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- I. Presentation
II. Practice
III. Production
IV. Accurate reproduction

In which stage of a grammar lesson a teacher gives information on form, meaning, pronunciation and of a specific language item?

- Only I
- Only II
- Only IV
- II and IV
- I, II and III

- T: Now, I want you to stand up, move around the class and ask your friends' preferences about language learning strategies.

Which organization technique does the above teacher use in his/her grammar lesson?

- Individual work
- Mingling
- Pair work
- Small group
- Plenary

- T: Now, I want you to work in pairs. One of you is A, the other Student A has four pictures on the cards. Student B has only one. I want Student B to describe the picture and Student A to find out the correct picture. Then, we'll change the roles.

Which type of task is the above teacher trying to set up?

- Substitution drill
- Brainstorming
- Mind map
- Information gap
- Role Play

- T: OK. Look at the picture, please. This is Ali.
What's he doing?
S: ...
T: Great. Who is with him?
S: ...
T: What's she doing?
S: ...
T: Good.

Which teaching technique is the above teacher using?

- Brainstorming
- Brainstorming
- Monitoring
- Feedback
- Scaffolding

- I prefer wandering around the class while my students are working on a task (in) small groups. I listen to them; take some mental notes related to their common errors while completing the task. Also, I'm always available in the classroom when they need me.

Which procedure does the above teacher employ in his/her class?

- Brainstorming
- Scaffolding
- Monitoring
- Eliciting
- Feedback

- I am sometimes skeptical about using ready-made pictures and photographs. So, I prefer drawing my own pictures to use in my grammar lessons when I'm teaching a new language point. My students adore my pictures.

Which teaching aid does the above teacher use in his/her classes?

- Real object
- Cue card
- Mind map
- Timeline
- Flashcard

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7. Which of the following is true about the relationship between grammar and other components of language?

- A) Grammar is needed when contextual information is missing.
- B) Context can be set only with the help of grammar.
- C) Vocabulary cannot communicate meaning, but grammar can.
- D) Grammar is the sentence-level representation of languages.
- E) Naturally occurring speech never breaks the rules of grammar.

8. The exam will end in two hours.
The exam ended two hours ago.

The difference between the meanings of the two sentences above is a depiction of the

- A) reliance of the learners on contextual clues
- B) interpersonal function of the language
- C) resourcefulness of the language learners
- D) vocabulary knowledge of the language learners
- E) representational function of the language

9. Which of the following is a grammatical resource to convey interpersonal meaning?

- A) Form
- B) Tense
- C) Aspect
- D) Modality
- E) Lexis

10. Jack : Do you have a watch? (asks his classmate passing by)
Jane : Yes, I do. (keeps walking)
Jack : (muttering) I wish you were smarter!

What is the problem with the above conversation?

- A) Jane didn't get the grammar of the question correctly.
- B) Jane didn't understand the function of the question.
- C) Jack didn't use the correct means to ask a question.
- D) Jack tried to use the representational meaning of language.
- E) Jane wanted to use the interpersonal function of language.

11. Which of the following is not true about spoken vs. written grammar?

- A) The use of neutral English should be used as a good language model.
- B) A strong bias towards the use of spoken mode of language should be avoided.
- C) Spoken grammar consists of many idiomatic expressions.
- D) Traditional grammar coursebooks mainly include spoken grammar.
- E) Written grammar makes use of more syntactically complex structures.

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12. I. It gives information about what will be covered in the lesson.
 II. It gives information about the possible order of the language points to be covered.
 III. It is the basis for determining the complexity of the language items.

Which of the above statements are true about the syllabus of a grammar lesson?

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

13. I. Teachability
 II. Learnability
 III. Complexity

Which of the above criterion/criteria is/are used to order the selected items in a grammar syllabus?

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

14. a. Introducing yourself
 b. Describing your room

 f. Apologizing

 k. Refusing an offer

What kind of a syllabus does the above example represent?

- A) Task-based
 B) Genre-based
 C) Form-based
 D) Functional
 E) Topic-based

15. **You must never split an infinitive. (A traditional grammarian's dictation)**

What sort of a grammatical rule does the above statement represent?

- A) Prescriptive
 B) Descriptive
 C) Pedagogic
 D) Corporal
 E) Functional

16. Student : I said "I don't want to lose time here." Then he said "I don't either". I said, "So, let's go". He said, "OK". Then I said, "This way".

Teacher : Ok, but why don't you use the reported speech in your statements?

Student : Well, I kinda don't remember...the way we do it, you know.

Which of the following arguments accounts for the extract above?

- A) The sentence-machine argument
 B) The fossilization argument
 C) The advance-organizer argument
 D) The fine-tuning argument
 E) The discrete-item argument

17. According to, the grammar instruction a learner takes can be recaptured by the learner in situations in which s/he may need to use the language for communication. The rules become familiar to the learner when he hears or uses the grammatical aspects of that language.

- A) the rule-of-law argument
 B) the fossilization argument
 C) the fine-tuning argument
 D) the sentence-machine argument
 E) the advance-organizer argument

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18. Ayşe has been learning English at a private college in Ankara. Her family sends her to London for a two-week program to develop her English. On her arrival at the airport, she could not express herself to ask for the direction to the nearest subway station.

Which of the following arguments, which is against teaching grammar, is exemplified in the extract above?

- A) The natural order argument
- B) The learner expectations argument
- C) The lexical chunks argument
- D) The knowledge-how argument
- E) The acquisition argument

19. According to the communication argument, teaching the rules of grammar is just a waste of time because grammar can be acquired when students are engaged in communicative tasks to complete. The aim of language teaching is to make students communicatively competent in the language, and within this aim, is only one of the four components of communicative competence.

- A) mindfully / CLT
- B) functionally / the Communicative Approach
- C) unconsciously / grammatical knowledge
- D) communicatively / a communicative activity
- E) experientially / the deep-end approach

20. A 'lexical approach' to language teaching considers the idea that

- A) language can be learned through chunks rather than rules
- B) there is a natural order in acquisition
- C) all learners prefer learning lexical chunk
- D) rules cannot be taught using certain formulaic expressions
- E) learners' expectations are best met within this approach

21. I. Audiolingualism/Direct Method
II. Shallow-end CLT
III. Grammar-Translation Method
IV. Natural Approach/Deep-end CLT

Which of the following represents the correct sequence of the language teaching methods above as ranked from the heavy-emphasis grammar to zero grammar?

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

22. Which of the following is true about shallow-end Communicative Language teaching?

- A) Focus-on-form is highly emphasized.
- B) Grammar rules can be given explicitly.
- C) Functional language is totally rejected.
- D) It is the basis for task-based learning.
- E) There is a natural acquisition process.

23. Which of the following is true about the views on teaching grammar in recent years?

- A) Explicit grammar teaching has been replaced by consciousness-raising
- B) Covert grammar teaching is emphasized over overt grammar teaching.
- C) Grammar teaching can mean different things to different people.
- D) Noticing language items is an unconscious process.
- E) Accuracy has gained more importance.

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24. Which of the following is not one of the criteria for evaluating grammar presentation and practice activities?
- Time-efficiency and ease to set up
 - Consistency with good learning principles
 - Considering learners' attitudes and expectations
 - Meeting learners' needs and interests
 - Level of raising learners' consciousness
25. Which of the following is true about a deductive grammar lesson?
- It considers the role of cognitive processes in language learning.
 - It strictly follows the principles of communicative language.
 - It can easily address the needs of all types of learners.
 - There is more explanation when compared to other lessons.
 - It employs rather a student-centered approach.
26. Which of the following is not true about a deductive grammar lesson?
- It is teacher-friendly in terms of preparation.
 - It is highly dependent on translation and L1 use.
 - It is time-saving.
 - Rule of form is given before the rule of use.
 - It can fulfill analytic type of learners' expectations.
27. A rule is a good rule unless it
- is related to the learners' existing knowledge
 - is given with more familiar language points
 - presents ambiguity for a learner
 - is easy to be remembered by the learners
 - sets limits for the use of that rule
28. Which of the following is not one of the features of presenting a rule in deductive grammar teaching?
- It is short.
 - It is shown by examples.
 - Students' understanding is checked.
 - It is personalized by the students.
 - Students are kept passive.
29. I. Jack broke the window.
The window was broken by Jack.
II. I heard some noise last night.
I made some noise last night.
III. Ali asked, 'Do you have a pen?'
Ali asked me if I had a pen.
IV. I study English every day.
I am studying English now.
- Which of the above pairs of statements provide an example for 'minimal grammar pairs', which are excessively used in deductive grammar teaching?
- I and II
 - I, II, and IV
 - I, II, and III
 - I, III, and IV
 - I, II, III, and IV
30. Write about Nancy using the prompts.
"Nancy-go-school. She-like-swimming. Her father-work-in a factory. Her mother- no like-housework. They-go-shopping every Saturday...."
- What type of a grammar task is exemplified above?
- Expansion
 - Transformation
 - Ordering
 - Gap-filling
 - Information gap

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31. I may sometimes find myself teaching grammar in the middle of other tasks. For instance, I can start teaching future tense while students are reading a text related to fortune telling and astrology when I feel the need or my students ask for the construction of some language elements.

What is the lesson sequence the above teacher employs in his grammar lessons?

- A) Exploring a task after performing a task
- B) Straight arrows sequencing
- C) Opportunistic teaching
- D) Exploring a topic before performing a task
- E) Task-based learning

32. Which of the following is not a criterion to select an activity to use in the classroom?

- A) Whether it is suitable for the time of the day or not.
- B) Whether it is culturally sensitive or not.
- C) Whether it is appropriate for the classroom conditions or not.
- D) Whether it is communicative or not.
- E) Whether or not it will engage our students well or not.

33. In which stage of a deductive lesson the students are expected to use the target structure to talk about their own lives or the actions of people they know?

- A) Explanation
- B) Elicitation
- C) Immediate creativity
- D) Accurate reproduction
- E) Lead-in

34. Teacher : (Holds up a picture children playing football) Ayşe?
Ayşe : They are playing football.
Teacher : (Great. (holds up a picture of someone watching TV) Ahmet?
Ahmet : He is watching television.
Teacher : Good!

What is the technique the above teacher is using?

- A) Drilling
- B) Repetition
- C) Discovering
- D) Information gap
- E) Consciousness raising

35. Which of the following is true about activities which students research on their own?

- A) Use of search engines must be limited.
- B) Language is more memorable for students.
- C) They promote learning in a faster way.
- D) It's better to conduct them in lower levels.
- E) The students are in a passive role.

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1. Giving an instruction in the class in English first and repeating it in Turkish

- A) always works in multicultural classrooms.
- B) gives the learners self-confidence.
- C) helps students practice the language.
- D) is not useful at all.
- E) is a useful technique.

2. Which of the following instructions helps a student to act as an active learner?

- A) You are great!
- B) Open the door, please.
- C) Ask me if you don't understand.
- D) Think about it later.
- E) Well done!

3. Which age and level group of learners would benefit the most from English teacher's speaking L1 as well as English in the classroom?

- A) Beginners-adults
- B) All groups of learners
- C) Upper levels-young learners
- D) Beginners-young learners
- E) Upper levels-adults

4. I. Demonstrations
II. Hand movements
III. Context
IV. Telling stories

Which of the above can be used to make instructions clear?

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

5. 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) Genre-analysis
- B) Noticing
- C) Dictocomp
- D) Focus on form
- E) Scripted dialogue

6. I. Asking a student to repeat the instruction in L1.
II. Asking a student 'What don't you understand, tell me in Turkish!' after he/she says 'I don't understand!'
III. Repeating the instruction in a slower way without changing any word'
IV. Using hand movements or demonstrations to make the meaning clear.

Which of the above present the good ways to check understanding of an instruction in the classroom?

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

7. I. While working on a complicated task
II. In order to solve a problem in class
III. In order to illustrate life in the US for some cultural instruction
IV. For taking attendance before you start the lesson

In which of the above situations it might be useful to use your own language in the classroom?

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

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8. Which of the following is not one of the criteria for the universally acceptable teacher resource materials?

- A) Being culturally neutral
- B) Being suitable for both adult and young learners
- C) Being non-threatening in the demands
- D) Being suitable for large and small classes equally
- E) Requiring high-level technology

9. In which stage of the language presentation do learners link the new structure to the ones they already know?

- A) Creating a context
- B) Focusing on form
- C) Checking comprehension
- D) Warming-up the class
- E) Practicing meaningfully

10. After introducing the professions, the teacher writes the following speech balloons on the board:

- My mother is a/an _____.
- My father is a/an _____.

In which stage of the language presentation does the teacher do the above?

- A) Creating a context
- B) Lead-in
- C) Warm-up
- D) Pronunciation point
- E) Focus on form

11. After focusing on the form, teacher divides the class into two halves; one half ask questions and the other half answer.

What is the teacher's aim by doing this?

- A) To teach pronunciation
- B) To create a context
- C) To give instruction
- D) To check comprehension
- E) To focus on form

12. Which of the following is not one of the ways to practice intonation?

- A) Asking students to show the fall of the voice with hand movements
- B) Asking students to mark the intonation arrows up or down
- C) Instructing students to clap out the rhythm before saying a sentence
- D) Letting students reflect the rise of the voice physically
- E) Showing the rise of the voice with hand movements

13. I. Pronunciation points
II. Checking comprehension
III. Focus on form
IV. Creating a context

What is the correct order of the steps of a lesson to present a new language item?

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

14. If a rule is not clear enough, it has benefits neither for teachers nor the students.

Which characteristic of a good grammar rule is stated in the above statement?

- A) Clarity
- B) Simplicity
- C) Truth
- D) Relevance
- E) Appropriateness

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15. I don't think that I need to teach the difference between 'should' and 'ought to' while making suggestions. My students will not need them in their lives when I think about their reason to study English.

Which characteristic of a good grammar rule does the teacher above talk about?

- A) Clarity
B) Relevance
C) Appropriateness
D) Simplicity
E) Truth
16. Which of the following does not reflect a reason to use grammar books?
- A) Preparing the test questions and writing options for grammar tests
B) Preparing materials for class teaching
C) Checking the rules that teachers are not sure about
D) Asking students to check the structures for the errors s/he made in the assignment given
E) Telling students to double-check their possible mistakes while writing
17. The systematic study and description of a language that refers to the structure of a language as it is actually used by speakers and writers is called grammar.
- A) formal
B) prescriptive
C) descriptive
D) rule-based
E) pedagogic
18. What kind of an activity is a classroom activity that asks students to write down a list of actions to complete a statement 'Find someone who ...'?
- A) Mini-survey activity
B) Matching activity
C) Comparison task
D) Linking activity
E) Consciousness-raising task

19. Students are first given the rules and then, they are provided with example sentences in

- A) inductive approach to grammar
B) deductive approach to grammar
C) experiential methods of instruction
D) text-based grammar teaching
E) natural language acquisition

20. Which approach to grammar teaching is more similar to natural language acquisition?

- A) Situational language teaching
B) Deductive approach to grammar
C) Text-based grammar teaching
D) Inductive approach to grammar
E) Grammar-Translation

21. Which of the following is not true about an inductive approach to grammar?

- A) It is a time-taking approach for students.
B) Students are more actively involved in learning.
C) Students may overgeneralize some rules.
D) It requires less mental effort.
E) It makes the rules more memorable for students.

22. When students try to discover rule themselves, they are more independent and as a result, they can

- A) have difficulty in remembering the words
B) develop skill of rule application
C) develop less degree of cognitive depth
D) learn more slowly
E) develop learner autonomy

23 - 25. sorular aşağıdaki bilgilere göre cevaplandırılacaktır.

1. Teacher goes towards one of the windows of the classroom after opening the window, says:
"I've opened the window. I've opened the "
 2. Teacher asks a student to open a window. Tell him/her that he must say the sentence as he did:
"I've opened the window. I've opened the "
 3. Teacher asks the same student to open a window again, tells him to be silent and turns to class and says:
"He's opened the window. He's opened the "
 4. Teacher asks to say it altogether.
23. Which method of language teaching is exemplified above?
- A) Audiolingualism
 - B) Community Language Learning
 - C) Direct Method
 - D) Situational Language Teaching
 - E) Communicative Approach
24. What is the aim of the lesson above?
- A) Teaching classroom rules
 - B) Teaching present perfect tense
 - C) Revising classroom objects
 - D) Practicing speaking
 - E) Producing the language
25. The grammar rule is stated in the above extract. In this way, the internalization of the structure is a/an process.
- A) explicitly / conscious
 - B) implicitly / conscious
 - C) explicitly / natural
 - D) explicitly / unconscious
 - E) implicitly / unconscious

26. An inductive approach to grammar might be frustrating for students who
- A) like playing language games
 - B) have similar learning experiences
 - C) have a learning style that doesn't suit this way of learning
 - D) who like problem solving
 - E) are more independent
27. The learners have a rather passive role in approach; however, when a teacher uses approach the students are cognitively more active and more teacher independent.
- A) Inductive / deductive approach
 - B) Direct Method / efficacy
 - C) generative situation/ texts
 - D) discovery learning / a rule-governed system
 - E) TPR / concordance data
28. is the text surrounding the particular word, phrase, sentence, paragraph, etc. under discussion., on the other hand, could include additional information about the nature of the text, the period written, fiction/non-fiction, the age and nationality of the writer, etc.
- A) Co-text / situation
 - B) Co-text / context
 - C) Context / situation
 - D) Situation / context
 - E) Context / culture
29. Which of the following is not one of the sources of texts available to teach grammar?
- A) Authentic sources
 - B) The students
 - C) Tests
 - D) The coursebook
 - E) The teacher

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30. Which of the following is not an example to 'authentic' texts used in teaching grammar?

- A) Concordances
- B) Newspaper articles
- C) Blog comments
- D) Songs
- E) Famous poems

31. Which of the following is true about teaching grammar through texts?

- A) Students can be asked to memorize some texts.
- B) Scripted dialogues can be used as texts.
- C) Use of incomplete texts is welcomed.
- D) Context is inferior to form and meaning.
- E) It is far better than the deductive and inductive approaches.

32. The use of authentic texts

Which of the following is false about text-based grammar teaching?

- A) is always direct and the quickest way to teach any topic
- B) provide real life usage of language
- C) gives vocabulary and skills practice as well as grammar
- D) prepares students for learner autonomy
- E) provides co-textual information

33. Which of the following is an advantage of text-based grammar teaching?

- A) Texts sometimes can be difficult to understand by the learners.
- B) It may not address certain learners who look for faster learning of rules.
- C) Texts provide grammar and vocabulary input and skills practice.
- D) The use of simplified texts may result in a misleading impression.
- E) All learners might not be interested in the text selected.

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. I Provide more examples.
 II Create the context using a picture.
 III Ask the students to find similarities between the examples.
 IV Direct students' attention to the form in the example sentences and elicit the rule.
 V Clarify the rule, if necessary.

What is the correct order of the classroom actions described above in an inductive grammar lessons?

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

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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.

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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

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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-IV-III-V-II
 B) I-III-IV-V-II
 C) I-IV-III-V-II
 D) I-III-IV-V-II
 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.

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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.

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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 Marv 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.

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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.