



T.C. Ölçme, Seçme ve Yerleştirme Merkezi

KAMU PERSONEL SEÇME SINAVI ÖĞRETMENLİK ALAN BİLGİSİ TESTİ

İNGİLİZCE

6 AĞUSTOS 2023 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.

AÇIKLAMA

1. Bu kitapçıkta toplam **75 soru** bulunmaktadır.
Alan Bilgisi: 45 soru
Alan Eğitimi: 30 soru
2. Bu sınav için verilen cevaplama süresi **120 dakikadır (2 saat)**.
3. **Bu sınav puanlanırken doğru cevaplarınızın sayısından yanlış cevaplarınızın sayısının dörtte biri çıkarılacak ve kalan sayı bu test ile ilgili ham puanınız olacaktır.**
4. Kitapçığın sayfalarındaki boş yerleri müsvedde için kullanabilirsiniz.
5. Cevaplamaya istediğiniz sorudan başlayabilirsiniz. Bir soru ile ilgili cevabınızı, cevap kâğıdında o soru için ayrılmış olan yere işaretlemeyi unutmayınız.
6. Bu kitapçıkta yer alan her sorunun sadece bir doğru cevabı vardır. Cevap kâğıdında bir soru için birden çok cevap yeri işaretlenmişse o soru yanlış cevaplanmış sayılacaktır. İşaretlediğiniz bir cevabı değiştirmek istediğinizde silme işlemi çok iyi yapmanız gerektiğini unutmayınız.
7. Sınavda uyulacak kurallar bu kitapçığın arka kapağında belirtilmiştir.

Bu testte 75 soru vardır.

1-5: For these questions, choose the best word or expression to fill the spaces in the passage.

2.

3.

4.

5.

1.

ÖSYM

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

6-8: Answer these questions according to the passage below.

6.

7.

8.

ÖSYM

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

9-11: Answer these questions according to the passage below.

10.

9.

11.

ÖSYM

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

12-14: Answer these questions according to the passage below.

13.

14.

12.

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

15-17: Answer these questions according to the passage below.

16.

17.

15.

ÖSYM

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

18-20: Answer these questions according to the passage below.

19.

20.

18.

ÖSYM

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

21. Which of the following sentences does not include a noun clause?

- A) The exact causes of anorexia nervosa are not known, but the current thinking about the disorder is that it is caused by multiple factors.
- B) Some geographers question whether political boundaries remain significant in assessing the impact of issues that have worldwide consequences.
- C) What we usually see of the tongue is the small, pink tip, but it is actually a large mass of interconnected muscles that fills the floor of the mouth.
- D) The Irish physicist George Francis Fitzgerald developed a theory of how bodies contract as their velocity increased, known as the Fitzgerald-Lorentz contraction.
- E) When combined with inaccurate facial recognition algorithms, a photo could lead to the wrong person being identified.

22.

23.

24.

25.

ÖSYM

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

- 26.
- 27.
28. UNICEF aimed to highlight the climate crisis on World Children's Day, sharing photos portraying water scarcity in Jordan and holding webinars on how it impacts children's health.
- Which of the following word-formation processes is not employed in the underlined words?**
- A) Compounding B) Blending
C) Acronym D) Clipping
E) Back-formation
29. It was Jessie who was knocking on the door last evening. We were very surprised to see her because she had not visited us for months. On her face was an expression of sadness. She said it was required that she be back to London the following day.
- Which of the following sentence types is not found in the given text?**
- A) Complex B) Cleft
C) Subjunctive D) Inverted
E) Compound
30. I. Insomnia is a disorder that is usually self-reported; that is, patients usually bring up the subject of sleep problems with their doctors rather than the doctor suggesting the diagnosis. (Gradable antonymy)
- II. Logging and conversion to cropland are two of the biggest drivers of trees being cleared across the tropics. Infrastructure expansion has resulted in deforestation too. (Homophony)
- III. Predators usually possess excellent senses to find their prey. Predatory birds, for example, possess outstanding eyesight, as in the case of owls. (Polysemy)
- IV. Until recently, scientists thought that an ant's antennae were only used to receive signals, but according to a current study, they also send signals. (Relational oppositeness)
- V. The productivity growth sparked by the computer revolution created the incentive for new firms to enter the market. To add, the prospect of earning high profits provided further impetus for their integration. (Homonymy)
- In which of the examples above are the lexical relations between the underlined words correctly given?**
- A) I and III B) I and V
C) II and III D) II and IV
E) IV and V

31. This term generally refers to the most colloquial variety in a person's linguistic repertoire. In a multilingual community, this variety will often be an unstandardised ethnic or tribal language that does not have an official status. This variety is used for communication in the home and with close friends, often as a sign of solidarity between people from the same ethnic group.

Which of the following terms is described in the given paragraph?

- A) Accent
B) Pidgin
C) Creole
D) Idiolect
E) Vernacular

32. Carrie:
– We'll have to wake up at 4 a.m. to catch the flight.

Stephen:
– That's very good news!

Carrie:
– Please don't begin to complain. You know there's no other flight scheduled tomorrow.

In the dialogue above, the Maxim of Quality is intentionally flouted by Stephen to convey irony. Still, Carrie infers from Stephen's utterance that he does not want to wake up too early, and she responds in a meaningful way.

Which of the following terms describes the above-mentioned linguistic phenomenon, where the inferred meaning is understood by the listener?

- A) Nominal ellipsis
B) Semantic anomaly
C) Conventional meaning
D) Conversational implicature
E) Grammaticality judgement

33. Lindy:
– When I called her in the morning, Joanne was busy packing her suitcase.

Helen:
– Yeah, she said she'd go on a long trip.

Lindy:
– Uhh, she said she couldn't stuff all her clothes into the suitcase and needed a bigger one.

Helen:
– I've a large, wheelee one, but it's heavy.

Which of the following discourse markers cannot be observed in the given dialogue?

- A) Cataphoric reference
B) Back-channel
C) Substitution
D) Hedge
E) Coordination

34. When listeners try to comprehend utterances, they have to determine how the sequence of words is organised, and use this information to figure out the speaker's intended meaning. Here is an example of how the organisation of words into phrases can affect meaning:

Dr Phillips discussed cultural conflict with students.

- a. If the listener combines 'discussed' and 'cultural conflict' together, the intended meaning would be *Dr Phillips had a discussion with students, and the discussion was about cultural conflict.*
- b. If the listener treats the prepositional phrase 'with students' as being closely related to the noun phrase 'cultural conflict', the intended meaning would emerge like *Dr Phillips had a discussion, and the discussion was about cultural conflict experienced between students and lecturers.*

Which of the following phenomena is described in the given extract?

- A) Lexicalisation
B) Conceptualisation
C) Parsing
D) Semantic priming
E) Spoonerism

35. I. Children who have had a traumatic brain injury
 II. Children who have a low level of intelligence
 III. Children born into illiterate societies
 IV. Children with an atypical pattern of lateralisation

Which of the groups given above are **more** likely to suffer from dyslexia?

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

36. It is a kind of novel that follows the development of the hero or heroine from childhood or adolescence into adulthood, through a troubled quest for identity. *Jane Eyre* by Charlotte Brontë and *David Copperfield* by Charles Dickens are the well-known examples of this type.

Which of the following types of novel is described in the given paragraph?

- A) Picaresque novel
 B) Historical novel
 C) Metafiction
 D) Bildungsroman
 E) Epistolary novel

37. Below are the lines from the 8th-century Anglo-Saxon poem *Beowulf*:

Then the older retainers turned back on the way journeyed with much joy; joined by the young men, the warriors on white horses wheeled away from the mere in bold mood. Beowulf's feat was much spoken of, and many said, that between the seas, south or north, over earth's stretch no other man beneath the sky's shifting excelled Beowulf, of all who wielded the sword he was worthiest to rule.

Which of the following types of poem is exemplified in the given excerpt?

- A) Elegy
 B) Hymn
 C) Epic
 D) Ode
 E) Farce

38. The term 'Modernism' is widely used to identify new and distinctive features in the subjects, forms, concepts, and styles of literature and the other arts in the early decades of the 20th century, but especially after World War I. The specific features signified by Modernism vary with the user, but many critics agree that it involves a deliberate and radical break with some of the traditional bases not only of Western art, but of Western culture in general. Important intellectual precursors of Modernism, in this sense, are thinkers who had questioned the certainties that had supported traditional modes of social organisation, religion, and morality, and also traditional ways of conceiving the human self.

Which of the following author-work pairs does **not** belong to the Modernist literary movement?

- A) James Joyce – *Finnegans Wake*
 B) Virginia Woolf – *A Room of One's Own*
 C) Charles Dickens – *Oliver Twist*
 D) E. M. Forster – *A Passage to India*
 E) T. S. Eliot – *The Waste Land*

39. Which of the following author-work pairs is correct?

- A) Joseph Conrad – *Far from the Madding Crowd*
- B) Jane Austen – *Mansfield Park*
- C) Harper Lee – *Sons and Lovers*
- D) Thomas Hardy – *To Kill a Mockingbird*
- E) D. H. Lawrence – *Heart of Darkness*

40. The opposite of utopian fiction, dystopian fiction designates imaginary works set in an unfavourable, catastrophic future in which humankind is meant to struggle for survival in a lawless, politically unstable and dangerous world.

Which of the following novels is **not** an example of dystopian fiction?

- A) Aldous Huxley – *Brave New World*
- B) Ray Bradbury – *Fahrenheit 451*
- C) Anthony Burgess – *A Clockwork Orange*
- D) Bram Stoker – *Dracula*
- E) George Orwell – *Nineteen Eighty-Four*

41. In the novel, the modern drama, and especially the motion picture, interpolated narratives or scenes (often justified, or naturalised, as the memories, reveries, or confessions of one of the characters) are used to represent events that happened before the time at which the work opened.

Which of the following is described in the given excerpt?

- A) Denouement
- B) Foreshadowing
- C) Reversal
- D) Flashback
- E) In Medias Res

42. In an English class, after finishing their weekly assigned stories, learners are asked to do one of the activities below in pairs or groups:

- Present a 5-minute drama based on an event in the story.
- Share research about the author or the topic that will increase readers' appreciation of the story.
- Share response letters written to authors.
- Interview the main character in the story.
- Write a descriptive essay about the setting of the story.

Which of the following is a common characteristic of the given activities?

- A) Promoting productive language skills
- B) Familiarising learners with the basics of genre analysis
- C) Introducing the concepts of cohesion and coherence within a text
- D) Raising learners' grammatical awareness
- E) Developing learner autonomy

43. Humpty Dumpty	Little Miss Muffet
Humpty Dumpty Sat on a wall. Humpty Dumpty Had a great fall. All the King's horses And all the King's men Couldn't put Humpty Together again!	Little Miss Muffet Sat on her tuffet Eating her curds and whey. Along came a spider And sat down beside her And frightened Miss Muffet away!

Which of the following is **not** true of the rhymes above?

- A) Both rhymes could paint pictorial images that become quite clear in a child's mind.
- B) Both rhymes include some low-frequency words that should be taught to the students beforehand.
- C) Both rhymes are composed of short sentences that could be comprehensible to young learners.
- D) Both rhymes can be good fun to mime, and the mimes can be entertaining for kids, increasing their motivation to learn.
- E) Words that usually sound the same at the end could facilitate memorisation of these rhymes.

44. In a language class, a poem is used as a source for a series of activities. Here are examples:

- Discussing what a couple of metaphors from the poem mean
- Thinking about how the poet feels
- Explaining how the content of the poem relates to one's life
- Thinking about the message that the poem delivers

Which of the following objectives does **not** correspond to any of the given activities?

- A) To enable the learners to identify the tone of the poet
- B) To get the learners to understand figurative meanings in the poem
- C) To illustrate how stylistic features contribute to the overall effect of the poem
- D) To lead the learners to find personal connections to the underlying themes of the poem
- E) To help the learners comprehend the gist of the poem

45. When using literary works in English language classes, teachers are recommended to do some activities that require more advanced skills rather than ask the students to provide descriptive information alone.

Which of the following activities may **not** be based on this recommendation?

- A) Asking students to turn a short story that they have read in class into a play or script
- B) Having students undertake group projects with other readers to share personal experience
- C) Encouraging students to use journals and diaries to record and explore personal response
- D) Getting students to answer some factual questions and to paraphrase some lines from a short story
- E) Helping students accommodate newer understandings of the personal as well as social and interactive nature of reading

46. An EFL teacher brings the brochure of a youth club to the class and asks her students to carefully examine different courses designed by the club. While browsing through the brochure, students pay attention to such features as what type of course they want to join (language, sports, computer, etc.), when the courses are held (during the day or in the evening), or whether they are offered online or in the club. Then, the teacher assigns one of the students the role of representative of the youth club. Each student tells the representative which course they want to enrol on and why they have chosen that course. During interaction, students' errors are tolerated so as not to impair fluency. The target language is a vehicle for interaction, not just the object of study.

Which of the following methods/approaches is the most appropriate one for the given activity?

- A) The Audio-Lingual Method
- B) The Direct Method
- C) Total Physical Response
- D) Desuggestopedia
- E) Communicative Language Teaching

47. Which of the following is **not** one of the characteristics of Communicative Language Teaching?

- A) Authentic materials are often preferred in language learning classrooms.
- B) Realistic communication inside and outside the classroom is promoted.
- C) Communication with native speakers is encouraged to achieve native-like pronunciation.
- D) The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.
- E) Learners practise socially appropriate language use in a given context.

48. Learners are given a blank family tree. They are split into three groups, and each group receives a partial description of a family. They work together to fill in their part of the family tree and then join members from other groups to complete the family tree.

Which activity is described in the excerpt above?

- A) Role play
- B) Information gap
- C) Discussion
- D) Genre analysis
- E) Substitution drill

49. In teaching pronunciation, intelligibility is a very important goal to reach for language learners. However, there are many factors that could lead to intelligibility problems. For example, an EFL learner mistakenly hears "ice-cream" for "I scream".

Which of the following is the intelligibility problem exemplified above related to?

- A) Nasalisation
- B) Elision
- C) Assimilation
- D) Intrusion
- E) Juncture

50. A language teacher draws attention to how the pronunciation of certain words in isolation differs from how they are pronounced in connected speech, giving the following examples in the table:

In Isolation	In Connected Speech
at [æt]	at home [ət 'həʊm]
but [bʌt]	but you must [bət ju: 'mʌst]

Which of the following features of connected speech is emphasised by the teacher?

- A) Speakers pronounce words differently depending on the language variety they use.
- B) Some syllables receive higher amount of stress, so they are longer and louder.
- C) The weak forms of function words are often preferred to their strong forms.
- D) Some word-final consonants are deleted to ensure smoothness.
- E) Certain neighbouring sounds become more like each other.

51. Write the correct ending for the word *create* in each of the following sentences:

- Someone who creates something is a creat ____.
- Someone who has original ideas is creat ____.
- Anything that is created is a creat ____.

What does the above item from a vocabulary test aim to measure?

- A) Whether the learner can discriminate between countable and uncountable nouns
- B) Whether the learner knows the words that collocate with *create*
- C) Whether the learner can use inflectional morphemes accurately based on syntactic features
- D) Whether the learner knows to use derivational affixes to produce new words from *create*
- E) Whether the learner can identify different meanings of a polysemous word

52. When teaching the months in autumn (September, October, November), the teacher tells the EFL learners to arrange the first letters of these words to form an acronym such as 'son' in order to help them recall the names of the months.

Which vocabulary teaching technique is the teacher using in the example above?

- A) Analogy
- B) Mnemonics
- C) Contextual redefinition
- D) Inferencing
- E) Use of cognates

53. This is a technique in which the learner is encouraged to extrapolate a generalisation from a set of internally consistent data. In foreign language teaching, the teacher might provide the learner with a set of contexts from which they can draw conclusions as to the circumstances in which a particular language form is generally used, without necessarily having recourse to a formally expressed rule.

Which grammar teaching technique is described in the given paragraph?

- A) Deduction
B) Drilling
C) Memorisation
D) Induction
E) Dictation

54. Below is a description of a specific grammar task on modals given in an EFL class:

You have seen that your colleague is telling lies to your boss about a project you two are working on. Believing that this situation could present problems for the success of the project, you write an e-mail to your colleague to kindly warn him/her about this, using modals (e.g., should, must, have to, can, may, etc.).

Which grammar teaching technique is employed in this task?

- A) Deductive teaching
B) Guided meaningful practice
C) Self-discovery
D) Scrambled sentences
E) Dictogloss

55. While reading and studying a short version of the story *The Case for the Defence* by Graham Greene, the learners are asked to do the following:

- I. Brainstorming on legal vocabulary
- II. Writing a newspaper article based on the story
- III. Conducting imaginary interviews with the characters
- IV. Using some words from the text to predict the plot

Which of the activities above can be appropriate for the post-reading phase of a lesson?

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

56. Which of the following is **not** usually associated with extensive reading?

- A) One-on-one conversations between the teacher and students about a book
B) Book response form after reading a book
C) Reading comprehension quizzes after reading a book
D) Brief informal oral reports to the class after reading a book
E) Reading circles to talk about reading experiences

57. I. Before you start listening, try to predict some possible words and phrases that might be used in the recording based on the topic.
- II. Listen to a recording several times, if possible, to locate specific details in a conversation.
- III. If you do not clearly catch some of what people say, try to predict what you have missed using your prior knowledge.
- IV. Use your knowledge of typical interactional patterns in the L2 to understand what happens in a dialogue.

Which of the listening strategies above represent top-down strategies?

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

58. Before a group of learners listen to a recorded conversation about visiting an art gallery, the teacher asks them if they have ever been to an art gallery. The teacher then shows some pictures and asks them to describe what they see.

Which of the following best describes what the teacher does in this listening activity?

- A) Using authentic listening texts to expose the learners to everyday language
- B) Encouraging the learners to discover their errors and correct themselves
- C) Activating schemata to facilitate the processing of incoming knowledge
- D) Helping the learners recognise the communicative functions of utterances, according to situations and participants
- E) Leading the learners to guess the meaning of unknown words from the context

59. **Which of the following statements about the differences between spoken and written language is not accurate?**

- A) While reported speech is favoured in written language, direct speech is preferred in spoken language.
- B) In written language, there are no performance effects, but in spoken language one can see incompleteness and false starts.
- C) Vagueness may be tolerated in spoken language, but precision is encouraged in written language.
- D) In spoken language, using ellipsis is common, but in written language ellipsis occurs less frequently.
- E) Personal pronouns and determiners are more frequent in written language than they are in spoken language.

60. Mr Bloom writes the following questions on the board and asks the students to discuss under what circumstances each of these questions could be appropriate.

- Got the time?
- What's the time?
- Do you have the time?
- Can I bother you for the time?
- You wouldn't have the time, would you?
- Could you please tell me the time?

Which of the following could be the main purpose of this activity?

- A) To offer linguistic variations based on formality in order to promote the learners' sociolinguistic competence
- B) To make a distinction between stressed and unstressed words in interrogative sentences
- C) To assess the learners' knowledge of rarely used phrases and fixed expressions used in daily conversations
- D) To show how speech is characterised by slips and errors as it involves instant processing
- E) To illustrate some variations of contractions in interrogative sentences in colloquial speech

Writing Stages	Procedures
X	Students write a topic at the top of a blank piece of paper. They then write related ideas/words and draw relationships with a series of boxes, circles, and arrows.
Y	After students find their topics and develop ideas, they write with more focus on the development and organisation of ideas than perfect grammar, punctuation, or spelling.

Which of the following completes the table correctly?

X	Y
A) Mindmapping	Drafting
B) Outlining	Editing
C) Editing	Drafting
D) Outlining	Revising
E) Mindmapping	Revising

62. A teacher provides sample essays that illustrate the following in a writing class:

- How to use linking devices to connect phrases and sentences
- Where to use ellipsis in an essay
- Using reference words, such as *he, she, his, her, this, that, these, and those*
- Replacing elements in a sentence with such words as *so, one(s), the same, and not*

Which property of well-written essays does the teacher focus on in this class?

- A) Intertextuality B) Readability
C) Appropriacy D) Cohesion
E) Functionality

63. • It is based on a mini-corpus of common, pragmatically useful language items and language patterns drawn from spoken and written language corpora.
- Items in the corpus are embedded in authentic language texts, and learners work inductively to understand the patterns of usage.

Which of the following syllabus types has the listed principles?

- A) Procedural syllabus
B) Notional-functional syllabus
C) Task-based syllabus
D) Lexical syllabus
E) Negotiated syllabus

64. Syllabus designers often base the sequencing of structures on the idea of starting with easy structures and gradually progressing to more difficult ones. In some cases, the sequencing starts with the most repeatedly occurring structures and gradually moves to the ones that learners are less likely to encounter. Following the easy-to-difficult rationale for tenses, for example, a textbook might begin with the present tense, move on to the future tense, then introduce the past tense forms, the past perfect, and so on.

Which of the following aspects of grammatical syllabuses are discussed in the given paragraph?

- A) Notions and Topics
B) Authenticity and Appropriacy
C) Complexity and Frequency
D) Language Functions and Communicative Needs
E) Use and Usage

65. Insights from the field and extensive research into materials design have produced some well-established guidelines for materials design and adaptation. Here are some of them:

- Coursebook writers are recommended to include texts produced for purposes other than language teaching.
- Materials used to develop one language skill should provide meaningful input for the activities designed to develop another.

Which of the following considerations in materials design are mentioned in the given information?

- A) Learner Motivation and Affective Engagement
B) Flexibility and Responsiveness
C) Authenticity and Integration
D) Learner Autonomy and Self-monitoring
E) Multimodal Input and Learning Strategies

66. Which of the criteria suggested below should not be a consideration while choosing an authentic task?

- A) It should promote attention to meaning, purpose, and negotiation.
B) It should draw objectives from the communicative needs of the learners.
C) It should involve learner contributions, attitudes, and affects.
D) It should help learners transfer what they learn in the classroom to the outside world.
E) It should enable learners to scrutinise syntactic complexity.

67. Which word is synonymous with *hardworking*?

- A) honest
B) polite
C) diligent
D) lazy
E) careless

Below are some common problems in writing multiple-choice items to test vocabulary:

- Distractors with opposite meanings can easily be ruled out.
- The correct answer does not belong to the same grammatical category as the distractors.
- The correct answer differs from the distractors in terms of lexical difficulty and frequency.
- The wording in the stem is ambiguous, so it does not help to find the correct answer.

Which of the problems can be found in the item above?

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

68. In which of the following options is there a mismatch between the test type and the real-life purpose for using that particular test?

- A) Proficiency tests – To assess whether a student has the essential language skills to be able to follow courses at an English-medium university
B) Achievement tests – To determine how successful a group of students are in terms of attaining the objectives of a particular unit, module, or course
C) Progress tests – To decide at what level of English classes a group of newly accepted university students should attend
D) Placement tests – To assign students to a particular level or section of a language curriculum or school
E) Diagnostic tests – To identify the strong and weak points of students' essay writing, particularly with a view to checking if further teaching is necessary

69. Which of the following is not one of the considerations when teaching English to young learners?

- A) Most activities for young learners should include movement and involve the senses.
- B) The development of reading and writing skills should be prioritised over listening comprehension and oral production.
- C) Teaching grammar explicitly should be limited because young children are not easily able to attend to the underlying rules that govern language use.
- D) Teachers should encourage interaction through scaffolded and developmentally appropriate activities.
- E) Classroom environment should be rich in meaningful input in English that is comprehensible as well as interesting and relevant to the learners.

70. The following sets of materials/contents are often used in a class of young learners:

Set 1: Songs, chants, stories, rhymes, poems, videos, etc.

Set 2: Toys, foods, school supplies, cans, bottles, kitchen utensils, etc.

Set 3: Flyers, brochures, menus, labels, recipes, tickets, timetables, posters, etc.

Set 4: Graphic organisers, texts with shorter and simpler language, visual cues, gestures, body movements, etc.

Which of the following principles of teaching young learners cannot be associated with one of these sets?

- A) Bring realia into the classroom and use familiar objects as much as possible
- B) Do activities or use materials to appeal to different learning styles
- C) Provide learners with comprehensible input while they are learning
- D) Introduce authentic materials into the classroom to facilitate real-life communication
- E) Encourage collaboration rather than competition in the classroom

71. The teacher brings some clothes to the classroom, such as a shirt, skirt, dress, pullover, sweater, coat, and hat. Then, she introduces a short story to the classroom and asks her students to note down what the characters are wearing while listening to the story. Then, she asks each student to act out a certain character with the clothes she has brought to the classroom.

Which may not be among the aims of the teacher in using this activity with young learners?

- A) To employ role play as a source of engagement
- B) To improve students' both receptive and productive skills
- C) To use realia to introduce new vocabulary
- D) To address different learning styles
- E) To enhance students' sociopragmatic competence

72. Which of the following is true of child grammar?

- A) The differences between child grammar and adult grammar are viewed as linguistic failures.
- B) It is impossible to describe the kinds of utterances a child can produce at a certain developmental level.
- C) While the rate of development can vary radically among individual children, the order of development is relatively invariant.
- D) Child grammar as demonstrated in novel utterances is limited to repeating what children have heard.
- E) With additional stimuli, children can master linguistic complexities which are beyond their present grasp, no matter what their age is.

73. A typical 2-year-old English speaking child forms short simple sentences with major grammatical categories of nouns, verbs, and adjectives, such as "Cat drink milk" and "Daddy go bye-bye". The child has clearly developed some sentence-building capacity and can get the word order correct. However, the sentences the child forms miss determiners, auxiliary verbs, prepositions, and many obligatory bound morphemes.

Which of the following terms in first language acquisition is described in the given paragraph?

- A) Metalinguistic awareness
- B) Telegraphic speech
- C) Auditory discrimination
- D) Overgeneralisation
- E) Holophrastic stage

74. Learners whose first language have a particular relative clause type (e.g., direct object as in "The story that I read was long") can easily learn to use that type correctly in their L2 speech without much effort.

Which of the following SLA concepts is exemplified in the given case?

- A) Verbal association
- B) Restructuring
- C) Fossilisation
- D) Positive transfer
- E) Code-switching

75.

	Conversational Exchange	Type of Feedback
I	Student: Hot. Teacher: Yes, it's very hot today.	Elaboration
II	Student: I can't assist class. Teacher: What do you mean by 'assist'?	Request for clarification
III	Student: I've saw him in the morning. Teacher: Really? You've seen him in the morning?	Metalinguistic explanation
IV	Student: She read a lot every day. Teacher: Let's say "reads" for correct subject-verb agreement.	Recast
V	Teacher: This is your assignment for tomorrow. Student: What? Teacher: This is your homework.	Paraphrasing

In which of the conversations does the feedback type not match the feedback provided?

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

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

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.** Adayların sınav binasına; her türlü delici ve kesici alet, ateşli silah, çanta, cüzdan, cep telefonu, her türlü saat, anahtarlık, her türlü araç anahtarı, kablosuz iletişim sağlayan bluetooth ve benzeri cihazlar ile; kulaklık, kolye, küpe, yüzük (**alyans hariç**), bilezik, broş ve diğer takılar, her türlü plastik, cam eşya (**şeffaf/numaralı gözlük hariç**), plastik ve metal içerikli eşyalar (**başörtü için kullanılan boncuklu/boncuksuz toplu iğne, para, anahtarlıksız basit anahtar, ulaşım kartı, basit tokalı kemer, basit tel toka ve basit piercing hariç**), banka/kredi kartı v.b. kartlarla, her türlü elektronik/mekanik cihaz ve her türlü müsvedde kâğıt, defter, kalem, silgi, kalemtıraş, kitap, ders notu, sözlük, dergi, gazete ve benzeri yayınlar, cetvel, pergel, açölçer ve bu gibi araçlarla, yiyecek içecek (**şeffaf pet şişe içerisinde bandajı çıkarılmış su hariç**), ilaç 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 sınav giriş belgelerinde yazılı olan araç-gereçler, cihazlar vb. yukarıda belirtilen yasakların kapsamı dışında değerlendirilecektir.**
3. Bu sınav için verilen cevaplama süresi **120 dakikadır (2 saat)**. Sınav başladıktan sonra **ilk 90** ve **son 15** dakika içinde adayın sınavdan çıkmasına kesinlikle izin verilmeyecektir. **Bu süreler dışında, cevaplama sınav bitmeden tamamlarsanız cevap kâğıdınızı ve soru kitapçığınızı salon görevlilerine teslim ederek salonu terk edebilirsiniz. Bildirilen sürelerle 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 uymanıza bağlıdır. Kurallara aykırı davranışta bulunanlar ve yapılacak uyarılara 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 yöntemleriyle incelenecek, bu incelemelerden elde edilen bulgular bireysel veya toplu olarak kopya çekildiğini gösterirse kopya eylemine katılan adayın/adayların sınavı geçersiz sayılacak ayrıca bu aday/adaylar 2 yıl boyunca ÖSYM tarafından düzenlenen hiçbir sınava başvuru yapamayacak ve sınava giremeyecektir. Sınav görevlileri bir salondaki sınavın, kurallara uygun biçimde yapılmadığını, 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 görülmeyecek şekilde 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 geçerli değildir.
9. Soru kitapçığınızı alır almaz kitapçık 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 basımı 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. Soruları ve/veya bu sorulara verdiğiniz cevapları ayrı bir kâğıda yazıp bu kâğıdı dışarı çıkarmanız kesinlikle yasaktır.
13. **Sınav salonundan ayrılmadan önce, soru kitapçığınızı, cevap kâğıdınızı ve sınava giriş belgenizi salon görevlilerine eksiksiz olarak teslim ediniz. Bu konudaki sorumluluk size aittir.**
14. Sınav süresi salon görevlilerinin "SINAV BAŞLAMIŞTIR" uyarısıyla başlar, "SINAV BİTMİŞTİR" uyarısıyla 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.