



Başarılar dileriz...



# ÖABT

ÖĞRETMENLİK ALAN BİLGİSİ TESTİ

## İNGİLİZCE

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1. - 5. sorularda, aşağıdaki parçada numaralanmış yerlere uygun düşen sözcük ya da ifadeyi bulunuz.

Curriculum refers to what is taught in educational programs and the sequence (1) ----- that subject matter is presented. In order for adult EFL learners (2) ----- from the curriculum of speaking courses or the speaking component of general courses, they must first have access to the content. In other words, instruction must be scheduled (3) ----- convenient times and classes must meet in accessible places, at a tuition rate that does not (4) ----- EFL learners from enrolling. Second, the course content must be relevant to the adult EFL learners' needs. That is, the topics and skills covered should be (5) ----- related to issues that adult EFL learners deal with as they speak English in their daily lives.

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- A) whose
- B) in which
- C) where
- D) how
- E) of which

2.

- A) to be benefited
- B) benefited
- C) benefiting
- D) to benefit
- E) having benefited

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- A) on
- B) of
- C) in
- D) to
- E) at

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- A) flourish
- B) advocate
- C) prohibit
- D) originate
- E) refrain

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- A) suddenly
- B) internally
- C) insightfully
- D) sequentially
- E) directly

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6. - 7. sorularda, cümleyi uygun şekilde tamamlayan ifadeyi bulunuz.

6. -----, in hopes of preventing students from forming bad habits.

- A) Both the speaker and the other students in class might internalize those erroneous forms
- B) Adult learners should try to speak in order to be understood and sound natural
- C) The taped speech samples students hear in the lab are carefully articulated and highly sanitized
- D) Teachers address spoken errors quickly
- E) Language lessons must involve frequent repetition and correction

7. **Adult learners often felt hampered when instructed through Audiolingualism ----.**

- A) if the memorization of patterns "did not lead to fluent and effective communication in real-life situations"
- B) because the pattern practice and audio-lingual drills were very practical and informative
- C) because the method downplayed the explicit teaching of grammar rules
- D) though the results obtained from classroom practice were disappointing" in several ways
- E) partly as a result of the strong theoretical basis that was supported

9. **One potentially important application of language awareness lies in the use of technology to help improve the pronunciation of adult learners.**

- A) Language awareness can best improve adult learners' pronunciation skills when and systematically carefully integrated with technology.
- B) One of the main uses of language awareness is in teaching pronunciation to adult advanced learners with technology.
- C) A potential application of language awareness is technology-integrated pronunciation teaching.
- D) Among many implementations of language awareness, an important one is to integrate it with technology in a way to help adult learners to promote pronunciation skills.
- E) There are several ways of integrating language awareness activities with technology, especially to promote speaking skills.

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10. - 11. sorularda, boş bırakılan yere parçanın anlam bütünlüğünü sağlamak için getirilebilecek cümleyi bulunuz.

8. - 9. sorularda, verilen cümleye anlamca en yakın cümleyi bulunuz.

8. **Given the diversity of the adult EFL population, these learners clearly have varying needs for English language use.**

- A) All adult EFL learners need to use a foreign language, but some may have other purposes in learning another language.
- B) The various characteristics that adults EFL learners have inevitably create diverse needs for language use.
- C) What makes adult EFL learners so diverse is that they have varying needs for learning other languages.
- D) All adult EFL learners share similar characteristics but they differ in what they need to learn and how they will use it.
- E) One of the needs of adult EFL learners is to be able to use language clearly though some others have other motives.

10. ----. It was thought that providing students with the phonemes, morphemes, words, and grammar patterns would help students eventually put them all together and communicate. In the 1970s and 1980s, however, language teaching in the United States underwent a significant shift in focus, influenced by developments in linguistics and pedagogy from Canada, Australia, and the United Kingdom, by sociolinguistic research in the United States and elsewhere, and by the social pressures of refugees and immigrants resettling from Southeast Asia, Latin American, Africa, and Eastern Europe.

- A) Speaking requires that learners know how to produce specific points of language such as grammar, pronunciation, or vocabulary. and the use of language
- B) Being communicatively competent "requires an understanding of sociocultural contexts of language use"
- C) For many years, teaching language was viewed as developing linguistic competence
- D) Communicative competence includes sociolinguistic competence, or the ability to use language appropriately in various contexts
- E) In the mid-1970s the notion of linguistic competence came to be viewed as part of the broader construct of communicative competence

11. Spoken language and written language differ in many important ways. Spoken language is received auditorially, whereas written language is received visually. As a result, the spoken message is temporary and its reception by the learner is usually immediate. In contrast, written language is permanent, and reception by the learner typically occurs shortly after the text was generated or even centuries later. ----- However, it is punctuation marks and type fonts that convey such information in writing.

- A) Speaking English can be particularly difficult because, unlike reading or writing, speaking happens in "real time"
- B) Language generated by the learner in speech or writing is productive, and language directed at the learner in reading or listening is receptive
- C) Meaning in spoken language is conveyed in part through the supra-segmental phonemes including rhythm, stress, and intonation
- D) Speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information"
- E) It consists of producing systematic verbal utterances to convey meaning

12. - 13. sorularda, karşılıklı konuşmanın boş bırakılan kısmını tamamlayabilecek ifadeyi bulunuz.

12. Jack:

- How was the in-service teacher training you attended last month?

Rose:

- It was very practical and enjoyable. We did some hands-on activities.

Jack:

- -----

Rose:

- I am not sure how long the impact will survive and whether I can do so in my classroom.

- A) You must have liked it because as far as I know you like practical trainings.
- B) Does that mean that you took home several good ideas you can implement in your classroom?
- C) That is wonderful. Only trainings that use such a methodology can change teachers' beliefs and practices.
- D) Have you thought of what you really learnt from the training?
- E) Such trainings are always helpful for teachers. They are motivating and informative, I guess.

13. Harry:

- Have you used that newly selected course book called "Skills" before?

Sally:

- No, this will be the first time, but I heard that it might present difficulty for learners.

Harry:

- -----

Sally:

- The contrasting views must be because of the diversities of students' levels in different contexts.

- A) How did you overcome such difficulties? I can at least know some tested strategies in advance and have an action plan.
- B) Yes, I know. The difficulty might be related to the language used in the book which is very idiomatic which requires memorizing.
- C) Why do you think so? It looks very nice and there are many good topics students will like doing.
- D) Most of my colleagues say the same thing. Actually I realized this when I evaluated it seriously and did not want to select it, but this was the option that time.
- E) Really? I heard the opposite. One of my colleagues who had used it for years said that the activities and tasks were tuned to the exact levels of proficiency.

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14. - 15. sorularda, cümleler sırasıyla okunduğunda parçanın anlam bütünlüğünü bozan cümleyi bulunuz.

14. (I) Vocabulary learning strategies play an important role in vocabulary learning. (II) Mere exposure during reading does not guarantee a rapid vocabulary growth. (III) Vocabulary learning strategies activate explicit learning that entails many aspects, such as making conscious efforts to notice new lexical items, selective attending, context-based inferring and storing into long-term memory. (IV) However, the influence of other factors that account for individual learner differences should not be neglected. (V) These include the affective ones (motivation, attitudes towards vocabulary learning, fear of failure) or the language learning aptitude,
- A) I      B) II      C) III      D) IV      E) V

15. (I) Low-frequency lexical items occur more frequently in written than in spoken language. (II) An important source of vocabulary in L2 learning is a wide range of contexts. (III) Learners can learn lexical items if they are exposed to sufficient amounts of comprehensible input. (IV) As has already been stated, the role of the context in initial stages of learning is limited, but its significance grows as the learner's knowledge expands. (V) An ideal source for learning L2 vocabulary from context is therefore reading.

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

**16. – 19. soruları, aşağıdaki parçaya göre cevaplayınız.**

Beginners do not have enough linguistic knowledge, so they have to make deliberate attempts at learning lexical items often connected to a synonym, definition, translation into L1, or an illustration. A significant amount of vocabulary can be successfully learnt through the often criticized rote learning. Still, vocabulary acquisition is not merely a mental collection of individual lexical items with a 1:1 correspondence to L1 lexical items. As has already been mentioned, familiarity with a lexical item includes more than knowing its semantic aspect. Vocabulary learning is the acquisition of memorized sequences of lexical items that serve as a pattern on the basis of which the learner creates new sequences. The main task is to discover the patterns in the language, starting from phonological categories, phonotactic sequences, and morphemes, to collocations and lexical phrases, and their analysis into meaningful units or chunks. This implies that language production is based on assembling ready-made chunks suitable for particular situations, and that language comprehension relies on the ability to predict the pattern that will appear in a given situation. Although it might appear illogical at first sight, it is the ability to use conventionalized and predictable language sequences that brings an L2 learner closer to the native speaker.

16. According to the passage, at the very early stages of language learning -----.

- A) learners do not need to learn so many vocabularies, but rather they need to promote their reading skill  
 B) learners may seem reluctant to build up lexical knowledge incrementally  
 C) learners can learn vocabulary incidentally when they encounter in reading materials  
 D) it is hard to learn vocabulary with conscious efforts  
 E) vocabulary can be learnt explicitly through rote learning

17. According to the passage, the author -----.

- A) recommends discovering the patterns in the language, starting from smallest units, to larger constituents  
 B) does favor rote learning at later stages of vocabulary learning as an effective strategy  
 C) sees vocabulary learning only as a mental collection of isolated lexical items  
 D) advocates the learning of the meaning of the words in L1 strongly for all levels of students  
 E) criticizes how beginners learn new vocabulary and describes how they should be learning

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18. According to the passage, though using idiomatic expressions is not found logical, -----.

- A) learners have difficulty learning and using them appropriately  
 B) there are few linguists who suggest it as a way of learning vocabulary  
 C) many students fail to develop a good amount of vocabulary  
 D) it is actually these lexical items that make one's use of language natively like  
 E) memorizing seems to be the best alternative to rote learning

19. According to the passage, production of language -----.

- A) depends on how vocabulary knowledge was developed at the initial stages  
 B) is directly related to the learning process of vocabulary  
 C) requires using the idiomatic chunks appropriately in various contexts  
 D) is similar to the comprehension of language  
 E) is impossible unless language patterns are acquired from early stages on

20. ----- is a verb which can be used both transitively and intransitively with the same meaning as in *He boiled a kettle of water. The kettle boiled.*

- A) Transitive verb
- B) Causative verb
- C) Passive verb
- D) Ergative verb
- E) Ditransitive verb

21. ----- are expressions speakers use to create a delay or hesitation during conversation, enabling them to carry on the conversation during times of difficulty, e.g. "well", "I mean", "Actually", "You know", "Let me think".

- A) Fillers
- B) Conjunctions
- C) Phrasal
- D) Connectors
- E) Proverbs

22. In English, ----- are words or phrases used with a noun to show number and amount. Some are many, few, little, several, much, a lot of, plenty of, a piece of, a loaf of, three kilograms of, etc.

- A) Numerals
- B) Articles
- C) Adjectives
- D) Determiners
- E) Quantifiers

23. Mood -----.

- A) involves use of auxiliary words such as can, may, and might in English
- B) is a term used to show whether the activity is ongoing or completed
- C) denotes verbs and activities
- D) shows the time of the actions
- E) is relevant to the verb in terms of transitivity

24. ----- is a word which is used with a noun, and which shows whether the noun refers to something definite or something indefinite.

- A) Phrase
- B) Article
- C) Constituent
- D) Stem
- E) Root

25. ----- are forms which can serve as replacements for different elements in a sentence. For example, so in the following dialogue is such a form.

A: I hope you can come.  
B: I hope so.

- A) Pro-forms
- B) Elliptical forms
- C) Infinite forms
- D) Referential forms
- E) Conjunctions

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26. Which of the following is NOT true about sign languages?

- A) They are governed by universal properties.
- B) They are composed of morphemes.
- C) The form-meaning relations are arbitrary.
- D) They are dependent on human languages.
- E) They are evidences of language innateness.

27. ---- constructs the logical problem of language learning. With so much flawed input and so limited correct input, how can a child gain the ability to construct infinite set of grammatically correct sentences or judge the grammaticality of sentences?

- A) Fossilization
- B) Interlanguage
- C) Language Acquisition Device
- D) Poverty of stimulus
- E) Interference

28. ---- denote concepts such as objects, actions, attributes, and ideas. They have a semantic value when they are used alone. They are sometimes called "the open class words" because we can and regularly do add new words to these classes.

- A) Chunks
- B) Content words
- C) Diction
- D) Function words
- E) Mental lexicon

29. Sometimes a word is used instead of another in order to eliminate the negativity, offensiveness or the rudeness of it. For example, when somebody dies, it is said that s/he is gone or s/he passed away. This is called ----.

- A) juxtaposition
- B) entailment
- C) antonym
- D) synonymy
- E) euphemism

30. Which of the following is NOT an example of minimal pairs?

- A) vet-wet
- B) though-tough
- C) cat- mat
- D) thigh-thy
- E) hat-had

31. ---- is the grammatical and lexical links within a text or sentence that holds a text together and gives it meaning.

- A) Cohesion
- B) Metaphor
- C) Deep meaning
- D) Ambiguity
- E) Function words

32. ---- put forward by Grice describes how people interact with one another. Listeners and speakers must speak cooperatively and mutually accept one another to be understood in a particular way. It describes how effective communication in conversation is achieved in common social situations.

- A) The cooperative principle
- B) Theory of UG
- C) Critical period hypothesis
- D) Speech Act Theory
- E) Interlanguage

33. Which branch of linguistics studies language-related issues applied in everyday life, notably language policies, planning, and education?

- A) Corpus linguistics
- B) Cognitive linguistics
- C) Generative linguistics
- D) Applied linguistics
- E) Discourse analysis

34. Communicative language teaching suggests that grammatical structure might better be subsumed under various functional categories. ---- of the language is a part of communicative competence. A great deal of use of real-life situations is implied in this approach. The language teaching materials should be as ---- as possible and they shouldn't present too much artificial grading of language.

- A) Correct usage / real
- B) Accurate use / comprehensible
- C) Functions / accurate
- D) Appropriate use / authentic
- E) Conveying meaning / repetitive

35. Learners have their own preferred way of learning depending their cultural and educational background and personalities. Language researchers have categorized the various learner characteristics. For example, ---- are the learners who prefer to learn about language rather than language to use it. They also tend to be dependent on the authority figures and comfortable to engage in non-communicative activities.

- A) conformists
- B) communicative learners
- C) analytic learners
- D) reflective learners
- E) convergers

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36. Which of the followings is NOT one of the principles to follow in building vocabulary knowledge of learners in second and foreign language learning and teaching?

- A) Words need to be chosen from the high-frequency vocabulary.
- B) New language items should be taught with previously learnt vocabulary in various types of activities.
- C) Every word should be presented through meaning-focused input in order to clarify and reinforce the meaning.
- D) New words need to be recycled for several times for sustained learning and consolidation.
- E) Every unknown word is expected to be learnt by students in order to understand any passages they read.

37. In Suggestopedia, students can learn not only through direct instruction and being provided linguistic input, but also by means of the conditions creating comfortable and anxiety-free classroom atmosphere for learning to take place. The former refers to the conscious phase of learning and the latter is defined as the subconscious one.

**Which of the following is described above?**

- A) Infantilization learning
- B) Double-planedness theory
- C) Peripheral learning
- D) Desuggestion
- E) Suggestion

38. In this method, students are encouraged to utter what they would like to say to the group in the first language only to the teacher. Then, the teacher translates these ideas back to the student in the foreign language in phrases of five or six words. The students turn to the group and present their ideas in the target language. The teacher helps the students if they mispronounce or hesitate on a word or phrase. The productions of the students are recorded and transcribed later to become the course material.

**Which method is mentioned above?**

- A) Suggestopedia
- B) Community Language Learning
- C) Silent Way
- D) Grammar translation method
- E) Direct Method

39. In developing listening skills, teaching materials can be given a learner-centered dimension by getting learners involved in the process of language learning in making active contributions to the learning.

**Which of the followings can NOT help achieve the above mentioned situation?**

- A) Making instructional goals explicit to learners
- B) Giving learners opportunities that help them relate their previous experiences to the content learnt in the lesson
- C) Giving learners a degree of choice and let them have say in the course
- D) Encouraging learners to develop a reflective attitude to learning and developing skills in self-monitoring
- E) Following the types and sequence of the tasks from the course-book and covering the content determined in the curriculum

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40. ---- are activities or assessment tools which are composed of a text with certain words taken out, in which learners are asked to replace the missing words.

- A) Transformation drills
- B) Cloze- tests
- C) Fill in the blank exercises
- D) Dictogloss questions
- E) Multiple choice questions



41. **The Student:** I'm going to buy some gifts for my relatives from England when I will come back to Turkey.

**The Teachers:** So you are going to bring presents when you come back here?

**The Student:** Yes, when I will come back, I am going to give you one of the gifts.

**In the above interaction between the student and the teacher, the student's utterance is an example of ----.**

- A) error
- B) slip of tongue
- C) mistake
- D) overgeneralization
- E) fault

43. **Knowing a vocabulary item requires to learn certain aspects of it.**

Which of the followings is NOT expected to be learnt by a child?

- A) orthographic knowledge
- B) pronunciation
- C) use
- D) conceptual knowledge
- E) parts of speech

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44. **Thomas More, Christopher Marlowe, John Webster are among the authors of ----.**

- A) Middle English Period
- B) The Renaissance Period
- C) The Enlightenment Period
- D) Romantic Period
- E) Victorian Period

42. Cognitive strategies are the ones that operate directly on the information to be learned, manipulating it in ways that enhance and promotes language learning.

**Which of the followings are categorized as cognitive strategies?**

- A) self-management / problem identification / memorizing
- B) grouping / note taking / recombination
- C) selective attention / self-talk / repetition
- D) deduction / self-evaluating / cooperating
- E) imagery / translation / delayed production

45. ---- can be defined as connected sequence of events in a literary work. It consists of the episodes in a narrative or dramatic work-that is what happens or the particular arrangement of these episodes.

- A) Narration
- B) Rising action
- C) Plot
- D) Climax
- E) Paradox

46. Which one is one of the characteristics of the Enlightenment Period?

- A) Woman playwrights had a deep effect on the society.
- B) The society highly focused on religious dogmas.
- C) Reason became the main issue for most authors.
- D) Works in this period dominantly had humorous elements.
- E) Poetic language lost its popularity among authors.

47. What was the effect of William Caxton on English Literature?

- A) He published the first book.
- B) He wrote the first novel.
- C) He wrote ballads.
- D) He wrote different from his age.
- E) He used new literary devices.

48. ---- is a light dramatic work in which highly improbable plot situations, exaggerated characters, and often slapstick elements are used for humorous effect.

- A) Musical
- B) Farce
- C) Tragedy
- D) Melodrama
- E) Ballad

49. "I'm a lean dog, a keen dog, a wild dog, and lone;  
I'm a rough dog, a tough dog, hunting on my own"

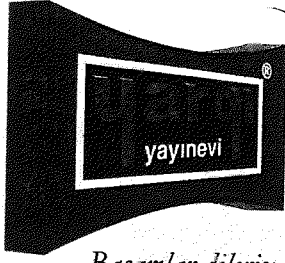
What is the poetic device used in these lines?

- A) Alliteration
- B) Metaphor
- C) Simile
- D) Oxymoron
- E) Pun

50. Postmodern literature is literature characterized by heavy reliance on techniques like fragmentation, paradox, and questionable narrators, and is often (though not exclusively) defined as a style or trend which emerged in the post-World War II era.

According to the information provided, which of the following is NOT true about postmodern works of literature?

- A) It uses old language for literary purposes.
- B) It requires more sophisticated readers.
- C) It carried the effects of war time.
- D) It has a heavy language for comprehension.
- E) There are unreliable narrators.



Başarılar dileriz...



# ÖABT

ÖĞRETMENLİK ALAN BİLGİSİ TESTİ

## İNGİLİZCE

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1. the sequence in which  
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2. in order for ... to .  
CEVAP: D
3. at convenient times  
CEVAP: E
4. prohibit EFL learners from enrolling: birinin bir şey yapmasını yasaklamak  
Originate from: den gelmek, ortaya çıkmak  
Refrain from: den kaçınmak  
Flourish: gelişmek, zenginleşmek  
Advocate: savunmak  
CEVAP: C
5. directly related is a collocation  
CEVAP: E
6. The meaning can be interpreted as "Teachers hope to prevent students from forming bad habits, so they correct spoken errors quickly."  
CEVAP: D
7. "felt hampered" (felt disadvantaged), because Audiolingualism does not highlight explicit grammar.  
CEVAP: C
8. Analyze the rewriting strategy.  
Given the **diversity of the adult EFL population**, these learners **clearly** have **varying needs** for English language use.  
The **various characteristics that adults EFL learners** have **inevitably** create **diverse needs** for language use  
CEVAP: B
9. Analyze the rewriting strategy.  
One **potentially important application** of language awareness lies in the **use of technology** to help improve the pronunciation of adult learners.  
Among **many implementations** of language awareness, an **important** one is to **integrate it with** technology in a way to help adult learners to promote pronunciation skills  
CEVAP: D
10. The third sentence following the gap shifts the time, which should contrast with the sentences preceding it. "**For many years**" is in contrast with "**In the 1970s and 1980s, however**"  
For many years, teaching language was viewed as developing linguistic competence  
CEVAP: C
11. The paragraph compares spoken and writing skills. In the gap there should be a sentence that contrasts with the following sentence about writing in terms of mechanics. What is achieved with mechanics in writing can be with rhythm, stress, and intonation in speaking.  
CEVAP: C
12. What Rose says to Jack implies that Jack asked a question about the effect of the trainings. B includes such an implicit question.  
CEVAP: B

13. Sally says in the last turn mentions contrasting views. This means they know different things. E suggests such a disagreement.

CEVAP: E

14. Analyze the flow of information.

(I) **Vocabulary learning strategies** play an important role in vocabulary learning.

(II) *Mere exposure during reading* does not guarantee a rapid vocabulary growth.

(III) **Vocabulary learning strategies** activate explicit learning that entails many aspects, such as *making conscious efforts to notice new lexical items, selective attending, context-based inferring and storing into long-term memory.*

(IV) However, the influence of **other factors** that account for individual learner differences should not be neglected.

(V) **These** include the **affective ones** (motivation, attitudes towards vocabulary learning, fear of failure) or the language learning aptitude

CEVAP: B

15. Answer A. Analyze the flow of information.

(I) *Low-frequency lexical items* occur more frequently in written than in spoken language.

(II) **An important source** of vocabulary in L2 learning is a wide range of contexts.

(III) Learners can learn lexical items if they are exposed to **sufficient amounts of comprehensible input.**

(IV) As has already been stated, **the role of the context** in initial stages of learning is limited, but its significance grows as the learner's knowledge expands.

(V) **An ideal source** for learning L2 vocabulary from context is therefore reading.

CEVAP: A

16. Beginners do not have enough linguistic knowledge, so they have to make deliberate attempts at learning lexical items often connected to a synonym, definition, translation into L1, or an illustration. A significant amount of vocabulary can be **successfully learnt through the often criticized rote learning.**

CEVAP: E

17. Analyze the extract from the paragraph that is in line with stem A.

The main task is to ***discover the patterns in the language, starting from phonological categories, phonotactic sequences, and morphemes, to collocations and lexical phrases, and their analysis into meaningful units or chunks.***

recommends discovering the patterns in the language, *starting from smallest units, to larger constituents*

CEVAP: A

18. Although it might appear illogical at first sight, it is the ability to use **conventionalized and predictable** language sequences that brings an L2 learner **closer to the native speaker.**

though using **idiomatic** expressions is not found logical it is actually these lexical items that make one's use of **language nativelike**

CEVAP: D

19. This implies that language production is based on assembling **ready-made chunks suitable for particular situations**

production of language requires using the ***idiomatic chunks appropriately in various contexts***

CEVAP: C

20. Ergative verbs are verbs that are also used like passive forms without any syntactic requirement in the sentence. For example, when it is said "the door opened" the meaning is passive but there is no explicit passive form as in *was opened.*

CEVAP: D

21. well", "I mean", "Actually", "You know", "Let me think are **fillers** that are used to take some time to think or draw the attention of the listener.

CEVAP: A

22. These words are all related to quantification, so they are called quantifiers.

CEVAP: E

23. Mood is indicated by the use of modals in English.

CEVAP: A

24. Remember that there are mainly two types of articles; definite or indefinite.

CEVAP: B

25. So substitutes for the clause (you can come) mentioned by the other speaker. These are generally called pro-forms as they are used instead of lexical, phrasal or clausal forms mentioned.

CEVAP: A

26. Sign languages are important study areas for linguists because they provide support for innateness. They are very similar to spoken languages. They are creative and governed by universal properties. They have arbitrariness and morphological and syntactic structures. However, they are not dependent on human language.

CEVAP: D

27. Fossilization means incorrect learning experiences which cannot be undone. Interlanguage grammars are the rules learner construct while learning an L2. LAD is (according to UG) the black box in human brain. This black box is responsible for language acquisition. Interference is generally regarded as negative transfer from L1 to L2. Poverty of stimulus constructs the logical problem of language acquisition. How can a child construct the grammar system of a language despite the "noisy" data around? That is, the answer is D.

CEVAP: D

28. Chunks are parts of language generally used in memorization activities. Diction is the choice of lexical items in speech. Mental lexicon is an abstract dictionary in our minds.

Function words are closed class words which carry grammatical meaning. Content words are open class words which have semantic meanings on their own. Therefore the answer is B.

CEVAP: B

29. Antonym is two words' having opposite meanings. Synonymy is having similar meanings. Juxtaposition is using two antonyms together in a sentence (e.g: deafening silence). Euphemism is, as described in the question stem, making a word sound nice. Therefore the answer is E.

CEVAP: E

30. Minimal pairs are two words with only one sound difference. This sound difference causes a meaning difference as well because minimal pairs show us that these sounds are not allophones of the same phoneme but two different allophones. When we check how these words are pronounced we see that only though \ʊthō\ and tough \ʊtəf\ are not minimal pairs. Thus, the answer is B.

CEVAP: B

31. Cohesion is a discourse terminology which means the linkers and language of the text providing it with unity. A metaphor is a figure of speech that describes a subject by asserting that it is, on some point of comparison, the same as another otherwise unrelated object. Deep meaning refers to the second meaning which can be inferred different from the surface meaning. The answer is A.

CEVAP: A

32. Gricean Maxims are the prescriptive statements about how a smooth conversation takes place. In order for a conversation to flow smoothly, people should obey these maxims. This idea is called "the cooperative principle". Theory of UG is a cognitive approach to language acquisition and does not have a sociolinguistic viewpoint. Critical period hypothesis and Interlanguage Theory are again cognitively based approaches to language acquisition. Speech Act Theory is about conversations but it focuses on acts done by speech. Namely, how language affects the worlds of speaker and hearer is the core concern of speech act theory.

CEVAP: D

33. Corpus linguistics is the study of language as expressed in Samples (corpora) of "real world" text. Cognitive linguistics (CL) refers to the branch of linguistics that interprets language in terms of the concepts, sometimes universal, sometimes specific to a particular tongue, which underlie its forms. Generative linguistics is a school of thought within linguistics that makes use of the concept of a generative grammar. The term "generative grammar" is used in different ways by different people, and the term "generative linguistics" therefore has a range of different,

though overlapping, and meanings. Applied linguistics is an interdisciplinary field. Applied linguistics studies language planning and policy etc. Discourse analysis (DA), or discourse studies, is a general term for a number of approaches to analyzing written, vocal, or sign language use or any significant semiotic event. As the stem of the question suggests the answer is D.

CEVAP: D

34. The correct answer is D. Communicative language teaching (CLT), or the communicative approach, emphasizes interaction as both the means and the ultimate goal of study. CLT makes use of real-life situations and authentic materials that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Appropriacy is a key concept in this approach, because the use of appropriate forms to carry out functions in the language and negotiate the meaning during the particular context where the interaction takes place is aimed to be developed as an important component of communicative competence.

CEVAP: D

36. The correct answer is E. While teaching new words to students in second or foreign language learning, sight vocabulary/ high-frequency words are selected to teach and their meanings are conveyed through the use of meaningful context, which is called semantization. In order to ensure that students have learnt the new words, teachers need to recycle them for at least six times by combining them with newly learnt lexical items in various types of vocabulary practices. However, while reading a passage, students do not have to know every words used in it in order to completely understand it because sometimes it is possible to guess the meaning of the words out of the context or the schemata of the learners enable them to get the gist of the text.

CEVAP: E

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35. The correct answer is A. Conformists prefer to learn about language rather than language to use it communicatively. They tend to be dependent on the teachers and they are more comfortable with non-communicative activities.

Communicative Learners are language use oriented. They are interested in social interaction with other speakers of the language rather than the analysis of the language. They are happy to work without the guidance of the teacher.

Analytic learners tend to gain understanding in linear steps, with each step following logically from the previous one.

Reflective Learners, however, prefer to think about it quietly first when they are nominated to respond a question. As a result, they tend not to make so many mistakes because they take time in formulating what they want to say.

Finally, convergers are the types of learners who avoid group works, they are independent and confident in their own abilities; and they are selective and pragmatic in language learning process.

CEVAP: A

37. The correct answer is B. Suggestopedia, places utmost importance to the learning environment for maximum learning to occur and tap into the more of students' mental potential to learn, in order to accelerate the process by which they learn to understand and use the target language for communication. To do this, the input is presented to the students as in the following:

\* FIRST CONCERT: Teacher does a slow, dramatic reading of the dialog synchronized in intonation with classical music. For example, there might be the dramatic reading of a piece of text accompanied by classical music in a foreign language course. In the meantime, students follow the teacher from the transcriptions of the passage where there is both translation and the target language version of the text.

Through this type of presentation; namely, making use of linguistic input and direct instruction to teach the language and using soft music to comfort the students states of minds, learning occurs at both conscious and subconscious levels, which refers to double-planedness theory.

CEVAP: B

38. The correct answer is B. In a classroom where Community language learning method is applied, students sit in circles and they are dependent at the early stages of language learning. In order to decrease the stress and anxiety level, there is not any pre-planned syllabus at these early stages, so the content arises out of the wishes and interests of the students. They say the sentences in their first language and the teacher translates them in chunks and phrases to the students. These oral productions of the students are recorded during the course, then the students listen to their productions reflectively and transcribe them in order to use it as a course material later on. A typical CLL classroom proceeds as in the following order:

"a conversation in L1-> translation in chunksà recording of the conversationà a transcript with L1 equivalentsà activities based on the conversation"

CEVAP: B

39. The correct answer is E. A challenge for teachers in the listening classroom is to let students have a say over the content choice of the lesson to certain extent, and to personalize content so learners are able to bring something of themselves to the task. This is most likely to motivate students for listening and speaking as well. In order to give a learner-centered dimension to teaching materials during listening courses, the following steps can be taken:

- \* making instructional goals explicit to learners
- \* giving learners opportunities relate their previous experiences to the content learnt in the lesson
- \* giving learners a degree of choice and let them have say in the course
- \* encouraging learner to develop a reflective attitude to learning and developing skills in self-monitoring

In contrast, when the teacher follows and applies the activities from the course-books as in the way they are laid out by the writer and focuses on completing the schedule determined in the curriculum, a learner-centered approach to teaching listening is neglected.

CEVAP: E

40. The correct answer is B. Cloze tests have structure-response format, the goal of which is focus on reading skills integratively. Students are distributed a passage with some words deleted, and they are asked to fill in the blanks with appropriate words. These types of assessment instruments are beneficial and practical to evaluate reading and writing skills, and grammar and vocabulary knowledge of learners.

Dictogloss is an activity type in which the teacher dictates a reading passage and students make notes of the passage in phrases and then use these notes to reformulate the text dictated by the teacher. Thus, it contributes to developing both listening and writing skills and grammar and vocabulary knowledge of the students.

CEVAP: B

41. The correct answer is A. The student's utterance is an error because although the teacher provides the correct version of the grammatical structure through recasting, s/he doesn't notice it so self-correction doesn't take place.

Errors are direct manifestations of a system within a learner is operating, they reflect the competence of learners, which means that they do not know the accurate version or the rule, or partial or wrong learning have taken place. Mistakes, however, are performance errors that either a random guess or a slip of tongue that can be self-corrected because the learners possess the competence or related knowledge.

CEVAP: A

42. The correct answer is B. Learning strategies are described as special ways of processing information that enhance comprehension, learning or retention of the information and they are categorized into three:

1. Metacognitive Strategies: higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity. Examples for metacognitive strategies are advance organizers, directed attention, selective attention, self-management, self-monitoring, delayed production and problem identification.

2. Cognitive strategies: the strategies which operate directly on incoming information, manipulating it in ways that enhance learning. Repetition, resourcing, translation, grouping, note-taking, deduction, recombination, imagery, summarizing, memorizing and contextualization are among the cognitive strategies.
3. Socio/Affective Strategies: strategies that involves either interaction with other people or ideational control over affect and self. Cooperation, question for clarification, self-talk and role play are stated as socio/affective learning strategies.

CEVAP: B

43. The correct answer is E. While building vocabulary knowledge of students in a second or foreign language learning, in order to state that a word is known or learnt by students, it is required to teach the followings:

- \* Receptive knowledge: Understanding the words meaning when it is heard or read
- \* Memory: Recalling the word when it is needed
- \* Conceptual knowledge: knowing the correct meaning
- \* Orthographic knowledge: knowing how to spell the word
- \* Grammatical knowledge: using the word accurately in the sentences
- \* Collocational knowledge: knowing with which words it is commonly used.
- \* Metalinguistic knowledge: knowing which parts of speech it belongs to; namely, grammatical properties
- \* Connotational knowledge: knowing the positive and negative associations
- \* Pragmatic knowledge: knowing the style and register of the word
- \* Cultural Content: the significance of the use in the culture

However, due to the different cognitive and socio-affective developmental features of the learners with different age groups, metalinguistic/parts of speech, pragmatic knowledge and cultural content of the words are not expected to be known by young learners.

CEVAP: E

44. The answer is B. All these writers wrote in the 15th & 16th century England which is referred to as The Renaissance Period.

CEVAP: B

45. The answer is C. Narration is a type of writing. It is different from plot in that plot is the sequence of events while narration is only the style. Rising action and climax are the components of classical drama meaning the development of events and the moment of highest tension respectively. Paradox is wordplay with antonym words.

CEVAP: C

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46. The answer is C. The Age of Enlightenment (or simply the Enlightenment or Age of Reason) was a cultural movement of intellectuals in the 17th and 18th centuries, whose purpose was to reform society using reason, challenge ideas grounded in tradition and faith, and advance knowledge through the scientific method. It promoted scientific thought, skepticism and intellectual interchange and opposed superstition, intolerance and some abuses of power by the church and the state.

CEVAP: C

47. The answer is A. William Caxton is important for British literary history as well as English history in general because he was the first man to bring and use printing press. This can be considered a basic revolution in social as well as literary world.

CEVAP: A



48. The answer is B. Farce is a sub-category of comedy, characterized by greatly exaggerated characters and situations. Tragedy is one of the oldest forms of drama; however, its meaning has changed since the earliest days of staged plays. In ancient times, a tragedy was often an historical drama featuring the downfall of a great man. In modern theater, the definition is a bit looser. Tragedy usually involves serious subject matter and the death of one or more main characters. These plays rarely have a happy ending. Melodrama is another type of exaggerated drama. As in farce, the characters tend to be simplified and one-dimensional. The formulaic storyline of the classic melodrama typically involves a villain a heroine, and a hero who must rescue the heroine from the villain.

CEVAP: B

49. The answer is A. All the other options, metaphor, simile, oxymoron and pun are meaning devices while alliteration is a sound device. The words "lean", "keen" etc. cause a sound similarity with their preceding and following sounds. This is called alliteration.

CEVAP: A

50. The answer is A. Although the inference about heavy language is mentioned in the text, old language use as its cause cannot be inferred. There is a heavy language requiring heavy language. Not only language but also unreliable narrators and other literary devices made the works heavier.

CEVAP: A

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