included in Modern Language Aptitude Test?
A) Paired associates
B) Phonetic script
C) Oral interviews
D) Words in sentences
E) Number learning
4. tests range from ten-minute quizzes to three-hour final exam, with a variety of item types and formats.
A) Aptitude
B) Proficiency
C) Placement
D) Diagnostic
E) Achievement
5. TOEFL is an example of tests, which are always summative and norm referenced.
A) diagnostic
B) proficiency
C) placement
D) achievement
E) aptitude
6. tests aim at putting students correctly into a particular course or level.
A) Proficiency
B) Diagnostic
C) Placement
D) Aptitude
E) Achievement
7. and tests can be used interchangeably to serve the same purpose if the teachers receive information on each student.
A) Placement / diagnostic
B) Placement / aptitude
C) Aptitude / achievement
D) Achievement / proficiency
E) Aptitude / proficiency
8. tests are limited to particular material studied within a particular time limit.
A) Aptitude
B) Achievement
C) Diagnostic
D) Placement
E) Proficiency
9. Which of the followings is designed to make learners aware of their learning difficulties?
A) Proficiency
B) Diagnostic
C) Placement
D) Achievement
E) Aptitude
10. While tests determine whether the course objectives have been met, tests determine what to work on next.
A) placement / proficiency
B) diagnostic / placement
C) achievement / proficiency
D) aptitude / proficiency
E) achievement / diagnostic

A

A

2012 DS 3753-A

11. I. Drawing up test specifications
II. Determining appropriate objectives
III. Designing test tasks
IV. Scoring and feedback

What is the correct order of the steps above for test construction?

- A) I, II, III and IV
B) I, III, II and IV
C) II, I, III and IV
D) II, III, I and IV
E) II, III, IV and I

12. Which of the following objective is not well-written?

- A) To give opinions about events
B) To recognize irregular verbs in an essay
C) To learn how to ask for advice
D) To write a story about past events
E) To state completed actions in a dialogue

13. I. Objectives
II. Elicitation and response format
III. Time allocated
IV. Number of items

Which of the above is / are included in test specifications?

- A) Only I
B) I and II
C) III and IV
D) I, II and III
E) I, II, III and IV

14. Students read an essay to write a response to it.

What are the correct elicitation and response modes in the test item?

- A) Oral / Oral
B) Written / Written
C) Written / Oral
D) Oral / Written
E) Written / Both Oral and Written

15. Which is true about multiple choice test items?

- A) They test only recognition.
B) They are easier to construct.
C) They have beneficial washback.
D) They encourage creativity.
E) They are time consuming to score.

16. I. Practicality
II. Washback
III. Reliability
IV. Validity
V. Authenticity

Which testing principle(s) above support(s) multiple choice test format?

- A) Only II
B) Only V
C) I and III
D) I, II and III
E) II, III and IV

17. I never knew where

- A) had the boys gone B) the boys had gone
C) have the boys gone D) the boys have gone

What is the problem in the multiple choice test item above?

- A) It tests more than one thing.
B) Options are ambiguous.
C) It involves unnecessary clues.
D) It has two correct answers.
E) The stem is too long.

18. is related to find out whether the test item is easy or difficult for the test-takers.

- A) Item discrimination
B) Distractor efficiency
C) Rater reliability
D) Content validity
E) Item facility

A

A

2012 DS 3753-A

19. Which is not a component of a multiple choice item?
- A) Alternatives
 - B) Stem
 - C) Item efficiency
 - D) Key
 - E) Distractors
20. Which of the following is the extent to which a test item differentiates between high and low ability test takers?
- A) Item facility
 - B) Flawed item
 - C) Standard deviation
 - D) Distractor efficiency
 - E) Item discrimination
21. Which of the following is true about standardized tests?
- A) They are not bound to any particular curriculum.
 - B) They are always in multiple-choice formats.
 - C) They are completely criterion-referenced tests.
 - D) They are difficult to administer large groups.
 - E) They have non-standard procedures for administration.
22. Which of the following may pose a disadvantage for a standardized test?
- A) Content validity
 - B) Face validity
 - C) Administration
 - D) Time
 - E) Scoring
23. Which of the following is not involved in developing a standardized test?
- A) Specifying scoring procedures
 - B) Designing test specifications
 - C) Determining the test purpose
 - D) Revising an existing test
 - E) Designing and arranging test items

24. What determine(s) the number and type of items in standardized tests?
- A) Test designers
 - B) Construct validation
 - C) Language proficiency
 - D) Test specifications
 - E) Scoring procedure
25. I. Linguistic difficulty
II. Cultural bias
III. Topic bias
- Which of the above should be considered while designing test items?
- A) Only I
 - B) Only II
 - C) I and II
 - D) II and III
 - E) I, II and III

26. Which one is necessary to use in the standardized tests repeatedly?
- A) Ongoing construct validation
 - B) A detailed table of specifications
 - C) Determined test objectives
 - D) Specified reporting formats
 - E) Well constructed test tasks
27. Which of the following tests is given to both native and non-native speakers to determine if their writing ability is sufficient to take graduate-level courses?
- A) GET
 - B) TOEFL
 - C) ESLPT
 - D) TSE
 - E) SAT

28. Which of the following tests provides administrators with adequate information to make placements?
- A) GET
 - B) GRE
 - C) TOEFL
 - D) ESLPT
 - E) GMAT

A

A

2012 DS 3753-A

29. aims at evaluating the general language ability of people whose native language is not English.

- A) GRE
- B) GET
- C) TSE
- D) TOEFL
- E) ESLPT

30. I. Administration
II. Scoring
III. Reporting

Which of the above is/are the uniform procedure(s) in standardized tests?

- A) Only I
- B) Only II
- C) I and II
- D) II and III
- E) I, II and III

31. Which of the following is not considered in English Language Development (ELD) standards?

- A) Test security
- B) Language categories
- C) Students' needs
- D) Standards for teachers
- E) Number and scope of standards

32. is one of the domains in teacher standards.

- A) Planning instruction
- B) Social development
- C) Personal qualities
- D) Students' needs
- E) Scopes of standards

33. Which of the following is not a test bias involved in standardized tests?

- A) Culture
- B) Race
- C) Learning style
- D) Test specifications
- E) Gender

34. Which of the following is a consequence of standardized testing?

- A) Creative problem solving
- B) Low reliability
- C) Performance based assessment
- D) Test driven learning and teaching
- E) Improved interpersonal skills

35. I. Attitudes towards learning
II. Motivation
III. Standards

Which of the above is/are affected by test-driven learning and teaching?

- A) Only I
- B) Only II
- C) Only III
- D) I and II
- E) II and III

A

CEVAP ANAHTARI

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PEDAGOJİK GRAMER-II

A

2012 DS 4853-A

1 - 13. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

Inequality between men and women results ...1... poorer health for children and greater poverty for the family, ...2... a new study. The UN agency UNICEF found that in places where women are excluded from family decisions, children are more likely to suffer ...3... malnutrition. There ...4... 13 million fewer malnourished children in South Asia if women had an equal say in the family, UNICEF said.

UNICEF, who was ...5... the project, surveyed family decision-making in 30 countries around the world. Their chief finding is that equality between men and women is vital to reducing poverty and improving health, ...6... that of children, in developing countries. The conclusions are focused ...7... the agency's latest report. This report points ...8... a greater lack of opportunities for girls and women in education and work which contributes ...9... disempowerment and poverty. Spending less money on health care and on food for the family, creates a concern ...10... poorer health for the children. An increase in employment and income-earning opportunities for women would be associated ...11... their household power, the report said. For example, the agency found that ...12... has the greater share of household income and assets decides ...13... those resources will be divided among the family members.

1. A) to
B) in
C) at
D) of
E) with
2. A) with reference to
B) speaking of
C) pertaining to
D) according to
E) by means of
3. A) from
B) of
C) with
D) about
E) for
4. A) had been
B) would have been
C) would be
D) have been
E) will be

5. A) in the course of
B) in lieu of
C) on account of
D) at odds with
E) in charge of
6. A) almost
B) especially
C) hopefully
D) frankly
E) along
7. A) of
B) to
C) on
D) in
E) with
8. A) at
B) from
C) of
D) about
E) for
9. A) of
B) to
C) in
D) with
E) at
10. A) for
B) of
C) to
D) in
E) about
11. A) in
B) to
C) with
D) for
E) of
12. A) wherever
B) whenever
C) whomever
D) whoever
E) whatever
13. A) which
B) what
C) whether
D) that
E) how

A

A

2012 DS 4853-A

14 - 20. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

Football is the most popular spectator sport in the world- possibly the only global sport- and ...14... everybody knows is ...15... Brazil is arguably the greatest footballing nation in the world. Even people who are not keen on football have heard of Pele. However, we wonder ...16... football fans are familiar with the name of Charles Miller and his contribution to ...17... Pele called 'the beautiful game'. Another point to be declared is ...18... Miller was not only a great player but also an excellent coach and administrator. In Brazil, he spent a lot of time and effort teaching and coaching Brazilians. ...19... as a player, he continued to be a referee ...20... the age of 50.

14. A) what
B) that
C) when
D) how
E) whom
15. A) when
B) what
C) how
D) that
E) where
16. A) whose
B) how many
C) which
D) what
E) how
17. A) that
B) which
C) what
D) when
E) how much
18. A) whom
B) when
C) what
D) who
E) that
19. A) To have been retired
B) Retired
C) To be retired
D) Having retired
E) Has been retired
20. A) as long as
B) until
C) since
D) for
E) at

21 - 28. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

Last year, Jack Robinson found out that he had acquired a small fortune after his uncle Dexter had died. His uncle had been a heavy smoker for many years and hadn't been able to ...21... his smoking. Jack ...22... his uncle Dexter, and often ...23... on him to see what he was up to. One summer, Uncle Dexter promised to ...24... smoking and it took him 3 months to ...25... an extremely bad cough. During these 3 months, it was Jack who had ...26... him. Then, Jack ...27... doing some physical exercise and, Dexter, finally, ...28... jogging in order to get better.

21. A) cut down on
B) burn down
C) fall off
D) break out
E) pass out
22. A) thought up
B) touched up
C) looked into
D) got on well with
E) kept up with
23. A) watched out
B) turned on
C) dropped in
D) counted on
E) brought up
24. A) put out
B) give up
C) use up
D) see through
E) let off
25. A) get over
B) go off
C) keep on
D) show up
E) wake up
26. A) gotten back
B) moved around
C) hung up
D) run into
E) looked after
27. A) cleaned him up
B) talked him into
C) asked him over
D) kept him away
E) took him on

A

A

2012 DS 4853-A

28. A) took up
B) dropped off
C) kept on
D) came about
E) cut off

29-35. sorularda, altı çizili sözcükler/
sözcük grupları arasında dilbilgisi
açısından hatalı olanı bulunuz.

29. Research shows that a baby's early experiences influence his brain development. What happens in the first three years of a baby's life affects his emotional development and learning abilities for the rest of his life. It is a well known fact how talking to infants increases their language ability. It is important that parents talk and read to their children to raise them as good readers.

- A) that
B) What
C) how
D) talk
E) read

30. Psychologists are worried that children spend too much time in front of the TV. They suggest that pediatricians help parents evaluate their children's entertainment habits. Doctors agree with the psychologists and they also complain on the fact that children don't get enough exercise.

- A) that
B) help
C) with
D) on
E) the fact that

31. The pediatricians recommend that children under two not watch any TV at all. It is essential that small children have direct interactions with parents for healthy brain growth. What is advised is that parents offer children stimulating activities. It is also required that pediatricians are good role models by not having TV in their waiting rooms.

- A) not watch
B) have
C) What
D) that
E) are

32. When choosing a day care center, there are many things parents should observe. Parents need to know if the caregiver is caring and responds to the child's needs. It is also important that the day care center be clean and safe. A parent should find out how the caregiver takes care of sick children. Most parents say that they are content at the day care they use.

- A) When
B) if
C) be
D) how
E) at

33. The government speaker suggests that the army should be used to help secure the borders of the country. It is alike that the army could secure the borders if planned strikes over public sectors were to go ahead.

- A) that
B) should be used
C) alike
D) if
E) were

34. Protection of employees in the event of financial inadequacy of the employer is important. It is required that employees be paid in place of the termination of payment by the employer. Employers should contribute to the financing of the payments unless it is fully covered by the public authorities.

- A) in the event of
B) that
C) be paid
D) in place of
E) unless

35. Living lonely can be either painful or blissful. Once you learn how to be alone, you will no longer need to keep someone in your life when the relationship is bad for you. If you can't bare the thought of living alone, you will always be in a position of weakness in your relationships. However, once you learn how to be alone and truly enjoy it, you will have the upper hand in the relationships.

- A) lonely
B) Once
C) when
D) alone
E) how

A

CEVAP ANAHTARI

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İNGİLİZ-AMERİKAN EDEBİYATI-II

A

2012 DS 2653-A

1. What is the reason for the impossibility of determining the real chronology of Shakespeare's early plays?
- A) His plays were listed as comedies, histories and tragedies by not following a chronological order.
 - B) His plays did not give any clues about the time when they were written.
 - C) He intentionally published his plays in a non-chronological order to confuse the readers.
 - D) His performance as a playwright was not steady and his dramatic development was not observable.
 - E) He did not produce plays in a single genre to show his development as a playwright.

2. I. characterization
II. setting
III. plot
IV. dramatic organization
V. themes

Which of the above is/are among the deficiencies of Shakespeare's early plays?

- A) Only III
- B) Only IV
- C) I, III and IV
- D) II, III and IV
- E) II, IV and V

3. What is the major similarity between Hamlet, Macbeth and King Lear?

- A) They all lack dramatic organization.
- B) The comedy is attained through witty exchange.
- C) They all have a happy ending.
- D) They were produced during Shakespeare's apprenticeship years.
- E) The major characters are victims of their own failures or weaknesses.

4. Where did Shakespeare take his only formal education?

- A) In Lord Chamberlain's Men
- B) In Eton
- C) At the university
- D) In grammar school
- E) At home

5. I. the use of language
II. power of dramatization
III. the originality of topics
IV. The choice of characters
V. the choice of symbols

Which of the above is/are not (a) reason(s) that make(s) Shakespeare a universal playwright?

- A) III and IV
- B) III and V
- C) IV and V
- D) I, II and III
- E) I, II and IV

6. What does Shakespeare do to make the dramatic presentation more realistic in his tragedies?

- A) He presents murders on the stage.
- B) He uses daily language and turns to prose.
- C) He chooses characters from the middle class.
- D) He incorporates comic intrusions.
- E) He does not write a specific ending for his tragedies.

A

A

2012 DS 2653-A

7. Twelfth Night

Which of the following is not true about Puritans in Shakespeare's time?

- A) They were considered to be self-serving hypocrites.
- B) They had no influence in the society and politics.
- C) They had a strict code of behavior and disliked drinking.
- D) They thought plays were the cause of sin.
- E) They condemned all sources of pleasure including theatre.

8. Twelfth Night

Which of the following is not a common point between Olivia and Viola?

- A) They are both recently orphaned.
- B) They both love a person that loves another one.
- C) They both can express their grief publicly.
- D) Their names make almost an anagram.
- E) They both lost their brothers.

9. Twelfth Night

Which characteristic is common in Orsino and Malvolio?

- A) They both admire Cesario.
- B) They are both the object of Olivia's love.
- C) They are both tricked by the revelers in the play.
- D) They are both in love with themselves.
- E) They both come from the upper class.

10. Twelfth Night

What are the comedies by Shakespeare where a female character that cross-dresses as a man called?

- A) Romantic comedy
- B) Comedy of errors
- C) Sentimental comedy
- D) Comedy of manners
- E) Transvestite comedy

11. Twelfth Night

Why is Antonio arrested?

- A) Antonio is courting Olivia.
- B) Antonio once fought against Orsino's ships.
- C) Orsino believes Antonio will challenge him.
- D) Sebastian reported him as a threat.
- E) Orsino thinks Antonio is dangerous for Cesario.

12. Twelfth Night

What does Antonio give Sebastian near Orsino's house?

- A) A purse
- B) A ring
- C) An elephant
- D) A letter
- E) An envelope

13. Twelfth Night

When Olivia sees Malvolio in yellow stockings she thinks that

- A) he is a fool
- B) he is mad
- C) he is charming
- D) he is tricked
- E) he is in love

14. Twelfth Night

Why does Sir Andrew strike Sebastian?

- A) He believes Sebastian to be a coward.
- B) Sebastian attacks Sir Toby.
- C) He mistakes Sebastian for Cesario.
- D) Sebastian invites him to a duel.
- E) Sebastian stole his money.

A

A

2012 DS 2653-A

15. Twelfth Night

What is the reason that makes Sir Toby fall in love with Maria?

- A) Her rich dowry
- B) Her position
- C) Her fortune
- D) Her sharp wit
- E) Her beauty

16. Twelfth Night

What does being a good fool require according to Cesario?

- A) Nobility and position
- B) Good voice and appearance
- C) Money and prestige
- D) Good looks and money
- E) Intelligence and sensitivity

17. Twelfth Night

In Act two Orsino tells Cesario that men's love are easily worn out than those of women, and at the end of the play he easily switches his love for Olivia to Viola. This is an example of

- A) personification
- B) irony
- C) foreshadowing
- D) anachronism
- E) conflict

18. Twelfth Night

Who saved Sebastian from the shipwreck?

- A) Cesario
- B) Orsino's enemies
- C) Orsino
- D) Antonio's enemies
- E) Antonio

19. Twelfth Night

How does Cesario feel about Olivia when Malvolio gives the ring to Cesario?

- A) Cesario pities Olivia for her impossible love.
- B) Cesario is encouraged to woo Olivia.
- C) Cesario envies Olivia for her courage.
- D) Cesario despises Olivia for behavior.
- E) Cesario falls in love with Olivia.

20. Twelfth Night

At the end of the second act Viola reflects on the complicated situation that is caused by her disguise in a long speech that nobody hears but herself. This is an example of

- A) conflict
- B) soliloquy
- C) hyperbole
- D) aside
- E) spectacle

21. Twelfth Night

What is the origin of the name "twelfth night"?

- A) It is the name used by Elizabethans to celebrate the birth of Christ.
- B) It is the name given to the celebrations of Elizabeth's coming to the throne.
- C) It is the name used for celebrations of baptism of the kings and queens.
- D) It is the name given to the last day of Elizabethan Christmas celebrations.
- E) It is the name used for the resurrection of Christ.

22. Twelfth Night

Who is described as "like a cloistress she will veiled walk"?

- A) Olivia
- B) Viola
- C) Maria
- D) Antonio
- E) Malvolio

A

A

2012 DS 2653-A

23. Twelfth Night

Which of the following elements is the primary medium of a character's representation in the play?

- A) Costumes
- B) Facial expressions
- C) Music
- D) Gesture
- E) Language

24. Twelfth Night

Which of the following is not an example of Orsino's inconsistencies?

- A) His fury with Cesario in the last act
- B) His transference of affection
- C) His arresting Antonio
- D) His reaction to music
- E) His love for Viola

25. Which of the following terms is not associated with poetry?

- A) Play on sounds
- B) Connotation
- C) Stage
- D) Mood
- E) Tone

26. Which of the following is false for the definition of poetry as a literary genre?

- A) It has the economical use of language to create an artistic effect.
- B) It has distinctive use of style and form to evoke different meanings.
- C) It is a vehicle to reveal deep human emotions.
- D) It is based on a range of devices of sound and syntax .
- E) It is the creation of words for performance in front of an audience.

27. Which of the following is not one of the steps in poetry analysis?

- A) Checking unfamiliar references in the poem
- B) Applying a formula to poetry reading
- C) Using punctuation to guide understanding
- D) Trying to achieve a sense of the overall organization of the poem
- E) Identifying to whom the poem is addressed

28. • It is closely linked to fiction.
• There are characters and a brief reference to setting.
• Robert Frost's "Out, Out" is an example to this type of poetry.

What is the poetry which has the above characteristics called?

- A) Narrative
- B) Dramatic
- C) Lyric
- D) Fictional
- E) Historical

29. Voice is the speaker of the poem and is often referred as the

- A) omniscient narrator
- B) poet him/herself
- C) addressee
- D) poetic voice
- E) deus ex machina

A

A

2012 DS 2653-A

30. "Grave men, near death, who see with blinding sight
Blind eyes could blaze like meteors and
be gay,
Rage, rage against the dying of the
light."
D. Thomas

Which of the following figures of speech is not in the lines above?

- A) Oxymoron
B) Onomatopoeia
C) Simile
D) Metaphor
E) Assonance
31. is the repetition of the same consonant sounds usually at the beginning of words or in stressed syllables.
- A) Alliteration
B) Assonance
C) Consonance
D) Onomatopoeia
E) Rhyme
32. What is the figure of speech in the line "Oh, Death! Be not proud" by John Donne?
- A) Hyperbole
B) Simile
C) Allusion
D) Apostrophe
E) Euphemism

33. ve 34. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

"I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze."
W. Wordsworth

33. Which of the following figures of speech is not in the lines above?
- A) Metonymy
B) Simile
C) Personification
D) Alliteration
E) Assonance
34. What is the rhyme scheme of the poem above?
- A) aabbcc
B) aabbaa
C) abcbdd
D) ababcc
E) ababcc
35. What is the figure of speech in the line "Ankara decided to send a delegation to Lebanon to restore the relations"?
- A) Euphemism
B) Metaphor
C) Metonymy
D) Paradox
E) Irony

A

CEVAP ANAHTARI

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2	C
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4	D
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6	B
7	C
8	D
9	E
10	B
11	A
12	B
13	A
14	B
15	C
16	D
17	E
18	C
19	E
20	A
21	B
22	D
23	A
24	E
25	C
26	C
27	E
28	B
29	A
30	D
31	B
32	A
33	D
34	A
35	E
36	C
37	E
38	C
39	B
40	A

PEDAGOJİK GRAMER-I

A

2012 DS 4753-A

1 - 18. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

The traveler guide gathered all the visitors around and started to tell in the Louvre. "This portrait is the famous Mona Lisa- or La Gioconda, as it ...1... . All of you ...2... of the Mona Lisa and I expect you all know that it ...3... by Leonardo Da Vinci. The Mona Lisa ...4... as Leonardo's finest work and, he ...5... to be one of the finest painters that ...6.... . Over the centuries people ...7... by Mona Lisa's smile and numerous academic papers ...8... to try to explain its meaning. But Leonardo, as well as being an artist, ...9... also an inventor. In Italy you can see sketches, ...10... by Leonardo, which clearly show flying machines. But those sketches ...11... four hundred years before the aeroplane ...12... . At the moment a model ...13..., based on the sketches. When the model ...14..., tests ...15... out to see if Leonardo's aeroplane will fly." Then, the guide led the visitors to the next room, which ...16... the Blue Room and which ...17... one of the most beautiful sculptures ...18....

1. A) has also called
B) was also called
C) is also called
D) also called
E) also calls
2. A) must have heard
B) might have heard
C) had to hear
D) should have heard
E) could have heard
3. A) has been painted
B) had been painted
C) painted
D) was painted
E) paints
4. A) is generally regarded
B) was generally regarded
C) generally regarded
D) had generally been regarded
E) generally regards.
5. A) was going to be widely thought
B) was widely thought
C) widely thought
D) had been widely thought
E) is widely thought
6. A) ever lived
B) had ever lived
C) has ever lived
D) ever lives
E) would ever live
7. A) had been inspired
B) have been inspired
C) is inspired
D) were inspired
E) will be inspired
8. A) has written
B) had been written
C) were written
D) are being written
E) have been written
9. A) had been
B) been
C) has been
D) was
E) used to be
10. A) had been drawn
B) drew
C) drawn
D) have been drawn
E) drawing
11. A) are done
B) had been done
C) had done
D) have been done
E) were going to be done
12. A) was invented
B) had been invented
C) has been invented
D) invented
E) would invent
13. A) has been built
B) was built
C) is built
D) is being built
E) will be built
14. A) finishes
B) is finished
C) will finish
D) finished
E) was being finished

A

A

2012 DS 4753-A

15. A) carry
B) carried
C) will be carried
D) are carried
E) have been carried

16. A) calls
B) was called
C) had been called
D) is called
E) called

17. A) had contained
B) contained
C) has been containing
D) would contain
E) contains

18. A) are ever carved
B) ever carving
C) ever carve
D) were ever carved
E) ever carved

19 - 29. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

The painting is by George Joy, ...19... was from Ireland. He painted it in 1895, ...20... he was 51. It shows passengers on a bus in London, ...21... he was living at the time. We can see a banker ...22... a paper. The woman ...23... to the right of him is a nurse. She is wearing a white uniform. We can see a young woman ...24... is getting on the bus. The box ...25... she is carrying probably contains a hat. To the left of the banker is a fashionable young woman ...26... has bought a bunch of flowers. Her head is turned towards the woman ...27... next to her- a poor young mother ...28... baby is on her lap and whose mother is sitting next to her. Outside, it is perhaps raining, ...29... is the reason why two of the passengers have umbrellas.

19. A) who
B) that
C) whose
D) whom
E) Ø

20. A) which
B) that
C) where
D) when
E) what

21. A) which
B) when
C) where
D) that
E) Ø

22. A) read
B) reading
C) reads
D) is reading
E) to read

23. A) sitting
B) sat
C) is sitting
D) has been sitting
E) having sat

24. A) when
B) whose
C) whom
D) which
E) who

25. A) Ø
B) when
C) where
D) who
E) whose

26. A) whose
B) who
C) whom
D) which
E) Ø

27. A) was sitting
B) having sat
C) to sit
D) sits
E) sitting

28. A) who
B) whose
C) whom
D) that
E) Ø

29. A) when
B) who
C) that
D) which
E) where

A

A

2012 DS 4753-A

30 - 35. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

Bombay chicken is a very popular dish in India. I remember ...30... it when I was a child, and I have enjoyed ...31... it ever since. It makes a lovely main course for a dinner party, especially if you are one of those people who hate ...32... everything at the last moment and would like ...33... the dish the night before. I prefer ...34... a fresh chicken. If you are using a frozen chicken, don't forget ...35... it, and ensure that it is completely defrosted before you start cooking.

- 30.
- A) to have had
 - B) to have
 - C) having
 - D) have
 - E) was having

- 31.
- A) having eaten
 - B) eat
 - C) to eat
 - D) to have eaten
 - E) eating

- 32.
- A) doing
 - B) to be doing
 - C) to have done
 - D) having done
 - E) do

- 33.
- A) cooking
 - B) to cook
 - C) to have been cooked
 - D) having been cooked
 - E) cook

- 34.
- A) having used
 - B) use
 - C) to have used
 - D) to use
 - E) being used

- 35.
- A) to have defrosted
 - B) defrosting
 - C) to defrost
 - D) having defrosted
 - E) defrost

A

CEVAP ANAHTARI

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	3	D
	4	A
	5	E
	6	C
	7	B
	8	E
	9	D
	10	C
	11	B
	12	A
	13	D
	14	B
	15	C
	16	D
	17	E
	18	E
	19	A
	20	D
	21	C
	22	B
	23	A
	24	E
	25	A
	26	B
	27	E
	28	B
	29	D
	30	C
	31	E
	32	A
	33	B
	34	D
	35	C
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KONUŞMA VE YAZMA ÖĞRETİMİ

A

2012 DS 1653-A

1. Mary received an e-mail from Tom asking her to meet him. She thought for a while how to respond. She typed her answer, and on reading it through, found a couple of mistakes she wanted to put right. After making some changes, she sent it to Tom.

What is the correct order of the process Mary had been through?

- A) Planning-editing-drafting-editing-final version
- B) Drafting-planning-drafting-editing-final version
- C) Drafting-editing-drafting-final version
- D) Planning-drafting-editing-final version
- E) Editing-planning-drafting-final version

2. Which of the following is true for writing?

- A) It is always spontaneous.
- B) It has to be taught.
- C) It is an acquired skill.
- D) It happens in the real time.
- E) It is transient.

3. Alex : Good morning.
Jack : Good morning.
Alex : How are you?
Jack : Fine. And you?
Alex : Fine

The above dialogue is an example of

- A) phatic event
- B) unpredictable exchange
- C) condensed question
- D) lexical exchange
- E) rhetorical question

4. I. Error tolerance
II. Condensed questions
III. Pressure for correctness
IV. Non-clausal units

Which of the above is/are more likely to be the characteristic(s) of writing?

- A) Only III
- B) Only IV
- C) I and II
- D) III and IV
- E) II, III and IV

5. Which of the following is not part of schematic knowledge in writing?

- A) General world knowledge
- B) Paralinguistic knowledge
- C) Socio-cultural knowledge
- D) Topic knowledge
- E) Genre knowledge

6. Jane was at work. She had been sitting at her desk thinking about a creative idea she could use in the meeting. She was in deep thought when the phone rang. It was David. He was calling to tell her that the meeting was cancelled. She was so relieved that she immediately went to a café nearby to have a cup of hot chocolate.

What is the correct order of the organizational structure used in the text above?

- A) Situation-Result-Problem-Solution
- B) Situation-Solution-Problem-Result
- C) Problem-Solution-Result-Situation
- D) Situation-Problem-Solution-Result
- E) Problem-Situation-Result-Solution

A

A

2012 DS 1653-A

7. Which of the following is not one of the ways of achieving grammatical cohesion in writing?

- A) Repetition of words
- B) Article reference
- C) Tense agreement
- D) Substitution
- E) Possessive reference

8. ve 9. sorular aşağıdaki bilgilere göre cevaplandırılacaktır.

Dear Glyn,

Thank you so much for the lovely weekend. It was great to see you again and very relaxing. I hope you had a good time the rest of the holiday. We're back in Eskişehir now but have been to lots of cute Anatolian towns-this one (Kütahya) was amazing; it is famous for the magnificent tiles. Glad to be going back though. Hope to see you in June.
Lots of love

8. What is the genre of the text above?

- A) Review
- B) Travel note
- C) Report
- D) Postscript
- E) Postcard

9. What is the register of the text above?

- A) Official
- B) Humorous
- C) Solemn
- D) Descriptive
- E) Informal

10. ve 11. sorular aşağıdaki bilgilere göre cevaplandırılacaktır.

The following are some of the writing activities Mrs. Lockwood uses in the class.

Activity 1

Write five sentences about what you did last week using past simple.

Activity 2

Write an article for the school magazine on the following question: 'What is your solution to pollution in your city? Write an article in 100-120 words.

10. What is the purpose of Activity 1?

- A) Writing-for-learning
- B) Writing-for-acting
- C) Writing-for-writing
- D) Writing-for-presenting
- E) Writing-for-responding

11. What is the purpose of Activity 2?

- A) Writing-for-writing
- B) Writing-for-acting
- C) Writing-for-learning
- D) Writing-for-reinforcing
- E) Writing-for-drafting

12. I. Students write sentences about the things they no longer do now by using "used to"
II. Students write a paragraph about their dislikes to prepare for group discussion
III. Students write short dialogues in pairs about giving advice and then act these out
IV. Students write the obligations we do in our daily life using the appropriate structure

Which of the above is/are example(s) of "Activity Writing"?

- A) Only I
- B) Only III
- C) I and II
- D) II and III
- E) III and IV

A

A

2012 DS 1653-A

13. The students are going to talk about what they want to be in the future and explain their reasons. Before this, the teacher writes the following sentence on the board and asks the students to complete it "I want to be..... in the future because....."

The extract above is an example to

- A) preparation writing
- B) reinforcement writing
- C) activity writing
- D) participatory writing
- E) task writing

14. Which of the following is true for ESL students?

- A) They have tasks related only to their own culture.
- B) They live in the target language community.
- C) They study because they are going to do a particular job.
- D) They study general English at schools in their own country.
- E) They have particular needs as a requirement of their occupations.

15. Alice asked her students to write about their summer holidays. When she collected the papers, she commented on the students' use of language and content of the papers.

Which task did Alice perform as a teacher?

- A) Motivating
- B) Demonstrating
- C) Supporting
- D) Evaluating
- E) Responding

16. Students are given the list of food in alphabetical order. The teacher asks the students to group these words under two headings: vegetables and fruits.

What is the name of the copying activity above?

- A) Paired sentences
- B) Making notes
- C) Whisper writing
- D) Disguised word copying
- E) Writing from the board

17. Which of the following is not one of the parallel writing activities in which students follow a written model?

- A) Sentence production
- B) Controlled text construction
- C) Sample text production
- D) Paragraph construction
- E) Free text construction

18. Which of the following is not one of the characteristics of an engaging writing task?

- A) It amuses the students.
- B) It intrigues the students.
- C) It helps students follow a specific genre.
- D) It involves the students emotionally.
- E) It involves the students intellectually.

19. In Mrs. Bing's writing class, the students re-create a story that the teacher reads to them. At the end of the activity, students analyze the difference between their written re-creations and the original story. With the help of this activity, Mrs. Bing wants to take students' attention on specific items of language.

What is the activity described above?

- A) Story circle
- B) Metaphor generator
- C) Dictogloss
- D) Instructional writing
- E) Jigsaw

A

A

2012 DS 1653-A

20. In his language class, Mr. Shazam uses writings with clear formulaic patterns such as poems or advertisements.

Why does Mr. Shazam use such writings?

- A) To help students enjoy working in small groups
- B) To help students write easily by following a clear model
- C) To help students who respond to aural stimuli
- D) To help students who respond to kinesthetic stimuli
- E) To help students be involved in tasks emotionally

21. "Students need time to generate ideas and plan what they are going to write." Which of the following is not based on this idea?

- A) Report writing
- B) Instant writing
- C) Formal letter writing
- D) Discursive writing
- E) Narrative writing

22. Ms. Clever wants her students to write a well-thought and planned essay. To have them generate ideas, she asks them to get into groups of five and write five reasons why people prefer online shopping to shopping on the stores.

Which way of idea generation does Ms. Clever use?

- A) For and against
- B) Pyramid planning
- C) Note making
- D) Whole group discussion
- E) The buzz group

23. In this stage of the project, the students choose what they want to do as a project. They define the aims of their project and discuss how they can collect data, what the timescale of the project is and what stages it will go through.

Which stage of project work is described above?

- A) Data gathering
- B) Consultation
- C) Language generation
- D) The briefing
- E) Drafting

24. ve 25. sorular aşağıdaki bilgilere göre cevaplandırılacaktır.

Here are some of the actions of Mrs. Swan in her writing classroom.

- I. She gives the students advice to help them avoid the same mistakes in the future
- II. She is performing the role of an examiner
- III. She is chiefly concerned with accuracy
- IV. When necessary, she asks students to explain why they have written something in a certain way.

24. Which of the action/s of Mrs. Swan show(s) that she is 'correcting'?

- A) Only I
- B) Only III
- C) I and IV
- D) II and III
- E) I, II and IV

25. Which of the action/s of Mrs. Swan show(s) that she is 'responding'?

- A) Only I
- B) Only III
- C) I and IV
- D) II and III
- E) I, II and IV

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26. Which of the following is not one of the advantages of journal writing?

- A) It allows students to express feelings more freely than they might do in public.
- B) It expands the students' range of written expression and increases speed.
- C) It provides an opportunity to think about how and what they are learning.
- D) It provokes students rely on the teacher rather than their own thoughts.
- E) It motivates students to write in an autonomous way.

27. Which of the following is false for teaching writing?

- A) Exposing students to various reading texts will help to improve writing.
- B) Focusing students on a particular variety of English helps for spelling.
- C) Providing texts on various genres will help learners gain awareness.
- D) Students need to ignore punctuation conventions for successful writing.
- E) Students need to be aware of different writing layouts for success.

28. Selim learns English as a foreign language. His native language is Arabic and he has problems in forming English letters. His language teacher helps him by showing which direction the writing strokes go in.

Which aspect of the target language writing does Selim study?

- A) Spelling
- B) Layout
- C) Pronunciation
- D) Punctuation
- E) Orthography

29. Mr. Eliçabuk wants his intermediate level students write a movie review. He first leads a pre-writing activity to activate students' background knowledge about movie reviews. Then, the students plan about what they will write. The teacher then asks learners to write their own reviews. He collects these reviews and gives feedback to edit their work. The students revise and finalize their work.

Which of the following approaches to writing is employed by Mr. Eliçabuk?

- A) Creativity
- B) Product
- C) Process
- D) Cooperation
- E) Procedure

30. ve 31. sorular aşağıdaki bilgilere göre cevaplandırılacaktır.

The following conversation is taken from the teachers' room.

Mr. Yazıcı: In my writing class, I pay attention to persuade my learners that writing activities are useful. I think creating the right conditions for the generation of ideas and encouraging them to make as much effort as possible are very important.

Mrs. Alkış: Good...in my writing class I always supply information and language where necessary because my students really need it. I look at their work as it progress, offer advice and suggestions. Of course I pay attention to do it in a tactful way!

30. Which of the following roles is employed by Mr. Yazıcı?

- A) Resource
- B) Controller
- C) Assessor
- D) Feedback provider
- E) Motivator

31. Which of the following roles is employed by Mrs. Alkış?

- A) Organizer
- B) Controller
- C) Resource
- D) Controller
- E) Assessor

A

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32. Mr. Saltzman wants his upper-intermediate level learners to write a poem about someone they care about. He first wants them to think about why they care about that person and focus on different characteristics of that person. Then, the students begin writing their poems.

The writing task above is an example to

- A) product writing
- B) cooperative writing
- C) participatory writing
- D) dramatic writing
- E) creative writing

33 - 35. sorular aşağıdaki bilgilere göre cevaplandırılacaktır.

Mrs. Gilbert is dealing with 'describing people' in her elementary level writing class. Here are the activities she uses in a jumbled order.

- I. The teacher writes an outline description of a people in a police report. She puts a poster of a suspect on the board and asks the learners expand the notes beside the poster.
- II. The teacher puts the poster of a famous person on the board. She asks the students to tell descriptive adjectives about that person. In this way, she reviews the adjectives used for describing a person. She also provides other adjectives used for describing people.
- III. The teacher asks the students visualize their ideal man or woman. The students write the description of that person and in pairs they compare their descriptions. The pairs report their descriptions to whole class.
- IV. The students work in pairs. The teacher gives the written descriptions of various people accompanied with pictures. The pictures and descriptions are in mixed order. Pairs try to match the descriptions with the pictures.

33. Which of the activities above is/are suitable for the 'lead-in' stage of the lesson?

- A) Only II
- B) Only III
- C) I and III
- D) III and IV
- E) II, III and IV

34. Which of the activities above is/are suitable for the 'organizing texts' stage of the lesson?

- A) Only II
- B) Only III
- C) I and IV
- D) II and IV
- E) I, II and III

35. Which of the activities above is/are suitable for the 'creating texts' stage of the lesson?

- A) Only I
- B) Only III
- C) I and II
- D) III and IV
- E) II, III and IV

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DİLBİLGİSİ ÖĞRETİMİ

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1. When I use classroom English in my classes, and when my students reply to my instructions or questions in English, my students easily find out about the fact that they are able to understand English.

What is the immediate effect of the teacher and student behavior extracted above?

- A) The teacher does not need to speak English first, and then translate.
B) Students feel that English is different from other subjects.
C) Students will easily overcome language learning difficulties.
D) Students have a feeling of success and self-confidence.
E) Students will listen to the teacher more attentively.

2. Which of the following is true about the use of English in language classrooms?

- A) Some of the comments and instructions can be given in the first language.
B) Teachers should never speak in their first language in the classroom.
C) Students should never speak in their first language in the classroom.
D) It is possible to speak English at all times with young learners.
E) Only adult learners must speak English at all times in the classroom.

3. Which of the following classroom situations does not require use of first language?

- A) To explain a complicated activity
B) To check understanding of an instruction
C) To make comparisons between English and first language
D) To give cultural notes related to the US
E) To ask students to work in small groups

4. Which of the following classroom instructions can easily be taught and used at earlier stages of learning?

- A) Create your own stories.
B) Come to the board, please.
C) Think about this till next week.
D) Don't show your cards to each other.
E) Imagine yourselves on a beach.

5. What is the correct time to teach classroom English?

- A) Teaching them when students ask about them.
B) Teaching all of them at the beginning of the lesson.
C) At the point where we'll use them for the first time.
D) Asking students to discover about their meaning.
E) Teaching all of them at the end of the lesson.

6. Which of the following classroom instructions is indicated when a teacher holds his ear with his right hand and holds his left hand upside position?

- A) 'Say it quietly, please.'
B) 'Stand up and listen carefully.'
C) 'Listen to me carefully.'
D) 'Watch and listen.'
E) 'Say it louder, please.'

7. Which of the classroom instructions can best be given through demonstration?

- A) Yes, this group will say it.
B) Answer the questions.
C) Summarize the story.
D) Close your books.
E) Think about the future.

A

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8. What should be the first step to take if a teacher finds out that the instruction was not understood by the students in the first try?
- A) Paraphrasing the instruction by changing some of the words.
 - B) Ignoring students to make them familiar with the language.
 - C) Repeating the instruction in a slower way without changes.
 - D) Asking a student about what to do at that time.
 - E) Translating the instruction into the first language.

9. Write ___ your book.
Work ___ your own.
Turn ___ page 23, please.
Open your books ___ page 23, please.

Complete the above classroom instructions with the correct prepositions.

- A) in/ on/ to/ at
- B) in/ on/ at/ to
- C) on/ on/ on/ to
- D) on/ by/ on/ to
- E) on/ by/ to/ by

10. Which of the following teacher comments is used to encourage progress of an individual student after a reply to a question?

- A) That's better-well done!
- B) That's almost correct-try again!
- C) Not quite right-will someone else try?
- D) Yes, that's it!
- E) No, that's not right. Try again!

11. Which of the following is one of the criteria for the 'lo-tech' materials to be used in language classrooms?

- A) They must be culture-bound to give the target culture.
- B) They must meet the needs of adult learners rather than children.
- C) They must be teacher-based 'resource material' rather than learners.
- D) They must fit into the syllabus the use of which was already decided upon.
- E) They must be usable in large classes rather than small ones.

12. "OK! Close your eyes. Imagine that you are on the beach. The sun is high. The sand is hot. Can you hear the sound of the waves? No, don't say anything, just imagine. Who are you with? What is he/she doing?..."

What does the teacher above use to create a context in her language classroom?

- A) Realia
- B) Miming
- C) Focus on meaning
- D) Visualization
- E) Imagination

13. I divide the class into two. The left side asks questions altogether and the right side answers; then, the opposite.

What is the aim of the classroom teacher above?

- A) Using an open-pair work organization
- B) Creating a context for presenting the language
- C) Practicing language in small groups
- D) Attending to a pronunciation problem
- E) Checking understanding of a language point

A

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14. I. Explain the form using the board.
II. Set the context and give the first example sentence.
III: Lead-in the students using a picture.
IV. Ask students for more sentences.
V. Provide more examples.

What is the correct order of the classroom actions described above in an inductive grammar lesson?

- A) I-III-II-V-IV
B) II-V-I-IV-III
C) III-I-II-V-IV
D) III-II-V-I-IV
E) III-II-V-IV-I

15. Which of the following principles of Situational Language Teaching is an innovation when compared to the principles of Direct Method or Audiolingual approaches as the ancestors of that method?

- A) Use of explicit rule statements.
B) Use of drill routines.
C) Teacher's generating situations.
D) Tolerating learner errors.
E) Using examples in context.

16. Which of the following is true about 'corpora'?

- A) It is basically useful to employ in a deductive approach grammar teaching.
B) It leads to limited amount of language data to use in language classrooms.
C) 'Concordancing' is another concept used for the term 'corpora'.
D) It can be easily used to calculate how frequent a word in a language is.
E) It is an out-of-date technique when compared to today's computerized ones.

17. 1. Thus from my lips, by yours, my Sin is purged.

2. Then have my lips the Sin that they have took.

3. Sin from thy lips? O trespass sweetly urged!

4. Give me my Sin again.

The language sample above is related to the use of the word 'sin' in four different contexts. This sort of language data can be used in language classrooms, and this is called

- A) database
B) discovery learning
C) rule-governed activity
D) cognitive depth
E) concordancing

18. Which of the following is a factor helping learners remember language items in a better way according to the principles of the inductive grammar teaching?

- A) Ensuring a lower level of cognitive depth.
B) Practicing with full-range language items.
C) Discrepancies between the rules and learners' mental rules.
D) Learners' spending mental effort.
E) Active involvement of parents in learning.

A

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19. Which of the following is true about the inductive grammar teaching?

- A) It is direct because learners discover rules themselves rather than being spoon-fed by their teachers.
- B) Students can think that the aim of grammar lessons is to discover rules rather than using them for language.
- C) It makes students' job easier because students are already familiar with discovering rules.
- D) When teachers organize the data carefully, language areas like modality can best be taught in this way.
- E) Teachers' job in planning a lesson is easier since it requires learners' discovering the rules themselves.

20. Which of the following is not an advantage of an inductive approach to grammar teaching?

- A) It can foster independent learning.
- B) The rules are more meaningful for students.
- C) It is a time-saving approach for teachers.
- D) It leads to more language practice.
- E) It makes students more active learners.

21. Which of the following is a common disadvantage for deductive and inductive approaches to grammar teaching, which can be compensated through use of text-based grammar teaching?

- A) Loading too much work on the class teacher
- B) Use of decontextualized samples of language
- C) Failure to supporting students with disabilities
- D) Overemphasis on form rather than meaning
- E) Inadequacy to foster learner autonomy

22. Jack : I like it!
Jane : What?
Jack : It.
Jane : What's it?
Jack : You don't understand anything!

What is the reason for the breakdown of communication between Jack and Jane in the above conversation?

- A) Ungrammatical utterances
- B) Overemphasis on form
- C) Lack of context
- D) Culture-specific statements
- E) Co-text

23. Which of the following is true about texts?

- A) All texts are culture-dependent.
- B) A text can be in the form of a note on the fridge.
- C) Texts can be parted from their contexts for use.
- D) They refer to only written pieces of language.
- E) All texts have similar characteristics.

24. Circle the correct option.

I _____ swimming a lot.

- a. likes
- b. am liking
- c. like
- d. liking

What is the problem with the grammar practice activity above?

- A) There is no context.
- B) Correct option is obvious.
- C) It is culture-bound.
- D) It is rule-based.
- E) It is in multiple-choice format.

A

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25. Which of the following text types is less authentic and less close to real life to use for teaching grammar?

- A) The students' travel plans
- B) The teacher's diary
- C) Newspaper articles
- D) E-mail messages
- E) The coursebook texts

26. Students read a text about a police chase told by a TV broadcaster and they studied the target language structure. Then, the teacher says "Now I want you to rewrite this text. But this time you will write it as if you witnessed the event."

What is the technique the teacher above is using in his text-based grammar lesson?

- A) Noticing
- B) Genre analysis
- C) Student language
- D) Dictogloss
- E) Scripted dialogue

27. Which of the following is true about using texts for teaching grammar?

- A) The more difficult the text, the better it can be analyzed.
- B) It is confusing since it includes vocabulary, skills and text organization.
- C) Learner-based texts are less memorable than teacher-based ones.
- D) It offers limited opportunity for independent learning.
- E) It allows learners to deduce the meaning of grammar points.

- 28. I. Read the story about Mary and Jim.
- II. Underline the perfect tenses in the story.
- III. Categorize them as 'present perfect' and 'present perfect continuous'
- IV. Write the participle forms of the verbs you underlined.
- V. Check with your partner whether you have similar verbs.
- VI. Tell your friend about their story.
- VII. Tell us about a similar story from your lives.

Which of the above steps is/are not included in a grammar practice using a text?

- A) Only IV
- B) Only VI
- C) III and IV
- D) III and VI
- E) VI and VII

29. It is economical because it covers not only grammar but also other features of a text. However, it may not be easy to find texts that represent the characteristics of the text type we want to use for the exploration of the grammatical items.

Which approach to text-based grammar teaching is described above?

- A) Noticing
- B) Genre-analysis
- C) Focus on form
- D) Scripted dialogue
- E) Dictocomp

30. Which of the following is common among the inductive, deductive, and text-based approaches to teaching grammar?

- A) Use of practice activities after presentation.
- B) Giving examples based on the rule explored.
- C) Employing an experiential system of learning.
- D) Following the principles of first language acquisition.
- E) Derived from the Direct Method.

A

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31. What is the grammar that is organized to support teachers' teaching and students' learning called?

- A) Situational
- B) Descriptive
- C) Pedagogic
- D) Functional
- E) Prescriptive

32. Which of the following is not one of the criteria for grammar rules to be 'good' grammar rules for a pedagogic grammar according to Michael Swan, a famous author of grammar books?

- A) Manner
- B) Simplicity
- C) Truth
- D) Clarity
- E) Relevance

33. I use the grammar books because:

- I. I learn about the grammar rules which I sometimes find difficult to teach. You know kids are sometimes too demanding.
- II. I ask my students to do some exercises from the grammar book. We don't always have much time for them in the class.
- III. I ask my learners prepare questions for their own exams to make them responsible for their learning.
- IV. I prepare some of my materials for presenting grammar from those books. They're quite rich in examples.

Which of the above reasons are acceptable for using grammar books?

- A) I and IV
- B) II and IV
- C) I, II, and IV
- D) I, III, and IV
- E) I, II, III, and IV

34. Instead of telling students that '-s' is added to verbs in simple present tense third person singular, Mr. Bulur asks his students to examine the following examples and answer the questions beneath the examples.

- a) I like tomatoes.
- b) Ayşe likes potatoes.
- c) Ali likes cucumber.
- d) Ayşe and Ali like eggplants.

- 1. Why are verbs 'like' different in (b) and (c)?
- 2. How is tense formed in (b) and (c)?

What is the aim of Mr. Bulur in his approach to grammar teaching?

- A) To make students dependent on the teacher
- B) To make students practice the newly learnt items
- C) To present the new grammar point
- D) To create context
- E) To help students discover grammar

35. What is the risk for the grammar books that are written for low-level students with simpler language and simpler explanations?

- A) They do not present the point clearly.
- B) They are less truthful.
- C) They lack the criterion of simplicity.
- D) They are not authentic.
- E) They are highly descriptive.

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ÇOCUKLARA YABANCI DİL ÖĞRETİMİ-I

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2012 DS 2553-A

1. Which of the following is related to the 'psychological preparation' in primary foreign language learning?
 - A) Providing information about the target culture
 - B) Giving learners an appetite to learn
 - C) Getting pupils used to the sounds, rhythm and intonation of English
 - D) Developing understanding of simple oral texts
 - E) Making learners able to communicate
2. Which of the following is false about writing?
 - A) In guided writing activities, a lot of the language is already provided to students who add a little more information.
 - B) Pre-writing activities are warm-up activities which help students prepare in terms of ideas and language.
 - C) Free writing activities allow for self-expression and communication and the focus is on the content.
 - D) Writing in L2 starts from completely free writing activities and goes towards tightly controlled ones.
 - E) Controlled and guided writing activities are done to focus on and practice the language rather than the content.
3. Which of the following is not a pre-writing activity?
 - A) Talking about topic vocabulary
 - B) Talking about the subject
 - C) Dictation
 - D) Word stars
 - E) Vocabulary charts
4. Which of the following functions comes the earliest in terms of the stages that young children pass through?
 - A) Naming and classifying things, talking about possessions
 - B) Directing attention to objects, making simple requests
 - C) Talking about past and now using the present continuous
 - D) Making explanations, using the auxiliaries do, can and will
 - E) Making offers, suggestions, expressing cause-effect

5. Which of the following multiple intelligences does a child have if he is good at learning through puzzles and problem solving activities?

- A) Logical-mathematical
- B) Spatial
- C) Kinesthetic
- D) Intrapersonal
- E) Interpersonal

6. "Secondary school teachers can visit primary schools to observe classes and view children's work and assessment procedures."

Which of the following problems in foreign language learning might be solved through the solution above?

- A) Lack of time to prepare teachers in education faculties
- B) Unmotivated students with negative attitudes towards L2 learning
- C) Lack of continuity between primary and secondary schools
- D) Insufficient teaching time, materials and resources
- E) Insufficient teaching methodologies in secondary schools

7. Which of the following is a "listening for information" activity?

- A) Instructions
- B) Mime stories
- C) Put up your hand
- D) Moving about
- E) Listen and color

8. Which of the following is not one of the goals of "listen and do" activities?

- A) Making students physically active
- B) Checking for comprehension
- C) Finding details or specific information
- D) Giving teacher a chance to play with children
- E) Improving students listening skill

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ÇOCUKLARA YABANCI DİL ÖĞRETİMİ-I

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 - B) Checking for comprehension
 - C) Finding details or specific information
 - D) Giving teacher a chance to play with children
 - E) Improving students listening skill

A

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2012 DS 2553-A

9. Which of the following activity works best if the teacher wants to make students aware of the sounds, stress, intonation and rhythm in the language?

- A) Giving instructions
- B) Putting pictures in order
- C) Carrying out class surveys
- D) Mime stories
- E) Rhymes

10. "L1 and L2 learning have important differences. The L2 learner is older during learning. After a certain age - a critical period - acquiring a new language becomes almost impossible."

Which of the following views does the thought above reflect in terms of L1 and L2 learning differences?

- A) Behaviorist view
- B) Cognitive-developmental view
- C) Social-interactionist view
- D) Innatist view
- E) Nativist view

11. Which of the following is a characteristic of "learning-centered" methodology?

- A) encouraging students' reflection on learning
- B) doing more teacher talk than students
- C) giving teacher's role as a conductor
- D) expecting relatively passive students
- E) using whole-class activities

12. Which of the following is a technique to use to present new language orally?

- A) Matching
- B) Role play
- C) Puppets
- D) Pairwork
- E) Groupwork

13. In Mrs. Ceylan's class, her pupils are taking turns and asking and telling the time in pairs as a controlled activity.

Which of the following is true for controlled activities?

- A) Students have the chance to work on their own.
- B) Students enjoy learning English in a competitive context.
- C) Students interact in genuine communication.
- D) Students have little chance to make a mistake.
- E) Students concentrate on meaning/content.

14. Which of the following is not one of the characteristics of free oral activities?

- A) Students use simple and correct language.
- B) Teacher control is minimal during the activity.
- C) There is often a game element.
- D) The emphasis is more on meaning than on correctness.
- E) There is genuine communication.

15. Which of the following activities is suitable for the whole class to practice speaking?

- A) Information gap
- B) Pair-work
- C) Questionnaires
- D) Role play
- E) Dialogues

16. I. Whole sentence reading
II. Working on phonics
III. Reading stories
IV. Reading words and phrases

Which of the following shows the process of learning to read for young students who are new to the process of reading?

- A) I, II, IV and III
- B) I, IV, II and III
- C) II, III, IV and I
- D) II, IV, I and III
- E) III, II, I and IV

A

A

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17. While five to seven year olds are reading a book, they use a clue which is vital for them to get the meaning.

Which of the following is the clue they use?

- A) Paragraphing clues
- B) Punctuation clues
- C) Grammatical clues
- D) Reference clues
- E) Visual clues

18. Mrs. Kutlu shows a picture to her students and wants them to talk about the picture. Then, she writes what her students say on the board. Lastly the class reads the sentences which are on the board.

Which of the following starting points for reading with six year olds is described above?

- A) Reading familiar nursery rhymes or songs
- B) Reading texts based on the child's language
- C) Reading a story from a book that was build up by students.
- D) Reading reading-cards which have short and simple stories.
- E) Reading an authentic story from a children's book.

19. Which of the following is a good idea to do to help pupils make a connection between written words and spoken words in the early stages of reading?

- A) Preparing reading cards
- B) Reading from left to right
- C) Concentrating on the content
- D) Pointing to the words as the teacher says them
- E) Guessing what will come next in a story

20. Mr. Mutlu asks her students to say anything they want to say (e.g. I'm Ayşe. I like English. etc.), and writes the sentences on the board for the students to read.

Which of the following ways to introduce reading in a foreign language is described above?

- A) Practicing phonics
- B) Look and say the word
- C) Language experience approach
- D) Whole sentence reading
- E) Reading paragraphs

21. Which of the following is an advantage of Reading Aloud?

- A) It is an inefficient way to use the lesson time.
- B) It is useful to the silent reading techniques of other students.
- C) It gives pleasure to the listeners.
- D) It encourages stumbling and mistakes in tone and emphasis.
- E) It is a means of training pronunciation.

22. Which of the following is a verbal technique in conveying the meaning of a word?

- A) Giving an analytical definition
- B) Using drawings on the blackboard
- C) Using the senses such as touching, tasting
- D) Using pictures from magazines
- E) Showing real objects in class

23. Which of the following is not a difficulty of the writing skill for younger pupils?

- A) Having mainly grammar, spelling, handwriting corrections rather than content
- B) Mastering the skill of writing, the mechanical skills and pencil control
- C) Having little connection with 'here and now' in some writing tasks
- D) Lack of use of body language, tone of voice, gestures, etc. to convey meaning
- E) Having time to go back and think about what they have written

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24. Which of the following is the most controlled writing activity?

- A) Copying new vocabulary into a copying book
- B) Writing descriptions of collages created by each student
- C) Writing letters to the teacher
- D) Producing a pupil-made storybook
- E) Writing a dialogue as a result of a pairwork

25. Which of the following should be avoided in free writing?

- A) Spending enough time on pre-writing
- B) Encouraging but not insisting on re-writing
- C) Trying to make sense of what students write and saying something positive
- D) Keep all students' writing
- E) Setting a writing exercise without any preparation

26. Which of the following is less likely to be one of the purposes of using listening activities in second language?

- A) to help children improve their motor-skills
- B) to physically settle students in the class
- C) to allow children let off steam
- D) to improve general listening attitude
- E) to provide ear training

27. Which of the following is not one of the specific guidelines we should consider while developing children's listening skills?

- A) Helping children develop specific listening strategies
- B) Explaining why children have to listen
- C) Setting specific listening tasks
- D) Asking children to simply "listen and remember"
- E) Giving children confidence

28. Which of the following is a characteristic of "while listening" activities?

- A) Introducing useful words and structures
- B) Making students listen for details
- C) Providing motivation
- D) Personalizing a context
- E) Providing interest

29. Which of the following can be listed as "listening strategies" in language learning?

- A) Recognizing discourse patterns and markers
- B) Developing aspects of language
- C) Reinforcing conceptual development
- D) Providing support for literacy
- E) Providing motivation and interest

30. Which of the following is not one of the characteristics of "initial stage" of teaching children speaking in second language?

- A) Explaining the purposes of learning a second language
- B) Focusing on spontaneous language more
- C) Providing or sustaining motivation in children
- D) Heightening children's awareness of language
- E) Introducing certain and very simple features of pronunciation

31. Which of the following is not an example of formulaic language?

- A) Please work in pairs in this activity.
- B) Have a nice weekend!
- C) What is the weather like today?
- D) Speaking in a foreign language is easy.
- E) Could you please repeat that again?

32. In order to read successfully in L1, children need to develop different forms of awareness and knowledge.

Which of the following refers to knowledge or awareness that certain words are common or collocate?

- A) Awareness of print
- B) Lexical awareness
- C) Semantic knowledge
- D) Graphophonic knowledge
- E) Syntactic knowledge

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33. Which of the following is a suitable reading activity for the pupils at the initial stages?

- A) Analyzing the genre of a text and figure out its organization
- B) Using reading strategies to get the main idea and specific details in texts
- C) Playing Bingo to support association of letters, sounds and words
- D) Analyzing longer texts to learn new vocabulary and guess the meaning of words
- E) Taking notes and filling in graphic organizers after reading a text

34. Which of the following is true about learning to write in the early stages of L2 learning?

- A) Children do not need contextualization and real-life like situations for good writing.
- B) Children should not be allowed to write anything in the first two or three years of learning English.
- C) Children's works should not be displayed to the whole class as they feel shy.
- D) Children do not enjoy personal writing, so personalizing writing is not a good idea.
- E) Children should not be asked to write something that they cannot say in English.

35. A teacher wants to create opportunities for older children to write to communicate.

Which of the following activities serves the best for this purpose?

- A) Reordering jumbled texts
- B) Correcting mistakes in a given text
- C) Putting words into correct order to make sentences
- D) Writing advertisements, poems or letters
- E) Completing word maps and diagrams

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ÇOCUKLARA YABANCI DİL ÖĞRETİMİ-II

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2012 DS 2653-A

1. Which of the following topics is the best to link Cultural Studies to English lessons?

- A) Counting numbers
- B) Festivals around the world
- C) Making paper planes
- D) Weather and climate
- E) Studying how seeds grow

2. Which of the following is not a desired effect of teaching about culture?

- A) Seeing cultural differences in a positive light
- B) Seeing oneself as a part of a larger community
- C) Becoming more aware of our own culture
- D) Becoming aware that we are affected in our actions by our culture
- E) Absorbing aspects of the target culture, e.g. becoming Americanized

3. Mrs. Simpson wants the children to study clothes through topic-based work. Which of the following is the least suitable for young children?

- A) Giving instructions to make clothes
- B) Identifying clothes
- C) Describing clothes
- D) Expressing likes/dislikes about clothes
- E) Comparing clothes for seasons

4. Which of the following is the most suitable example for a while-viewing activity during working with a video?

- A) Eliciting and pre-teaching key vocabulary
- B) Writing numbers for children's ages in the video
- C) Activating students' prior knowledge of about the subject
- D) Designing a poster about the characters and story in a video
- E) Holding a discussion session about the whole video

5. Which of the following can be the most effective in monitoring and ensuring that the students are doing the task given during computer work?

- A) Pre-teaching computer related vocabulary and hardware parts to students
- B) Visiting and checking if the web sites are appropriate before students use them
- C) Establishing rules for using the hardware, earphones, etc. in the computer laboratory
- D) Having the students keep a record sheet for computer work during the activity and collecting them
- E) Explaining the task and the purpose of the computer activity after students start

6. Mr. Burns adopts a constructivist approach to teach Science with a cross-curricular link to English. He wants to consolidate the students' language learning by having them carry out experiments and surveys. In one lesson, he asks the students to find out 'What kind of things in the classroom can be recycled'?

Which of the following activities is most suitable to the task above?

- A) Action rhymes
- B) Stories
- C) Investigations
- D) Drama
- E) Time lines

7. Which of the following is not a suitable motivation for young children in language learning?

- A) Having better opportunities for studying abroad
- B) Feeling of enjoyment in classes
- C) Being successful in the tasks given
- D) Feeling of confidence in class
- E) Having positive experiences

8. Which of the following can be a reason for lack of discipline in the young learners' language classes?

- A) Being consistent in the standards of discipline
- B) Praising the whole class and groups as well as individuals
- C) Talking clearly about the classroom rules
- D) Developing familiar patterns of behavior
- E) Explaining the rules only in English

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9. Which of the following is an example for scaffolding?
- A) Breaking down difficult language into smaller parts
 - B) Giving extension activities to early finishers
 - C) Giving homework at the end of the lesson without explaining
 - D) Organizing classroom seating for whole class teaching
 - E) Asking younger students to write everything before they speak
10. Which of the following is an example for differentiation?
- A) Giving praise and encouragement about achievements
 - B) Catering for different language skills (kinesthetic, auditory, etc.)
 - C) Using body language, mimics and gestures effectively
 - D) Learning the names of all students in the class
 - E) Using class time effectively and having spare activities
11. Which of the following is a correct behavior to help children feel secure in the language class?
- A) Establishing routines and giving children responsibility for practical jobs
 - B) Correcting every mistake the children make even during communication
 - C) Organizing competition activities among young children
 - D) Giving physical rewards to winning or well-behaving children
 - E) Giving the children English names during the classes
12. Which of the following is true about classroom atmosphere?
- A) Calendars, posters, drawings on the walls have a negative effect on children.
 - B) During a pair work activity, teachers should wait until all pairs finish.
 - C) Young children, especially five to six years old, prefer individual work.
 - D) Group work is easier to organize and should be tried before pair work.
 - E) Groups can be as large as teachers want, and groups of 6-8 pupils are the best.
13. Which of the following is false about classroom language?
- A) Young learners need to be taught phrases like 'I don't know.'
 - B) Having picture dictionaries and learning classroom objects is useful.
 - C) Learning classroom language provides independence to pupils.
 - D) Using the mother tongue should be strictly forbidden.
 - E) Classroom language is one of the tools of communication and cooperation.
14. Which of the following is not an essential characteristic of an effective lesson?
- A) Consideration of individual differences
 - B) Disciplined environment
 - C) Good timing and planning
 - D) Having a variety of activities
 - E) Having global acceptability
15. Which of the following is an example of "accountability" function of lesson plans?
- A) Being a record of work for school authority and inspection
 - B) Increasing student concentration by knowing what to do
 - C) Knowing class routines to feel comfortable
 - D) Being a way of teacher reflection
 - E) Preventing poor learning and misbehavior
16. Which of the following a function of a "syllabus"?
- A) Providing information about the physical arrangement of the class
 - B) Providing a list of language items to be taught
 - C) Giving information about the duration of the activities
 - D) Listing the difficulty level of classroom activities
 - E) Giving information about the needs of the students
17. Which of the following is not categorized as an "activity type"?
- A) Guessing game
 - B) Role play
 - C) Picture dictation
 - D) Problem solving
 - E) Pair work / group work

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18. Which of the following assessment reasons is associated with "portfolios"?
- A) Evaluative
 - B) Informative
 - C) Formative
 - D) Summative
 - E) Diagnostic
19. Mrs. Yildirim wants to identify her students' needs and those who might need special support. Which of the following assessment types should she use for an effective identification?
- A) Diagnostic
 - B) Formative
 - C) Summative
 - D) Informative
 - E) Evaluative
20. Which of the following is an example of formal process of keeping the track of students' progress?
- A) Comments on concentration spans
 - B) Observations about motivation levels for activities
 - C) Students' willingness to work in groups or pairs
 - D) Check list of language items taught
 - E) Students' weaknesses and strengths overtime
21. Which of the following is not a method used in continuous assessment?
- A) Portfolio
 - B) Continuum chart
 - C) NOFAN
 - D) Recording ladder
 - E) Formal tests
22. Which of the following is not an issue to be considered in individual lesson plans?
- A) The activity types
 - B) Linking to the previous and the next lesson
 - C) Time of the day
 - D) Collecting data about student interests
 - E) Duration of the activity
23. Which of the following problems can be solved by telling students to do something quick and easy such as "write 5 words you learned this week"?
- A) An activity that is very difficult
 - B) External disturbance
 - C) An activity that requires hard work
 - D) An activity that takes longer than expected
 - E) Internal disturbance
24. Which of the following is an example of "external disturbance"?
- A) A difficult activity
 - B) A misbehaving student
 - C) Stormy weather
 - D) Ineffective timing
 - E) Demotivation
25. Which of the following is not necessary to include in individual lesson planning format?
- A) Type of activities
 - B) Assessment details
 - C) Topic to be covered
 - D) Duration of activities
 - E) Materials to be used
26. Which of the following is not one of the roles teachers take while the students are playing games?
- A) Monitoring students' language
 - B) Noting students' language difficulties
 - C) Giving prompts and explanations
 - D) Correcting language mistakes
 - E) Observing and listening
27. Which of the following is not related with the storytelling skills of the teacher?
- A) Varying the pace and loudness of the voice
 - B) Reading aloud the story from a story book monotonously for the students
 - C) Pronouncing the vowels and consonants correctly
 - D) Pausing in the right places to provide rhythm
 - E) Using appropriate intonation for questions, statements etc.

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28. Which of the following can be the primary reason of 'Parent training' in language teaching?

- A) Parents need to learn language with their children
- B) Parents want to interfere into the teaching process
- C) Parents make challenging demands
- D) Parents are ignorant towards English lessons
- E) Parents underestimate the importance of English

29. Which of the ways to deliver parent training allows parents the opportunity to visit the school to talk to teachers, other parents and to watch a demonstration lesson?

- A) Articles
- B) Course brochures and guides
- C) Courses or workshops
- D) Open days
- E) Handbooks

30. Mrs. Kaya wants to play BINGO with her daughter in order to give support at home.

Which of the following skills does she need to play the game?

- A) Ability to ask good questions
- B) Ability in researching and organization
- C) Ability to use 'caretaker speech'
- D) Ability to give simple definitions
- E) Ability to pronounce vocabulary items correctly

31. What is the most important factor in a child's language learning?

- A) Intelligence
- B) Motivation
- C) Social skills
- D) Learning strategies
- E) Aptitude

32. Which of the following is not an aspect of 'skills and techniques development goals' in personal and professional development?

- A) Using technology
- B) Planning your lessons
- C) Improving your native language
- D) Handling discipline
- E) Telling stories

33. What is the starting point for personal and professional development that will encourage teachers to reflect on their practice in class?

- A) Motivation
- B) Planning
- C) Satisfaction
- D) Enquiry
- E) Organization

34. Which of the following is a reason for using mainly English in the classroom?

- A) To provide language for real communication
- B) To give instructions with lower level students
- C) To explain the meaning of an abstract word
- D) To deal with a discipline problem
- E) To comfort and help students feel secure

35. Which of the following is not a way to increase code-switching in class?

- A) Place written prompts on your desk to remind you of key language
- B) Record a ten minute extract of one of your lessons
- C) Talk to other teachers about what you are doing and what they are doing
- D) Make a contract with yourself to gradually increase your use of English
- E) Listen to sample classroom language and write out a script

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DİLBİLİM-II

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2012 DS 2653-A

1. Which one of the following does not include a hedge?
- A) I think this is the correct answer.
 - B) As far as I know, they are coming tomorrow morning.
 - C) He's a well-known scientist. Correct me if I'm wrong.
 - D) I'm not quite sure, but he must be a successful player.
 - E) I'm sure that the exam will be difficult.

2. A : Would you like to drink some more tea?
B :

Which one of the following answers to the question above includes an implicature?

- A) Yes, why not?
- B) Of course!
- C) I've had too much tea. Thank you.
- D) No, thank you.
- E) I don't want more tea.

3. 'However' is an example of a

- A) conversation tie
- B) coherent device
- C) speech event
- D) cohesive tie
- E) turn taking

4. Reduced amount of speech and aggramatic speech is the symptom of

- A) Broca's aphasia
- B) Wernicke's aphasia
- C) Conduction aphasia
- D) Anomia
- E) Problem in the right ear

5. is the impairment of language function because of localized brain damage.

- A) Motor cortex
- B) Aphasia
- C) Tip of the tongue
- D) The critical period
- E) Broca's area

6. Which language family does English belong to?

- A) Germanic
- B) Celtic
- C) Italic
- D) Hellenic
- E) Slavic

7. Mother : Did you finish your homework?
Otherwise, I won't allow you to play with the computer.

Child : Yes, I did it.

In the dialogue above, the child says 'Yes' so that he can play with the computer although he did not finish his homework. Which maxim does the child violate?

- A) Quantity
- B) Quality
- C) Relation
- D) Manner
- E) Co-operative

8. Obeying or ignoring different conventions of characterizes the participants of a conversation as rude or shy.

- A) Gricean maxims
- B) speech events
- C) coherence
- D) turn-taking
- E) completion points

9. Human infants learn a language through the provided by older children or adults.

- A) imitation
- B) overextension
- C) input
- D) overgeneralization
- E) telegraphic -speech

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10. 'She no come here'

A child who produces the utterance above is in the stage of forming negatives.

- A) third
- B) first
- C) fourth
- D) final
- E) second

11. A : The phone is ringing.
B : I'm in the bath.
A : Ok.

In the conversation above B's utterance conveys

- A) an implicature
- B) a cohesive device
- C) coherence
- D) hedge
- E) script

12. Which one of the following pairs is not an example of cognates?

- A) school/schule
- B) university/ universiteit
- C) television / televizyon
- D) alkol / içki
- E) amigo/amico

13. The term "dialect" refers to differences in

- A) grammar and vocabulary
- B) grammar, vocabulary, and pronunciation
- C) spelling
- D) pronunciation
- E) vocabulary and pronunciation

14. A Turkish learner of English says 'I reading like' instead of 'I like reading'. Which one of the following can be true for this learner?

- A) He can produce comprehensible and correct output.
- B) He has instrumental motivation to learn English.
- C) He received sufficient amount of input in English.
- D) He is learning English through task-based learning.
- E) He is making a negative transfer from Turkish to English.

15. Mark is a three-year-old American child. He uses foots instead of feet, the plural form of foot. This is an example of

- A) overgeneralization
- B) overextension
- C) telegraphic speech
- D) cooing
- E) one-word-stage

16. Recognizing sounds, words and phrase structures are accomplished with the right ear and left brain. This is called

- A) slip of the ear
- B) tip of the tongue
- C) the right ear advantage
- D) slip of the tongue
- E) the critical advantage

17. From 1400 to 1600, the sounds of English underwent a substantial change. What is the term used for this sound change?

- A) Sound loss
- B) Historical sound transformation
- C) Consonant variation
- D) Great vowel shift
- E) Old English sound system

18. Ali always says 'they goes to...' instead of 'they go to.....'. This error is

- A) fossilized
- B) negotiated input
- C) foreigner talk
- D) interlanguage
- E) a strange mistake

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19. In an area most people say 'slippery' and in another area most people say 'slick' to refer to the same object. With regard to this one particular item, we can draw a/an between the two areas.

- A) standard language
- B) accent
- C) dialectology
- D) dialect boundary
- E) isogloss

20. In a reading lesson, before reading a passage about supermarkets, the teacher asks the students to describe a supermarket, what type of things a supermarket contains, etc. The teacher is activating the students'

- A) hedges
- B) speech events
- C) schemata (schemas)
- D) implicatures
- E) co-operative principles

21. There may be differences in the language used by lawyers and linguists because those varieties are different in

- A) accent
- B) register
- C) prestige
- D) style
- E) dialect

22. The word "station" is pronounced as "istasyon" in Turkish. Which phonological process is involved in the Turkish word?

- A) Sound loss
- B) Phonological change
- C) Metathesis
- D) Prothesis
- E) Epenthesis

23. Mehmet, who was born and raised in Germany, can speak both Turkish and German. What kind of a speaker is he?

- A) Certainly using standard German
- B) Monolingual
- C) Monodialectal
- D) Bidialectal
- E) Bilingual

24. Jake : Give me your e-mail. I'll send you the documents.

Mark : Of course. By the way, I'm the owner of the company.

Jake : Oh, sorry! Could you please give me your e-mail?

What can we say about Jake's speech?

- A) He used slang.
- B) He has high prestige.
- C) He made style-shift.
- D) He used technical terms.
- E) He used colloquial language.

25. Between the Upper Midwest U.S.A. and the Southern Midland, different words can be used at least for 3 items. In this case, we can draw a/an between these areas.

- A) dialect boundary
- B) isogloss
- C) norm
- D) diglossia
- E) post-creole continuum

26. What does Sapir-Whorf Hypothesis suggest?

- A) Every language expresses the time concepts in the same way.
- B) Differences in language structure leads people to view the world differently.
- C) Language does not affect how speakers see and interpret the events.
- D) Every language has social categories.
- E) Not all languages have kinship terms.

27. Words such as 'grandfather', 'mother', 'sister' are examples of

- A) back-channel
- B) pitch
- C) social categories
- D) cognitive categories
- E) T/V distinction

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28. In Turkish, the distinction between male parent's mother (babaanne) and female parent's mother 'anneanne' is

- A) linguistically motivated
- B) grammaticalized
- C) a variation based on gender
- D) accent based
- E) lexicalized

29. Doctor, do you think I will get well tomorrow?

What is the term used for the word 'Doctor' in the question above?

- A) A gendered word
- B) An address term
- C) A word of respect
- D) A kinship term
- E) A non-lexicalized concept

30. Modifying speech towards the perceived style of the other speaker is called

- A) slang
- B) jargon
- C) taboo term
- D) speech accommodation
- E) register

31. "If language determines thought, then we think in the categories provided by our language."

This idea is called.....

- A) linguistic relativity
- B) social categorization
- C) linguistic category
- D) culture
- E) linguistic determinism

32. [h]-dropping and pronouncing -ing with [n] are examples of

- A) jargon
- B) social markers
- C) convergence
- D) divergence
- E) idiolect

33. African American English (AAE) is an example of

- A) covert prestige
- B) accent
- C) style-shifting
- D) vernacular
- E) pidgin

34. Teenager : I can't write it, Sir.
Teacher : Come on! Please look at how I'm writing it. Of course, you can do it.
Teenager : Look, I cannae write it.

What happened in the teenagers' speech is called as

- A) divergence
- B) overt prestige
- C) regional dialect
- D) convergence
- E) reducing social distance

35. When a pidgin becomes the native language of a community, it is called

- A) language planning
- B) the decreolization
- C) a creole
- D) a lexifier language
- E) an accent

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DİLBİLİM-I

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1. Which one of the following views on the source of language is compatible with the innateness hypothesis?
 - A) The natural sound source
 - B) The divine source
 - C) The genetics source
 - D) The social interaction source
 - E) The physical adaptation source

2. What is the place of articulation of the initial sound of the word 'mother'?.
 - A) Bilabial
 - B) Palatal
 - C) Dental
 - D) Velar
 - E) Alveolar

3. Which one of the following words begins with a nasal sound?
 - A) Oven
 - B) Knowledge
 - C) Can
 - D) Those
 - E) Cheep

4. Which one of the following words begins with a glottal sound?
 - A) Chance
 - B) Right
 - C) Thought
 - D) Who
 - E) Round

5. Which one of the following words includes a consonant cluster?
 - A) Down
 - B) Common
 - C) Say
 - D) Table
 - E) Through

6. Which one of the following word sets includes the allophones of the phoneme /t/?
 - A) Eighth, although, throat
 - B) Time, tough, tongue
 - C) Thief, thank, sloth
 - D) Touch, term, dance
 - E) Task, letter, tight

7. The word handball /hændbɔl/ can also be pronounced as /hæmbɔl/. The second pronunciation is an example of
 - A) assimilation
 - B) nasalization
 - C) elision
 - D) aspiration
 - E) flapping

8. 'Camcorder' is a word which is formed by the words 'camera' and 'video recorder'. This word formation process is an example of
 - A) compounding
 - B) clipping
 - C) backformation
 - D) blending
 - E) conversion

9. A : Where's my chem book?
B : Chem? What does it mean?
A : Chemistry.
B : Oh! It's on the table. I could not understand the meaning of the word 'chem' since it involves.....
 - A) conversion
 - B) clipping
 - C) the infix
 - D) the acronym
 - E) the derivation

A

A

2012 DS 2553-A

10. Which one of the following is correct for the word 'supermarket' in Turkish?

- A) Acronym
- B) Clipping
- C) Borrowing
- D) Derivation
- E) Conversion

11. Which one of the following words does not include an inflectional morpheme?

- A) Said
- B) Strengthen
- C) Highest
- D) Helping
- E) Mark's

12. Which one of the following is a free functional morpheme?

- A) Teach
- B) Cat
- C) But
- D) Pre-
- E) -ness

13. Which set contains all allomorphs of the 'past tense' morpheme?

- A) Stayed, said, called
- B) Robbed, stayed, killed
- C) Sang, read, swam
- D) Stayed, changed, kicked
- E) Tied, danced, starred

14. 'Ayşe himself forgot the book'.

This is an error made by a learner of English. This agreement error is related to

- A) gender
- B) person
- C) voice
- D) tense
- E) number

15. 'The angry man reprimanded the girl loudly.'

Which one the following is a constituent structure of the sentence above?

- A) The angry man reprimanded
- B) angry man reprimanded the girl
- C) the girl loudly
- D) angry man reprimanded the
- E) The angry man

16. She is driving fast.

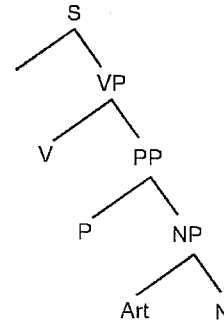
What is the part of speech of the underlined world in this sentence?

- A) Adverb
- B) Adjective
- C) Noun
- D) Preposition
- E) Pronoun

17. Which one of the following sentences includes reduplication?

- A) Bu pek güzel değil, beğenmedim.
- B) Yeni evleri güzelce bir evdi.
- C) Hadi güzel güzel ödevini yap.
- D) Eh fena değil, güzel gibi.
- E) Bu elbise çok güzel.

18.



Which one of the following sentences is represented by the tree diagram above?

- A) He wrote the book in the library.
- B) She spent the whole day with friends.
- C) The man fell down.
- D) They went into the big house.
- E) She ran after the child.

A

A

2012 DS 2553-A

19. Was the bracelet stolen by Jake?

Which one of the following is the deep structure of the sentence above?

- A) It was Jake who stole the bracelet.
- B) Jake stole the bracelet.
- C) Did Jake steal the bracelet?
- D) The bracelet was stolen by Jake.
- E) The bracelet was not stolen.

20. Which sentence contains recursion?

- A) The tutor was thought about by the student.
- B) Her tutor will go for a conference next month.
- C) Was the tutor at the university?
- D) She thought that her tutor was in the building at the university.
- E) What did she think about the tutor?

21. Which one of the following phrases has structural ambiguity?

- A) All cats and funny dogs
- B) Funny cats and dogs
- C) Funny cats and funny dogs
- D) All funny cats and all dogs
- E) Funny cats and all dogs

22. They saw that Mary was happy.

Which one of the following is a complement phrase (CP) in the sentence above?

- A) that
- B) Mary was happy
- C) They saw
- D) They saw that
- E) that Mary was happy

23. The child broke the window.

What is the semantic role of 'the child' in the sentence above?

- A) Agent
- B) Experiencer
- C) Instrument
- D) Theme
- E) Patient

24. Which one of the following words is represented by the semantic features below?

[+animate, +human, -female, +adult]

- A) Table
- B) Woman
- C) Man
- D) Cat
- E) Flower

25. What is the relationship between the words calculate-compute?

- A) Polysemy
- B) Antonymy
- C) Metonymy
- D) Synonymy
- E) Hyponymy

26. What is the lexical relation between the words vegetable-cucumber?

- A) Metonymy
- B) Antonymy
- C) Polysemy
- D) Synonymy
- E) Hyponymy

27. The pair right-wrong is an example of

- A) superordinates
- B) non-gradable antonyms
- C) co-hyponyms
- D) homophones
- E) antonyms

28. Which one of the following words can be the prototype of 'bird'?

- A) Dove
- B) Peacock
- C) Chicken
- D) Penguin
- E) Bat

A

A

2012 DS 2553-A

29. The school is on the right.

I agree with him, he is right.

The occurrences of the word 'right' in those sentences are

- A) homophones
- B) synonyms
- C) antonyms
- D) homonyms
- E) reversives

30. When will he finish his homework?

Which speech act is the speaker performing?

- A) Promising
- B) Informing
- C) Questioning
- D) Requesting
- E) Commanding

31. We saw a big airplane. It belongs to Turkish Airlines.

What is the antecedent in the sentence above?

- A) Turkish Airlines
- B) saw
- C) We
- D) a big airplane
- E) It

32. Which one of the following utterances shows solidarity and draws attention to a common goal?

- A) I know you are busy, but could you please do that?
- B) Your watch isn't working.
- C) Give me that paper, immediately!
- D) I am busy now. Come back later.
- E) We both have similar homework, let's do it together.

33. Which one of the following sentences includes temporal deixis?

- A) I was in London last year.
- B) Put the book here, please.
- C) It is in those large boxes.
- D) There are three cars near the house.
- E) They called him and left the room.

34. Which one of the following requires inference from the hearer's part?

- A) The kitchen of the house is small.
- B) Ali will be in Istanbul at 5 o'clock.
- C) You can borrow my Chomsky.
- D) The student asked Mary to bring her book to her.
- E) Ahmet failed in the English exam.

35. Which one of the following sentences does not include a presupposition?

- A) I was driving fast when the police saw me.
- B) Do you have a car?
- C) Your car is too old.
- D) I paid too much for the car.
- E) Did you sell the car?

A

BAĞLAMSAL DİL BİLGİSİ-IV

A

2012 DS 3453-A

1 - 13. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

A study ...1... by teams at three American universities concluded that loneliness is catching. ...2... it has not been an accepted reality yet, it's a medical paradox. People ...3... feel lonely can spread the emotion to others - much like a virus. After poring over data ...4... from nearly 5,000 people, the researchers concluded ...5... loneliness is more than just a personal feeling; it is an infectious mental condition. ...6... this was a statistical rather than medical study, it doesn't explain ...7... the contagion happens. ...8... it found was that the friends of a person ...9... themselves as lonely were 52% more likely to become lonely themselves, and ...10... their friends were at an increased risk too, ...11... they didn't know the lonely person. The authors of the study suggest ...12... this may be down to the way lonely people behave. The study also hints that this behavior can rub off on other people painting a rather bleak picture of lonely people ...13... each other into ever greater isolation.

1. A) has been carried out
B) carrying out
C) carries out
D) to carry out
E) carried out
2. A) Although
B) That
C) When
D) Since
E) If
3. A) when
B) whom
C) whose
D) who
E) how
4. A) collecting
B) collected
C) collect
D) are collected
E) have collected
5. A) that
B) what
C) while
D) which
E) how
6. A) If
B) Although
C) Since
D) While
E) Despite
7. A) what
B) where
C) which
D) how
E) that
8. A) That
B) What
C) When
D) How
E) Why
9. A) describing
B) described
C) to describe
D) to have described
E) describe
10. A) when
B) whose
C) that
D) if
E) although
11. A) while
B) since
C) because
D) after
E) even if
12. A) which
B) what
C) who
D) that
E) since
13. A) drive
B) driven
C) driving
D) have driven
E) are driving

A

A

2012 DS 3453-A

14 - 19. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

The National Health Service ...14... the principle that there should be a range of services ...15... to help the individual stay well. It aims ...16... effective and appropriate treatment for any type of disease, while making the best use of available resources. More money ...17... to meet the needs of the elderly, and to remove inequalities among the regions of Britain. While great progress has been made in ...18... many infectious diseases, there has been less success in ...19... the major causes of early death such as heart disease and cancer.

14. A) basing on
B) based on
C) is basing on
D) is based on
E) to be based on
15. A) designed
B) designing
C) design
D) have designed
E) to design
16. A) providing
B) to provide
C) having provided
D) provide
E) for providing
17. A) spending
B) being spent
C) is spending
D) spent
E) is being spent
18. A) to eliminate
B) eliminate
C) eliminating
D) eliminated
E) being eliminated
19. A) being controlled
B) control
C) to control
D) controlled
E) controlling

20 - 29. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

According to Frank Humper, a US sociologist, ...20... you come in your family, or in other words the order ...21... we came into this world -first-born, middle or last-born- can help shape our personality, and affect the success of our relationships.

...22... 6000 people, Humper says that children compete for a place in the family. ...23... one role has already been taken, later-born children have to choose from ...24... is left. ...25... firstborns begin life with exclusive paternal attention, they are often more open to accepting their parents' values. ...26..., later-born children, forced to compete for a place in the family, may grow into rebellious adults.

So ...27... birth order has ...28... a significant impact on our behaviour, does it affect our interactions with other people? "Absolutely", says Humper, "Birth order is an excellent way of telling ...29... a relationship will survive".

20. A) where
B) how
C) what
D) whether
E) why
21. A) to that
B) of what
C) about how
D) in which
E) of when
22. A) Interviews
B) Interviewed
C) Having interviewed
D) To interview
E) To be interviewed
23. A) Whose
B) Which
C) That
D) How
E) If
24. A) why
B) which
C) how
D) what
E) where

A

A

2012 DS 3453-A

25.

- A) Because
- B) Although
- C) Whether
- D) However
- E) While

26.

- A) Moreover
- B) However
- C) Therefore
- D) Otherwise
- E) In addition

27.

- A) even though
- B) whenever
- C) if
- D) because
- E) however

28.

- A) such
- B) so
- C) more
- D) rather
- E) much

29.

- A) how
- B) even if
- C) unless
- D) whether
- E) what

30-35. sorularda, altı çizili sözcükler/ sözcük grupları arasında dilbilgisi açısından hatalı olanı bulunuz.

30. The outlook for endangered seabirds looks better thanks to a scheme that reduces the numbers accidentally killed by the fishing industry. Three-quarters of albatross species are at risk of extinction, because long lines are deployed to catch fish such as tuna. The Prince of Wales, whom is a passionate conservationist, will hear about the albatross scheme first hand on Monday during a reception at Clarence House.

- A) that
- B) killed
- C) because
- D) are deployed
- E) whom

31. The UK's Royal Society for the Protection of Birds (RSPB) now hopes the scheme will be expanded to other countries. One of the organizers said that fishermen now understand what they must avoid killing seabirds if they want to continue fishing; therefore, they are very cooperative.

- A) will be expanded
- B) what
- C) killing
- D) to continue
- E) therefore

A

A

2012 DS 3453-A

32. The birds are attracted to the baited lines and can become entangled and pulled underwater to their deaths. A South African initiative shows how the lines can be made safer. The Albatross Task Force (ATF) project was launched in 2006 and last year it cut the number of birds killing in South African fisheries by 85%.
- A) are attracted
B) how
C) can be made
D) was launched
E) killing
33. The task force - which is a joint effort by the RSPB and Birdlife International - was placed specialist instructors on fishing boats to show fishermen how to prevent birds becoming entangled. The main technique allows attaching brightly colored streamers known as tori lines to the back of vessels. These flap in the wind and scare the birds away from the baited lines.
- A) which
B) was placed
C) how
D) attaching
E) known
34. Dr. Ross Wanless said that an ecosystem approach was adopted to fisheries to minimize the impacts of fishing on non-target species, included seabirds. Changing attitudes and practices is a slow process, but the ATF has shown that by working with government and industry, change is possible.
- A) that
B) was adopted
C) included
D) Changing
E) but
35. Fishermen are encouraged setting their lines at night when bird activity is limited, and to find new ways to weigh the lines down more effectively. so that bait sinks out of reach more quickly.
- A) are encouraged
B) setting
C) when
D) is limited
E) so that

A

CEVAP ANAHTARI

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BAĞLAMSAL DİLBİLGİSİ-III

A

2012 DS 3353-A

1 - 7. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

I wonder what life was like 200 years ago. We complain about things nowadays but it ...1... much more difficult when people didn't have labor saving devices. Because they didn't have washing machines, of course, the women ...2... everything by hand. Wages were low and sometimes they ...3... it difficult to feed their families. Ordinary people ...4... long hours, so they ...5... a little time to relax, but in the evenings they ...6... about what life would be like in the future. They ...7... many of the things that we take for granted, such as computers or airplanes.

1. A) must have been
B) could have been
C) should have been
D) had to be
E) might have been
2. A) could have washed
B) will have washed
C) should have washed
D) may have washed
E) mustn't have washed
3. A) could find
B) could have found
C) should have found
D) ought to have found
E) may have found
4. A) could have worked
B) had to work
C) should have worked
D) would work
E) were supposed to work
5. A) must have had
B) should have had
C) could have had
D) had to have
E) used to have

6. A) would have talked
B) might have talked
C) should have talked
D) couldn't have talked
E) needn't have talked
7. A) should never have imagined
B) will never have imagined
C) could never have imagined
D) must never have imagined
E) never had to imagine

8 - 19. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

A map is ...8... drawing of ...9... Earth, or just ...10... area, as it would look from above. Maps show ...11... shape and location of places and help you to understand ...12... layout of an area that you may not have visited before. If you go walking in Britain, it's ...13... good idea to take ...14... detailed map. That kind of detailed maps are especially useful for ...15... walkers and cyclists. ...16... symbols, such as ...17... triangles and circles, are used to represent local features, and there 's ...18... key to explain what ...19... symbols mean.

8. A) some
B) the
C) an
D) Ø
E) a
9. A) a
B) the
C) an
D) Ø
E) most
10. A) Ø
B) a
C) an
D) the
E) any
11. A) an
B) Ø
C) a
D) the
E) many

A

A

2012 DS 3353-A

12. A) every
B) a
C) an
D) Ø
E) the
13. A) a
B) an
C) Ø
D) some
E) the
14. A) some
B) an
C) the
D) a
E) Ø
15. A) every
B) Ø
C) much
D) a few
E) the
16. A) A little
B) Any
C) Ø
D) No
E) Neither
17. A) Ø
B) every
C) any
D) some
E) none
18. A) an
B) the
C) a
D) Ø
E) no
19. A) both
B) every
C) Ø
D) the
E) each

20 - 25. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

In my family, everyone has a different type of a diet. ...20... of my parents like watermelons but ...21... of them like melons. Me and my two sisters are the opposite- we ...22... love melons, but ...23... of us like watermelons. Because while eating a watermelon, we have to remove ...24... seed separately since the seeds are not together. And with ...25... bite you take, you find another seed!

20. A) Many
B) All
C) Both
D) Most
E) Some
21. A) neither
B) both
C) most
D) all
E) a lot
22. A) more
B) both
C) each
D) all
E) most
23. A) a few
B) some
C) any
D) most
E) none
24. A) some
B) each
C) no
D) many
E) a lot of
25. A) no
B) some
C) most
D) all
E) every

A

A

2012 DS 3353-A

26 - 35. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

A canoeist who ...26... missing off the coast of north-east England more than five years ago ...27... in London.

Alex Roll, 59,28... into a police station on Saturday night and said that he ...29... amnesia, but that he thinks he ...30... a missing person.

Mr. Roll ...31... missing in the sea near Hudson in June 2006. He ...32... dead after a massive search operation, which ...33... to find him. Mr. Roll, a father-of-two, ...34... to be healthy, and relatives ...35... of his well-being.

26. A) was going
B) had gone
C) has gone
D) went
E) goes

27. A) had reappeared
B) has reappeared
C) is reappearing
D) will reappear
E) will have reappeared

28. A) was walking
B) is walking
C) walked
D) had been walking
E) walks

29. A) has.
B) is having
C) had
D) will have
E) would have

30. A) will be
B) was
C) had been
D) would be
E) is

31. A) was going
B) has gone
C) used to go
D) goes
E) went

32. A) is declared
B) was declared
C) had been declared
D) will be declared
E) has been declared

33. A) had failed
B) has failed
C) fails
D) were failing
E) would fail

34. A) had seemed
B) will have seemed
C) will be seemed
D) seems
E) was being seemed

35. A) will be informed
B) had been informed
C) have been informed
D) were informed
E) were being informed

A

CEVAP ANAHTARI

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BAĞLAMSAL DİL BİLGİSİ-II

A

2012 DS 1253-A

1 - 5. sorular aşağıdaki diyaloga göre cevaplandırılacaktır.

The following people are talking about traffic congestion in cities and on roads and give their suggestions about how to solve this problem.

Person A : I am against building more and more motorways. The government thinks that if we had more motorways, we 1 traffic jams on our roads, but that's just not true. More motorways mean more cars. If I 2 the transport minister, I 3 building motorways and would spend the money on railways.

Person B : Well, I would ban cars completely from city centres. If we 4 all those cars, we 5 all that pollution and noise. We need to think more about the people who live and work in cities, and their health.

1. A) wouldn't have
B) wouldn't have had
C) won't have
D) don't have
E) didn't have
2. A) had been
B) am
C) be
D) were
E) have been
3. A) will stop
B) would stop
C) would have stopped
D) can stop
E) stop
4. A) won't have
B) don't have
C) didn't have
D) aren't going to have
E) hadn't had

5. A) wouldn't have
B) won't have
C) wouldn't have had
D) don't have
E) didn't have

6 - 12. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

Today EU economic and finance ministers meet in Brussels to agree on new rules to prevent fraud in the European Union. A European Commission report tells that the cost of fraud in the EU 6 over the past years. One of the reporters of the commission said that almost 50% of the fraud cases 7 in the agricultural sector. The commission has warned that unless countries 8 more of the money which is lost in fraud, the payments they receive from the EU will be frozen. The employment secretary said that the lowest unemployment rate 9 that economic recovery was continuing. In addition to these, a journalist in a French daily newspaper tells that tensions between Britain and France over the future of the EU 10. Angela Merkel, German prime minister, said that Britain 11 an important partner for the EU. Along with this, EU member states said "They 12 deep concerns about the treaty proposed by France and Germany after Cameron vetoed a revision of the Lisbon treaty."

6. A) was doubling
B) had doubled
C) has doubled
D) is doubling
E) are going to double
7. A) are going to be
B) is
C) have been
D) will be
E) were
8. A) got back
B) get back
C) had gotten back
D) gets back
E) will get back
9. A) is showing
B) had shown
C) has shown
D) showed
E) will show

A

A

2012 DS 1253-A

10. A) increase
B) increases
C) had increased
D) had been increasing
E) were increasing
11. A) is going to be
B) were
C) had been
D) will be
E) is
12. A) had had
B) have had
C) have
D) were going to have
E) will have

13 - 18. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

Most people think that internet has a big effect on our lives and it is going to have that effect in the future as well. But it's difficult to predict what the effect will be. There are so many "ifs". I think countries 13 to invest the money because they'll be afraid of being left behind if they 14 this technology. But if a country 15 to invest money, then it 16 to get connected and will leave behind. So, if that 17 we'll have a world even more divided than at present in terms of education and technology. The gap will get wider if the countries with the technology 18 even faster progress than today and the countries without the technology will fall behind.

13. A) would continue
B) will continue
C) would have continued
D) continue
E) continues
14. A) aren't going to have
B) didn't have
C) hadn't had
D) won't have
E) don't have
15. A) fails
B) fail
C) failed
D) had failed
E) will fail

16. A) won't have been able to
B) wouldn't be able to
C) wouldn't have been
D) won't be able to
E) is able to
17. A) happens
B) happen
C) happened
D) will happen
E) had happened
18. A) had made
B) make
C) have made
D) made
E) will make

19.-26. sorularda, altı çizili ifadeyi en iyi anlatan seçeneği bulunuz.

19. You look very tired and still sleepy. You should have gone to bed earlier.
A) It is probable that you went to bed early.
B) You went to bed early.
C) You didn't want to go to bed.
D) You don't regret staying up late.
E) You didn't go to bed early.
20. Pam and John are planning to get married. I don't think they should get married.
A) I don't advise them to get married.
B) I advise them to get married.
C) It is possible that they're going to get married.
D) It is probable that they're going to get married.
E) It is certain that they're going to get married.
21. I had a very boring weekend. I could have gone to the cinema.
A) I went to the cinema.
B) I didn't go to the cinema.
C) I should go to the cinema.
D) It is certain that I went to the cinema.
E) It is probable that I went to the cinema.

A

A

2012 DS 1253-A

22. I've lost one of my pencils. I must have dropped it somewhere.
- A) It is probable that I dropped it somewhere.
B) It is possible that I dropped it somewhere.
C) It is almost certain that I dropped it somewhere.
D) It's less certain that I dropped it somewhere.
E) I'm not sure that I dropped it somewhere.
23. I can't find my key anywhere. I might have left it at the cafeteria.
- A) It is necessary that I've left it there.
B) It is certain that I've left it there.
C) I don't regret that I've left it there.
D) I regret leaving it there.
E) It is possible that I've left it there.
24. Susan knows a lot about the old films. She must have gone to the cinema a lot in the past.
- A) It is probable that she went to the cinema a lot.
B) It is possible that she went to the cinema a lot.
C) It is almost certain that she went to the cinema a lot.
D) It is less certain that she went to the cinema a lot.
E) It is necessary that she went to the cinema a lot.
25. She shouldn't have been listening to our conversation. It was private.
- A) She regrets not listening to our conversation.
B) She didn't listen to our conversation.
C) She regrets listening to our conversation.
D) She listened to our conversation.
E) It is necessary that she listens to our conversation.
26. A : Where are you going for your holiday?
B : I haven't decided yet, but I might go to Italy.
- A) It is not possible for me to go to Italy.
B) It is possible for me to go to Italy.
C) It is certain for me to go to Italy.
D) It is less certain for me to go to Italy.
E) I don't have to go to Italy.

27.-35. sorularda, altı çizili sözcükler/sözcük grupları arasında dilbilgisi açısından hatalı olanı bulunuz.

27. When I was about twelve, I had an argument with a classmate. The classmate told me that I would pay it back. About a week later, I was called into the headmaster's office. I didn't know what it was for. If I had knew it was about that argument, I would have prepared my defense better.
- A) me
B) would
C) was called
D) had knew
E) would have prepared
28. When I went into the office, the headmaster said me that I was going to be put in detention for scratching my name on my table. I must have looked confused so the headmaster told me to have a look on the table and took me into the class.
- A) said me
B) was going to
C) must have
D) looked
E) told me
29. My name was scratched on the table. My friend must have done that. There was nothing I could have done about it. I shouldn't have argued with him. I just had to pay the penalty.
- A) was scratched
B) must have done
C) could have done
D) shouldn't have argued
E) had to
30. If I had let my friend win the game, he wouldn't have been angry. If he hadn't been angry, he wouldn't have scratched my name on the table. If he hadn't scratched my name, the headmaster wouldn't have called me into his office. If I could have proven that I didn't do it, I wouldn't pay the penalty.
- A) wouldn't have been angry
B) hadn't been angry
C) wouldn't have called
D) could have proven
E) wouldn't pay

A

A

2012 DS 1253-A

31. Jill was taking a long time to get ready, so I told to her to hurry up.

- A) was taking
- B) to get
- C) told
- D) to
- E) to hurry up

32. He wanted to know when did they build the house. I told him that it was built two years ago.

- A) wanted to know
- B) when did they build
- C) told
- D) him
- E) that

33. X : Do you know where Alice has gone?
Y : X asked if do I know where Alice had gone. I said that I didn't know.

- A) Do you know where Alice has gone
- B) asked
- C) if do I know
- D) where Alice had gone
- E) said

34. A : "What did you watch on TV yesterday?" was the question she asked.

B : Sorry, I couldn't hear what you said?
C : She wanted to know what I watched the day before.

- A) asked
- B) I couldn't hear
- C) wanted
- D) what I watched
- E) the day before

35. A : She doesn't seem happy now.

B : Can you tell me what you said?

A : I said that she didn't seem happy now.

- A) Can
- B) what you said
- C) said
- D) didn't seem
- E) now

A

CEVAP ANAHTARI

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BAĞLAMSAL DİLBİLGİSİ-I

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2012 DS 1153-A

1 - 9. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

Recently, educationalists 1 language teachers that modern languages are close to extinction in British schools. In an organized conference, Tom Smart, a pioneer of innovative teaching, 2 language teachers that their subject is deeper trouble than it has been for a century. He says that learning French, German or Spanish 3 a minority pursuit. He has also added that, currently, the UK 4 a "little Britain" attitude, which threatens international competitiveness and overseas partnerships. The number of pupils taking French and German 5 almost fifty-fifty for the last 16 years. The number of pupils taking A-levels in French and German almost 6 between 1996 and 2010. Even the take-up of Chinese has fallen in this period. Mr. Smart says that no one 7 to take responsibility for the decline for the time being. Government is looking to schools for the solution. Persistently schools 8 exam boards the subjects are too difficult and exam boards say the government should sort it out. If we leave it much longer and fail to take radical action by then, we 9 beyond the tipping point.

1. A) were warned
B) have been warned
C) warned
D) have warned
E) was warning
2. A) is going to be told
B) is telling
C) is going to tell
D) will be told
E) tells
3. A) is becoming
B) became
C) was becoming
D) becomes
E) will have become
4. A) will have
B) had
C) has
D) will have had
E) had had

5. A) split
B) has split
C) has been split
D) is splitting
E) will be splitting
6. A) will have halved
B) has halved
C) was halving
D) halved
E) will be halving
7. A) is prepared
B) was prepared
C) will have been prepared
D) prepares
E) prepared
8. A) are told
B) tell
C) were told
D) had told
E) will have told
9. A) will have gone
B) have gone
C) are going
D) are going to go
E) will be going

A

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2012 DS 1153-A

10 - 22. sorular aşağıdaki parçaya göre cevaplandırılacaktır.

Last month, the education secretary 10 that he wanted children to start learning a foreign language from the age of five. Labour Party 11 to make foreign languages compulsory from the age of seven early last year, but the legislation 12 yet because parliament 13 three months ahead of the general election. Mr. Smart will urge teachers and institutions to expand the range of languages and 14 for languages to be taught within other subjects. He also 15 that our record in language learning is uniquely bad in the developed world. We cannot simply take for granted that the rest of the world 16 English to accommodate us. So far, there 17 a widespread perception in schools that it is more difficult to gain good grades in languages than in other subjects. We 18 to change this urgently. We 19 becoming deeply narrow and cut off from abroad. At present, Great Britain 20 "little Britain". Yesterday, Andrew New, a head teacher of a public school, 21 the proportion of pupils achieving A in languages was much smaller than it was in other subjects. Mr. New believes that children 22 thinking that Britannia rules the waves. Do you have the same belief?

10. A) tells
B) has told
C) had told
D) told
E) is going to tell

11. A) has tried
B) tries
C) tried
D) was tried
E) has been tried

12. A) has not passed
B) did not pass
C) had not passed
D) does not pass
E) will not pass

13. A) dissolved
B) was dissolved
C) has been dissolved
D) has dissolved
E) is dissolved

14. A) probably argued
B) will probably be argued
C) is probably going to be argued
D) probably argues
E) will probably argue

15. A) will have been reported
B) is reported
C) will have reported
D) reports
E) is reporting

16. A) will have learned
B) will be learning
C) will learn
D) learned
E) had learned

17. A) has been
B) was
C) is being
D) will be
E) will have been

18. A) will be needing
B) are needing
C) were needing
D) have been needing
E) need

19. A) were
B) are being
C) will have been
D) are
E) has been

20. A) had rapidly become
B) is rapidly becoming
C) rapidly became
D) will rapidly becoming
E) was rapidly becoming

21. A) has said
B) said
C) had said
D) will have said
E) says

22. A) were growing up
B) grew up
C) had grown up
D) are growing up
E) had been growing up

A

A

2012 DS 1153-A

23-35. sorularda, altı çizili sözcükler/ sözcük grupları arasında dilbilgisi açısından hatalı olanı bulunuz.

23. She spoke in a very low voice, but the things she said could be understand.
- A) spoke
B) said
C) could
D) be
E) understand
24. We had the roof repair. Two days ago, the roof of our house was damaged in a storm and we arranged for someone to repair it.
- A) had
B) the roof
C) repair
D) was damaged
E) arranged
25. It is seemed that I have lost some weight. I feel it that way because I have no difficulty when I wear my old clothes.
- A) is seemed
B) have lost
C) feel
D) have
E) wear
26. A : I hope Mary won't be late, will Mary?
B : I don't think she will. She is always punctual, you know.
- A) won't be
B) will Mary
C) don't think
D) will
E) is
27. A : I never read newspapers.
B : Neither have I. I always watch news on TV and this makes me feel that I can catch all the news.
- A) read
B) Neither
C) have
D) watch
E) feel
28. We were walking towards the exit when we were stopped by a customs officer. He made me to open my case.
- A) were walking
B) when
C) were stopped
D) made
E) to open
29. While I was driving on my way home, I saw a huge rock that blocked the road. I got someone help me because it couldn't be moved by just one person.
- A) was driving
B) saw
C) blocked
D) help
E) couldn't be moved
30. Her grandparents are owning 10 flats in this city. But nowadays they are planning to sell three of them. The problem is they haven't decided which ones they are going to sell.
- A) are owning
B) are planning
C) is
D) haven't decided
E) are going to sell

A

A

2012 DS 1153-A

31. We moved to Konya two months ago. We had lived in Ankara for 10 years. We have met new people in Konya and we love living here but I terribly miss Ankara. I was planning to move back to Ankara as soon as possible.

- A) moved
- B) have met
- C) love
- D) miss
- E) was planning

32. A pirate is a person who robs at sea or sometimes at the shore. The Golden Age of Piracy lasted just over 100 years in the early 19th century. There were safe havens for pirates but Port Royal was a famous example of places where pirates could be gathered without a fear of attack.

- A) is
- B) lasted
- C) were
- D) was
- E) could be gathered

33. For my summer holiday, I have taken some books with me. I am going to read them while I will be on holiday. I hope I will have good time.

- A) have taken
- B) am going to read
- C) will be
- D) hope
- E) will have

34. Listen! I always leave for work at eight thirty in the morning, so I won't be home at nine. I will have gone to work by then and will start to work.

- A) always leave
- B) won't be
- C) will have gone
- D) by then
- E) will start

35. A : You have lived here for a long time, have you?

B : Yes, I have been living here for more than thirty years. I still remember the first day we moved here.

- A) have lived
- B) have you
- C) have been living
- D) for
- E) remember

A

CEVAP ANAHTARI

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