



T.C. Ölçme, Seçme ve Yerleştirme Merkezi

KAMU PERSONEL SEÇME SINAVI ÖĞRETMENLİK ALAN BİLGİSİ TESTİ

YABANCI DİL (İNGİLİZCE) ÖĞRETMENLİĞİ

5 AĞUSTOS 2018 PAZAR

Bu testlerin her hakkı saklıdır. Hangi amaçla olursa olsun, testlerin tamamının veya bir kısmının Merkezimizin yazılı izni olmadan kopya edilmesi, fotoğrafının çekilmesi, herhangi bir yolla çoğaltılması, yayımlanması ya da kullanılması yasaktır. Bu yasağa uymayanlar gerekli cezai sorumluluğu ve testlerin hazırlanmasındaki mali külfeti peşinen kabullenmiş sayılır.

ÖSYM

ACIKLAMA

1. Bu kitapçıkta Alan Bilgisi ve Alan Eğitimi Testi bulunmaktadır.
2. Bu test için verilen cevaplama süresi **75 dakikadır (1 saat, 15 dakika)**.
3. Bu kitapçıkta testi yer alan her sorunun sadece bir doğru cevabı vardır. Bir soru için birden çok cevap yeri işaretlenmişse o soru yanlış cevaplanmış sayılacaktır.
4. İşaretlediğiniz bir cevabı değiştirmek istediğinizde, silme işlemini çok iyi yapmanız gerektiğini unutmayınız.
5. Bu test puanlanırken doğru cevaplarınızın sayısından yanlış cevaplarınızın sayısının dörtte biri çıkarılacak ve kalan sayı ham puanınız olacaktır.
6. Cevaplamaya istediğiniz sorudan başlayabilirsiniz. Bir soru ile ilgili cevabınızı, cevap kâğıdında o soru için ayrılmış olan yere işaretlemeyi unutmayınız.
7. Sınavda uyulacak diğer kurallar bu kitapçığın arka kapağında belirtilmiştir.

Bu soruların telif hakkı ÖSYM'ye aittir. Sorular ÖSYM'nin yazılı izni olmaksızın kullanılamaz.

Bu testte 50 soru vardır.

1. - 4. sorularda, cümlede boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. Gaining in-depth understanding of the contributions of individual differences in language learning and teaching ---- a significant challenge even for experienced scholars due to the complex, multifaceted and interdisciplinary nature of the field.

- A) constitutes B) surpasses
C) deteriorates D) enlivens
E) restrains

2. ---- designing speaking activities for second or foreign language teaching, it is necessary to recognise the very different functions that speaking performs in daily communication and the different purposes ---- which our students need speaking skills.

- A) In / for B) Over / about
C) By / on D) With / from
E) Through / at

3. Children learn the functions of negation very early; ----, they learn to comment on the disappearance of objects, to refuse a suggestion, or reject an assertion, even at the single word stage.

- A) on the contrary B) otherwise
C) that is D) however
E) instead

4. Although children's sentences during their early years ---- certain function morphemes, they nevertheless appear ---- syntactic rules similar to those in the adult grammar.

- A) could lack / to have involved
B) lacked / to be involving
C) would lack / involving
D) lack / having involved
E) might lack / to involve

5. In which of the following sentences does the verb **correctly** agree with the subject?

- A) Aeronautics are defined as the science or practice of building aircraft.
- B) Darts are one of the most popular games played in British pubs.
- C) The outskirts of the city was occupied by cheap motels.
- D) The news was greeted with astonishment and suspicion.
- E) The scissors that the tailor uses to cut jeans is too sharp.

6. • She asked me if she could sit at the end of our table.
• Could you help me with this math problem?
• You could take a painkiller if your headache gets worse.
• Mozart could play the piano at the age of five.

Which of the following meanings of the modal 'could' is **not** exemplified in the sentences above?

- A) Advice
- B) Ability
- C) Request
- D) Permission
- E) Prediction

7. Thyroid hormone is prescribed by doctors to treat hypothyroidism, but its use for anything other than this is not recommended.

Which of the following grammatical categories **does not** exist in the given sentence?

- A) Possessive adjective
- B) Indefinite pronoun
- C) Quantifier
- D) Demonstrative pronoun
- E) Coordinating conjunction

8. There are some verbs in English that seem to have similar meanings but are used to describe different kinds of actions or situations, which are also known as *false synonyms*. For example, *make* and *do* is one of the most often confused pairs.

In which of the following options is *do* or *make* **wrongly** used?

- A) It is all part of the research I am doing for my dissertation.
- B) We have done great progress in controlling the spread of the disease.
- C) Her dream was to make a decent living.
- D) They made practical suggestions on how to improve the facilities.
- E) Could you do me a favour and pick up Ralph from school today?

Bu soruların telif hakları ÖSYM'ye aittir. Sorular ÖSYM'nin yetkisini kullanılmadan hiçbir kişi, kurum veya kuruluş tarafından kullanılmamalıdır.

9. * I am not knowing the cause of the fire.

Which of the following statements correctly explains why the given sentence is ungrammatical?

- A) The verb *know* is generally used with *wh*-clauses, so the noun clause must be *what caused the fire*.
- B) The sentence reports a past event that has some present relevance, so it requires the perfect progressive aspect – *have not been knowing*.
- C) The sentence lacks time expressions such as *now*, *currently*, and *etc.*, so the progressive aspect cannot be used.
- D) The verb *know* has a stative sense, so it cannot occur in the progressive aspect.
- E) The sentence represents a usual habit, so it must be formed in the present simple tense.

10. Which of the following sentences includes a grammatical error related with the relativizer?

- A) By the late 19th century, printing presses were able to print both sides of a continuous roll of paper, which made the process of creating a magazine more cost-efficient.
- B) According to the International Union for the Conservation of Nature, there are 16,306 species at risk – a figure which of course does not include any unknown species also at risk.
- C) Understanding and explaining the properties which are universal to all languages, as well as those varying across languages, is the fundamental job of a linguist.
- D) Cargo ships offer an alternative way to send a giant amount of products to remote locations which paved roads are scarce or even non-existent.
- E) The air is a mixture of gases, which is to say that it consists of a number of gases that are thoroughly mixed together.

11. A teacher asks his or her students to write an essay on one of the topics below:

- Give information about two schools or universities in terms of their size, class enrollment, course offerings, tuition and location.
- Think of a city from your home country and one from a foreign country. Write about what is alike and what is different about them.

Which of the following essay types is the most appropriate one for students to write?

- A) Argumentative
- B) Narrative
- C) Compare and Contrast
- D) Cause and Effect
- E) Process

12. Which of the following is not suggested during prewriting stage?

- A) Students group their ideas logically by clustering or mapping them.
- B) Students write their opinions about the topic in short phrases to form a general picture.
- C) Students make a list of general ideas about the topic they have been given.
- D) Students try to produce grammatical sentences during a brainstorming activity.
- E) Students carry out a kind of interview or design a questionnaire to get information about the topic.

13. I. Many Paraguayans consider that Guaraní is an important symbol of Paraguayan identity, and they feel that one cannot be a true Paraguayan unless they can speak the language, so they are proud of Guaraní.
- II. Though Spanish and Guaraní both have official status, it is Guaraní which most people regard as their real national language.
- III. In Paraguay, we find an interesting example of the competing claims of an indigenous language and a world language for the status of being the national language.
- IV. Guaraní is also felt to be the language which best expresses their distinctive culture and traditions.
- V. These positive feelings towards Guaraní make Paraguay unique among Latin American countries, with a distinctive national language – Guaraní.

Which of the sentences above should change places with each other to form a coherent paragraph?

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

ÖSYM

Bu soruların telif hakları ÖSYM'ye aittir. Sorular ÖSYM'nin yazılı izni olmaksızın hiçbir kişi, kurum veya kuruluş tarafından kullanılamaz.

14. - 16. soruları aşağıdaki parçaya göre cevaplayınız.

Politicians and marketers certainly believe that language influences our thoughts and values. One political party may refer to an inheritance tax as the 'estate tax', while an opposing party refers to it as the 'death tax'. The terminology reflects different ideologies, but the choice of expression is primarily intended to have an impact on public opinion. Politically correct language also reflects the idea that language can influence thought to a great extent. Many people believe that by changing the way we talk, we can change the way we think; that if we eliminate racist and sexist terms from our language, we will become a less racist and sexist society. However, language itself is not sexist or racist, but people can be, which is why particular words acquire negative meanings over time and become taboo words. The psychologist Steven Pinker uses the expression *euphemism treadmill* to describe this process. For example, *handicapped* was once a euphemism for the offensive term *crippled*, and when *handicapped* became politically incorrect, it was replaced by the euphemism *disabled*. And yet, *disabled* is falling into disrepute and is often replaced by another euphemism, *challenged*. Nonetheless, in all such cases, changing language has not resulted in a new worldview for the speakers.

14. What is the purpose of the author in giving different words as examples to refer to the inheritance tax, such as *estate tax* and *death tax*?

- A) To highlight that new concepts may not accurately reflect long-held social beliefs and values
- B) To put forward that people's opinions do not change despite the influential words of the politicians and marketers
- C) To show that language can be utilised to shape people's thoughts and familiarise them with certain ideologies
- D) To inform that words created to instill positive attitudes into the public may not function as expected
- E) To warn that people should make their decisions independent of the words of politicians and marketers

15. What is implied by Pinker's *euphemism treadmill*?

- A) Racist and sexist expressions can be avoided if euphemisms are widely accepted by the society.
- B) Euphemisms are quite effective in altering the society's general stance against taboo issues.
- C) Euphemisms are significant indicators of what people actually think about offensive concepts.
- D) Euphemisms may later take on negative associations of the words they have replaced, requiring new euphemisms.
- E) Finding a euphemism for a negative word is a prerequisite for restructuring established beliefs in the society.

16. Which could be inferred from the passage?

- A) The more euphemisms are found for a taboo word, the more rapidly it loses its negative meaning.
- B) Politicians deliberately use taboo words in their campaigns in order to receive considerable public attention.
- C) Language may not always serve as a reliable tool to stimulate people to adopt a particular viewpoint.
- D) Linguistic characteristics of a language, rather than social factors, determine the negative connotations of a word.
- E) Although politicians and marketers prefer euphemisms to avoid offending anyone, people hardly change their opinions about those who prioritise their ideologies.

17. Andrew:

- I have a student who can't organise her ideas in writing in English but does it quite well in her native tongue. I really don't understand why this happens.

Daphne:

– ----

Andrew:

- So you mean the way she organises her ideas in her L1 does not match what I'm telling her about writing in English.

Daphne:

- Absolutely! Some people like to emphasise a culturally-accepted logic in their writings and support their ideas based on cultural values. That's why she can't perform successfully in writing in English.

Which of the following completes the dialogue coherently?

- A) If you ask me, her poor control of English may account for this. If she thinks she isn't good at forming grammatical sentences, she may hesitate to write in English.
- B) I think it's due to differing sociocultural preferences for making arguments. These preferences tend to become conventionalised and may not help with writing in English.
- C) Her writing experiences in her L1 may be very different from those in English. The tasks might be challenging or she may not have in-depth knowledge about writing topics.
- D) Her sociolinguistic and pragmalinguistic competences in L2 may not be as high as in L1. In other words, she may not know how to use English appropriately in different contexts.
- E) Actually, most language learners are not exposed to enough L2 materials to analyse organisational plans in texts of different cultures.

18. Teacher educator:

- Have you read about the project called *Towards a Common European Framework of Reference for Language Teachers*? The project team specifies the various competences of language teachers, such as grammatical, plurilingual and pluricultural competence.

Teacher candidate:

– ----

Teacher educator:

- Developing the competences they require may make them better equipped to provide high-quality language education in their classes.

Teacher candidate:

- So, the project seems to foster autonomous professional development by presenting an inventory of key teacher competences.

Which of the following completes the dialogue coherently?

- A) Do language teachers have to achieve all of the competences described in the framework equally well?
- B) Is it true that in international classes, having a high level of plurilingual and pluricultural competence is more important than having grammatical competence?
- C) Do they focus on experiences or opportunities that help language teachers further develop these competences?
- D) To what extent can teachers benefit from this new common framework for foreign language teaching?
- E) Do you think this project can promote greater transparency and coherence in language teacher education?

19. Our knowledge of language not only allows us to produce an infinite number of well-formed sentences, but it also enables us to distinguish well-formed sentences from ill-formed ones.

Which of the following is the restatement of the given sentence?

- A) Having a sound knowledge of language enables us to form a very high number of well-formed sentences and to tell the difference between grammatically correct and incorrect ones.
- B) To determine whether a sentence is well-formed or ill-formed, we need to improve our knowledge of language and become proficient in generating an unlimited number of well-formed sentences.
- C) Our knowledge of language makes us competent in forming an infinite number of grammatical sentences as well as helping us recognise grammatically poor ones and correct them with ease.
- D) One can successfully discriminate well-formed sentences from ill-formed ones only when he or she is able to construct a great amount of sentences, most of which are grammatically correct.
- E) Thanks to our knowledge of language, we can both produce an unlimited number of sentences that are grammatically acceptable and judge whether a sentence is well-formed or ill-formed.

20. Adult learners of English are unlikely to achieve native-like proficiency in pronunciation, but they can definitely produce pronunciation that is intelligible.

Which of the following is the restatement of the given sentence?

- A) Adult learners of English may not succeed in pronouncing words as proficiently as native speakers, which could make their pronunciation difficult to understand.
- B) Despite the low likelihood of having native-like proficiency, the words that adult learners of English pronounce may be comprehensible to some degree.
- C) The pronunciation of adults who learn English might be really excellent, and it can even be as good as that of native speakers.
- D) Adult learners of English are highly concerned with the intelligibility of their pronunciation, and wish to attain native-like proficiency.
- E) While adult learners of English may not be as proficient as native speakers in pronunciation, it is beyond any doubt that they will be understandable.

ÖSYM
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21. Students are more likely to engage in reading when text materials are interesting, and allowing them to choose reading materials themselves dramatically increases their motivation.

Which of the following is the restatement of the given sentence?

- A) Students should either be provided with captivating text materials or be allowed to select reading materials themselves if they are expected to have a high level of motivation to read.
- B) Unless text materials are attractive, or students have been allowed to choose reading materials on their own, they will not be motivated enough to devote themselves to reading.
- C) Text materials that are appealing to students could make them more dedicated to reading, and when students have the option of choosing reading materials themselves, they will be highly motivated.
- D) When students are given a chance to decide on reading materials without specific guidance, reading will probably be more fascinating and motivating for them.
- E) Interesting reading materials are key to increasing students' motivation, but they should also be permitted to choose reading materials themselves to make reading more exciting.

22. Many L1 researchers focus a lot of attention on word recognition abilities. They explore these aspects of reading not because they believe that word recognition is reading comprehension, but because reading comprehension cannot be carried out for an extended period of time without good word recognition skills. It should be noted that these skills are difficult to develop without exposure to print (through many hours of reading practice), but even worse, in L2 reading contexts, much less discussion is devoted to this topic. This avoidance is partly due to a limited understanding of the role of rapid and automatic word recognition processes in reading. --- However, word recognition abilities should not be ignored in L2 contexts if our goal is to help students become fluent L2 readers.

Which of the following completes the paragraph coherently?

- A) Learning to recognise a word is essentially learning to map the spoken form onto the printed form of the word.
- B) There are also tremendous difficulties involved in providing L2 students with the time, resources and practice needed to develop a very large vocabulary through word recognition.
- C) Word recognition may involve interactions of information from letters, letter-shapes, phonology and whole word orthography.
- D) The most fundamental requirement for fluent reading comprehension is rapid word recognition – the calling up of the meaning of a word as it is recognised.
- E) Understanding more about a student's L1 literacy skills may help explain possible L2 difficulties in word recognition.

23. Over the years, language teachers have alternated between favouring teaching approaches that focus primarily on use and those that focus on language forms and analysis. The alternation has been due to a fundamental disagreement concerning whether one learns to communicate in a second language by communicating in that language or whether one learns to communicate in a second language by learning the words and grammatical structures of the target language. ---- It is not uncommon to find learners, who, for whatever reason, find themselves in a new country, who need to learn a new language, and who do so without the benefit of formal instruction. In contrast, there are learners whose entire exposure to the new language comes in the form of classroom instruction in lexicogrammar.

Which of the following completes the paragraph coherently?

- A) Learners who like to study the lexicogrammatical rules of a language can also achieve a high level of communicative proficiency.
- B) Perhaps, a more important issue than whether to emphasise language use or language analysis in language teaching is how to help learners succeed at school.
- C) As with any enduring controversy, the matter is not easily resolved, but there is evidence to support both points of view.
- D) Some believe that teachers will be better prepared to meet their students' needs if they have a firm grounding in the grammar of the language they are teaching.
- E) Indeed, even teachers who follow a communicative approach recognise the grammar's central role in the learning of language.

24. (I) Many linguists are convinced that children do not simply acquire language by imitation, but stating this does not diminish the crucial importance of exposure to linguistic input from adults in acquiring a language. (II) Linguists who claim that language acquisition is not a mere imitation of adult speech think that children know more about language than what is contained in linguistic input they are exposed to. (III) Acquisition definitely requires interaction with speakers of the language being acquired, because when adults talk to children, they directly or indirectly offer extensive information about their language. (IV) As witness to the necessity of adult input, there is the case of Genie, a child who was deprived of linguistic input in the first 13 years of her life because her parents seldom spoke to her. (V) When she was discovered, Genie's capacity for language acquisition had become impaired.

Which of the sentences in the given paragraph is irrelevant, violating its unity and coherence?

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

25. (I) One of the biggest obstacles phoneticians face is that they cannot see the objects they are studying. (II) They can neither see the tongue as it is moving around inside someone's mouth, nor can they observe the sound waves travelling through the air. (III) Phoneticians ask questions such as how speech sounds are made or how sound is registered by the ear. (IV) Since ancient times, however, phoneticians have made the best of the information they had access to, employing careful listening, measuring, modelling, and notation. (V) In addition, more sophisticated devices have been developed within the past decades, such as magnetic resonance imaging (MRI) and sonography.

Which of the sentences in the given paragraph is irrelevant, violating its unity and coherence?

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

26. These characters are stereotyped characters easily recognised by readers or audiences from recurrent appearances in literary or folk tradition, usually within a specific genre such as comedy or fairy tale. They perform a predictable function in different works of a given genre. Common examples include the braggart soldier, the absent-minded professor, the wicked stepmother, the nagging wife, and the jealous husband.

Which of the following character types is defined in the given paragraph?

- A) Round character B) Dynamic character
C) Flat character D) Stock character
E) Static character

27. This is my son, mine own Telemachus,
To whom I leave the scepter and the isle
Well-loved of me, discerning to fulfill
This labor, by slow prudence to make mild
A rugged people, and through soft degrees
Subdue them to the useful and the good.

The above lines taken from Alfred Lord Tennyson's *Ulysses* displays Ulysses making his speech in Ithaca. This poem exemplifies a type of a poem in which the voice of a historical or fictional character speaks, unmediated by any narrator, to an imaginary silent audience.

Which refers to the type of poetry exemplified and defined above?

- A) Burlesque
B) Elegy
C) Dramatic monologue
D) Satirical poetry
E) Epistle

28. It refers to the defect of character that brings about the hero or heroine's downfall in a tragedy. It is an error of judgement which arises from ignorance or some moral shortcoming. Pride or overweening self-confidence leads a protagonist to disregard a divine warning or to violate a very important moral law. Discussing tragic hero in *Poetics*, Aristotle points out that the tragic hero ought to be a man whose fortune comes to him, not through vice or depravity, but by some error. For example, in Sophocles' *Oedipus the King*, Oedipus kills his father, Laus, from impulse, and marries his mother, Jocasta, out of ignorance.

Which of the following is the name of the dramatic element defined in the given paragraph?

- A) Poetic justice B) Tragic flaw
C) Anagnorisis D) Catharsis
E) Peripeteia

29. Apparently contradictory words and meanings are combined to create striking effects in Sir Thomas Wyatt's version of Petrarch's 134th sonnet, which begins

And no peace, and all my war is done,
I fear and hope, I burn and freeze like ice,
I fly above the wind, yet can I not arise,
And naught I have, and all the world I seize on.

Which of the following is the figure of speech exemplified above?

- A) Metonymy B) Hyperbole
C) Oxymoron D) Synecdoche
E) Allegory

30. The one red leaf, the last of its clan
That dances as often as dance it can.

Which of the following is the figure of speech that can be observed in the lines from Samuel Taylor Coleridge's *Christabel*?

- A) Personification B) Pun
C) Onomatopoeia D) Simile
E) Sarcasm
31. Which of the author-work pairs given below is incorrect?
- A) Charles Dickens - *A Tale of Two Cities*
B) Emily Brontë - *Wuthering Heights*
C) Oscar Wilde - *The Picture of Dorian Gray*
D) George Bernard Shaw - *Pygmalion*
E) David Herbert Lawrence - *Heart of Darkness*

32. The literary works produced in the spirit of this movement deal with the effects of heredity and environment on a character's personality and development. Characters are denied any possible connection to a religious and spiritual world, and they are represented as subject to the social and economic forces in the family, the class, and the milieu they are born into. Thomas Hardy's *Jude the Obscure*, Emile Zola's *Nana*, and Theodore Dreiser's *Sister Carrie* can be good examples for this movement.

Which of the following literary movements is defined in the given paragraph?

- A) Naturalism B) Symbolism
C) Romanticism D) Modernism
E) Existentialism

33. Paul, as a second language learner, can take long turns and can participate in various types of conversations. He not only appreciates contextualised written texts, but can also produce them in a variety of genres. He is able to use cohesive devices effectively when he writes, and he is also good at coping with authentic texts.

Which of the following competences is emphasised in the given paragraph?

- A) Phonological competence
B) Discourse competence
C) Grammatical competence
D) Lexical competence
E) Strategic competence

34. Which of the following **is not** true about the phonetic structure of the word "pool"?

- A) One of the consonants in the word is bilabial.
- B) The word includes a long vowel.
- C) There is one lateral sound in the word.
- D) The final consonant is labiodental.
- E) The initial consonant is plosive.

35. **The** fact that the **same** sound sequence can be interpreted differently shows that the relation **between** sound **and** meaning is an arbitrary **one**.

Which of the underlined words in the given sentence **is not** a function word?

- A) the
- B) same
- C) between
- D) and
- E) one

36. [Noun Phrase + Relative Clause + Verb + Noun Phrase + Prepositional Phrase]

Which of the following sentences is structured in the syntactic order illustrated above?

- A) Large coastal areas, where important ecosystems are located, face serious threats posed by rising sea levels.
- B) The fans who were impatient to see the world-class football players were cheering loudly at the stadium.
- C) That intelligent man was awarded a prize for the most successful business entrepreneur, which earned him a great reputation.
- D) For most people, travelling by plane for long hours, which often results in jet lag, is a terrible experience.
- E) The famous Italian restaurant which is at the corner of the street serves reduced-price food on weekdays.

37. Catherine borrowed the book from John.

What is the thematic role of "John" in the given sentence?

- A) Instrument
- B) Source
- C) Agent
- D) Patient
- E) Beneficiary

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hiçbir kişi, kurum veya kuruluş tarafından kullanılamaz.

38. It refers to the social context in which one particular speech variety or a combination of several varieties are used. It is named for a place or an activity in it, and therefore its typical forms include family, friendship, religion, education, employment, and administration. Each one has its distinctive factors: addressee, setting and topic.

Which of the following sociolinguistic terms is defined in the given paragraph?

- A) Dialect
B) Diglossia
C) Pidgin
D) Linguistic repertoire
E) Domain

39. Carole:

– As far as I know, they're married.

Nancy:

– I may be mistaken, but I thought I saw a wedding ring on her finger.

Carole:

– I'm not sure if this is right, but I heard it was a secret ceremony in Hawaii.

Nancy:

– He couldn't live without her, I guess.

Which of the following terms defines the underlined expressions that are intentionally used to share inaccurate or imprecise information?

- A) Hedges
B) Performatives
C) Deixis
D) Ellipsis
E) Exclamatives

40. Which of the following statements cannot be made about the slips of the tongue?

- A) They provide psycholinguistic evidence for the way we formulate words or phrases.
B) They are the signs of linguistic loss due to brain damage, as in the case of aphasia.
C) They are normal, everyday occurrences which pervade our speaking.
D) They are words or phrases with a humorous twist to the meaning which was intended.
E) They freeze the production process momentarily because we can immediately correct ourselves.

41. The learners should be given the opportunity to establish links to real world by facilitating the use of an everyday discourse and engaging them in an activity that might easily occur outside the classroom, such as making a phone call to reserve a train ticket or sending an e-mail to a company to get detailed information about a certain product.

Which of the following is associated with the given principle?

- A) Community Language Learning
B) Task-based Language Teaching
C) The Direct Method
D) Total Physical Response
E) The Grammar-Translation Method

42.

Terms	Definitions
1	ways of practicing what has been presented
2	ways of organising the course and materials
3	ways of defining what and how the students need to learn
4	ways of presenting the materials and teaching

Which of the following options gives the correct set of terms for the definitions above?

- | | 1 | 2 | 3 | 4 |
|---------------|------------|------------|------------|---|
| A) Syllabuses | Approaches | Techniques | Exercises | |
| B) Exercises | Syllabuses | Approaches | Techniques | |
| C) Exercises | Techniques | Syllabuses | Approaches | |
| D) Syllabuses | Exercises | Approaches | Techniques | |
| E) Techniques | Syllabuses | Exercises | Approaches | |

43. The aims of a beginner's course in speaking are:

- to help learners receive meaning-focused input and produce meaning-focused output as soon as possible
- to motivate them in their language study by getting them to speak
- to make the early learning as relevant as possible to their needs of language use

According to the given information, which of the following is not a learning priority at the beginner level?

- A) Commonly confused words
- B) Phrases for talking about yourself
- C) Vocabulary for daily life
- D) Classroom expressions
- E) High-frequency words

44. A deductive approach to teaching grammar starts with the presentation of a rule and is followed by examples in which the rule is applied. It is also closely associated with the term 'rule-driven learning'.

Which of following activities is not an example of deductive approach to grammar instruction?

- A) The teacher explains how inverted sentences in English are structured, and then asks students to form the inverted versions of the sentences he or she writes on the board.
- B) The teacher introduces the suffixes used to pluralise nouns in English before she conducts a grammar quiz where students are required to pluralise nouns like *flower, strawberry, peach, tomato, box, and knife*.
- C) The teacher asks students to compare two sentences, one with a singular subject and the other with a plural subject, and wants them to work out the rules for verb inflection in the present simple tense.
- D) The teacher says "We do not put words between the verb and the object of the verb" and gives an example: "*Do you clean the house every weekend?*", not *Do you clean every weekend the house?*"
- E) The teacher gives information about the article system in English, and then hands out an exercise sheet that requires students to complete each gap in a text with *a, an, the, or (zero article)*.

Which of the following learning styles is incorrectly matched with its definition that includes a typical feature of the learners?

- A) *Auditory*: They prefer to receive new information by listening and speaking.
- B) *Kinesthetic*: They learn more effectively through physical activities such as miming and role-play.
- C) *Analytic*: They prefer to focus on discrete bits of the language and to learn them one by one.
- D) *Field-sensitive*: They tend to learn better if they see words or structures in context.
- E) *Introverted*: They seek opportunities to practice language skills through face-to-face interaction.

46. Mr. Johnson teaches English at a prestigious high school at a metropolitan area in which parents closely monitor what teachers do to help students pass high-stakes examinations that deeply impact their prospective life and career choices. However, these examinations fail to test all of the four skills. Therefore, Mr. Johnson usually finds himself caught in a dilemma about whether to teach for tests by sticking rigidly to exam-format activities intended to improve only receptive skills and vocabulary or use a range of activities to develop all four language skills simultaneously.

Which of the following testing-related concepts could be cited as the reason for Mr. Johnson's instructional dilemma?

- A) Washback effect B) Integrative testing
C) Analytic testing D) Global assessment
E) Reliability

47. The tables below exemplify main headings used for organising language teaching and learning in two different syllabi.

Table 1

- Energy Resources
- Holiday Destinations
- Foods and Drinks

Table 2

- Reading for gist
- Listening for specific information
- Making inferences

Which of the following defines the syllabus types used?

Table 1	Table 2
A) Topic-based	Skills-based
B) Topic-based	Lexical
C) Functional-notional	Lexical
D) Functional-notional	Skills-based
E) Topic-based	Grammatical

48. Which of the following does not illustrate a developmentally appropriate approach for teaching English to young learners?

- A) Children are encouraged to learn at their individual pace by interacting with adults.
- B) The activities are designed to nurture children's physical and cognitive characteristics and to spark their imagination and curiosity.
- C) The learning environment supports children to make discoveries and construct meaning on their own.
- D) Language is broken into smaller parts, and structures are isolated to help children attend to the underlying rules.
- E) Lessons are planned around a theme so that learners can learn and practice the language in meaningful contexts.

49. Which of the following statements **does not** support the claims of innatist approaches to first language acquisition?

- A) Children begin to learn their L1 around the same age and in much the same way.
- B) Children can create and understand novel utterances; they are not limited to repeating what they have heard.
- C) Acquisition of L1 is an aspect of general intelligence and derives from general cognitive abilities and the contributions of the environment.
- D) There is a cut-off age for L1 acquisition beyond which it can never be complete.
- E) Children acquire the basic phonological and grammatical patterns in their L1 regardless of what the language is.

50. Below are examples of utterances that Persian children make:

"We basketball play."
"Yellow cat milk drinking."
"Yesterday I apple ate."

Which could be said about Persian children's utterances?

- A) Children transfer the word order from their L1 into English.
- B) Children use a grammar rule in a context to which it does not belong.
- C) Children cannot convey the intended meaning due to grammatical errors.
- D) Children use morphemes and lexical items that must not appear in a correct sentence.
- E) Children tend to form sentences regardless of person, number, and tense.

SINAVDA UYULACAK KURALLAR

1. Sınav salonunda saate entegre kamera ile kayıt yapılıyor ise; kamera kayıtlarının incelenmesinden sonra sınav kurallarına uymadığı tespit edilen adayların sınavları ÖSYM Yönetim Kurulunca geçersiz sayılacaktır.
2. Cep telefonu ile sınava girmek kesinlikle yasaktır. Her türlü elektronik/mekanik cihazla ve çağrı cihazı, telsiz, fotoğraf makinesi vb. araçlarla; cep bilgisayar, her türlü saat ile, kablosuz iletişim sağlayan bluetooth, kulaklık vb. her türlü bilgisayar özelliği bulunan cihazlarla; her türlü kesici ve delici alet, ateşli silah vb. teçhizatla; kalem, silgi, kalemtıraş, müsvedde kâğıdı, defter, kitap, ders notu, sözlük, dergi, gazete vb. yayınlar, hesap makinesi, pergel, açılışer, cetvel vb. araçlarla sınava girmek kesinlikle yasaktır. Sınava kolye, küpe, yüzük (alyans hariç), bilezik, broş, anahtar, anahtarlık, metal para gibi metal içerikli eşyalarla (basit başörtü iğnesi ve ince metal tokalı kemer hariç); plastik veya camdan yapılmış her türlü güneş gözlüğü ile (şeffaf/numaralı gözlük hariç), banka/kredi kartı, ulaşım kartı vb. kartlarla; yiyecek-içecek (şeffaf pet şişe içerisindeki su hariç) ve diğer tüketim maddeleri ile gelmeleri kesinlikle yasaktır. Bu tür eşya, araç-gereçlerle sınava girmiş adaylar mutlaka Salon Tutanağı'na yazılacak, bu adayların sınavı geçersiz sayılacaktır.
Ancak, ÖSYM Başkanlığı tarafından belirlenen Engelli ve Yedek Sınav Evrakı Yönetim Merkezi (YSYM) binalarında sınava girecek olan engelli adayların sınava giriş belgelerinde yazılı olan araç-gereçler, cihazlar vb. yukarıda belirtilen yasakların kapsamı dışında değerlendirilecektir.
3. Bu sınav için verilen toplam cevaplama süresi **75 dakikadır (1 saat, 15 dakika)**. Sınav başladıktan sonra adayın **sınav sonuna kadar sınav salonundan çıkmasına kesinlikle izin verilmeyecektir**. Bildirilen süreleri aykırı davranışlardan adayın kendisi sorumludur.
4. Sınav salonundan ayrılan aday, her ne sebeple olursa olsun, tekrar sınav salonuna alınmayacaktır.
5. Sınav süresince görevlilerle konuşmak, görevlilere soru sormak yasaktır. Aynı şekilde görevlilerin de adaylarla yakından ve alçak sesle konuşmaları ayrıca adayların birbirinden kalem, silgi vb. şeyleri istemeleri kesinlikle yasaktır.
6. Sınav sırasında, görevlilerin her türlü uyarısına uymak zorundasınız. Sınavınızın geçerli sayılması her şeyden önce, sınav kurallarına uyanınıza bağlıdır. Kurallara aykırı davranışta bulunanlar ve yapılacak kurallara uymayanlar Salon Tutanağı'na yazılacak ve sınavları geçersiz sayılacaktır.
7. Sınav sırasında kopya çeken, çekmeye kalkışan, kopya veren, kopya çekilmesine yardım edenler Salon Tutanağı'na yazılacak ve bu adayların sınavları geçersiz sayılacaktır.
Adayların test sorularına verdikleri cevapların dağılımları bilgi işlem yöntemiyle incelenecek, bu incelemelerden elde edilen bulgular bireysel veya toplu olarak kopya çekildiğini gösterirse kopya çekimine katılan adayın/adayların sınavı geçersiz sayılacak ayrıca 2 yıl boyunca ÖSYM tarafından düzenlenen hiçbir sınavta başvuru yapamayacak ve sınava giremeyecektir.
Sınav görevlileri bir salondaki sınavın, kurallara uygun biçimde yapıldığını, toplu kopya girişiminde bulunulduğunu raporlarında bildirdiği takdirde, ÖSYM bu salonda sınava giren tüm adayların sınavını geçersiz sayabilir.
8. Cevap kâğıdında doldurmanız gereken alanlar bulunmaktadır. Bu alanları doldurunuz. Cevap kâğıdınızı başkaları tarafından görülme üzere tutmanız gerekmektedir. Cevap kâğıdına yazılacak her türlü yazıda ve yapılacak bütün işaretlemelerde kurşun kalem kullanılacaktır. Sınav süresi bittiğinde cevapların cevap kâğıdına işaretlenmiş olması gerekir. Soru kitapçığına işaretlenen cevaplar değerli değildir.
9. Soru kitapçığınızı alır almaz kapağında bulunan alanları doldurunuz. Size söylendiği zaman sayfaların eksik olup olmadığını, kitapçıkta basım hatalarının bulunup bulunmadığını ve soru kitapçığının her sayfasında basılı bulunan soru kitapçık numarasının, kitapçığın ön kapağında basılı soru kitapçık numarasıyla aynı olup olmadığını kontrol ediniz. Soru kitapçığının sayfası eksik veya basım hatalıysa değiştirilmesi için salon başkanına başvurunuz.
Size verilen soru kitapçığının numarasını, cevap kâğıdınızdaki "Soru Kitapçık Numarası" alanına yazınız ve kodlayınız. Cevap kâğıdınızdaki "Soru Kitapçık numaramı doğru kodladım." kutucuğunu işaretleyiniz. Soru kitapçığı üzerinde yer alan Soru Kitapçık Numarasını doğru kodladığınızı beyan eden alanı imzalayınız.
10. Sınav sonunda soru kitapçıkları toplanacak ve ÖSYM'de incelenecektir. Soru kitapçığının sayfalarını koparmayınız. Soru kitapçığının bir sayfası bile eksik çıkarsa sınavınız geçersiz sayılacaktır.
11. Cevap kâğıdına ve soru kitapçığına yazılması ve işaretlenmesi gereken bilgilerde bir eksiklik ve/veya yanlışlık olması hâlinde sınavınızın değerlendirilmesi mümkün değildir, bu husustaki özen yükümlülüğü ve sorumluluk size aittir.
12. Soru kitapçığının sayfalarındaki boş yerleri müsvedde için kullanabilirsiniz.
13. Soruları ve/veya bu sorulara verdiğiniz cevapları ayrı bir kâğıda yazıp bu kâğıdı dışarı çıkarmanız kesinlikle yasaktır.
14. **Sınav salonundan ayrılmadan önce, soru kitapçığınızı, cevap kâğıdınızı ve sınava giriş belgenizi salon görevlilerine eksiksiz olarak teslim ediniz. Bu konudaki sorumluluk size aittir.**
15. Sınav süresi salon görevlilerinin "SINAV BAŞLAMIŞTIR" ibaresiyle başlar, "SINAV BİTMİŞTİR" ibaresiyle sona erer.

Bu testlerin her hakkı saklıdır. Hangi amaçla olursa olsun, testlerin tamamının veya bir kısmının Merkezimizin yazılı izni olmadan kopya edilmesi, fotoğrafının çekilmesi, herhangi bir yolla çoğaltılması, yayımlanması ya da kullanılması yasaktır. Bu yasağa uymayanlar gerekli cezai sorumluluğu ve doğacak tüm mali külfeti peşinen kabullenmiş sayılır.

İNGİLİZCE

1. A
2. A
3. C
4. E
5. D
6. E
7. C
8. B
9. D
10. D
11. C
12. D
13. B
14. C
15. D
16. C
17. B
18. D
19. E
20. E
21. C
22. B
23. C
24. B
25. C
26. D
27. C
28. B
29. A
30. A
31. A
32. A
33. B
34. D
35. B
36. E
37. B
38. E
39. A
40. B
41. B
42. B
43. A
44. C
45. E
46. A
47. A

İNGİLİZCE

48. D
49. C
50. A

ÖSYM

Bu soruların telif hakları ÖSYM'ye aittir. Sorular ÖSYM'nin yazılı izni olmaksızın hiçbir kişi, kurum veya kuruluş tarafından kullanılamaz.