

KAMU PERSONEL SEÇME SINAVI

**ÖĞRETMENLİK  
ALAN  
BİLGİSİ  
TESTİ**

YABANCI DİL (İNGİLİZCE) ÖĞRETMENLİĞİ

**1**  
*Deneme Sınavı*





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**SİSTEM DİL KURSU – ESKİŞEHİR**



2020 ÖABT İNGİLİZCE DENEME SINAVI – 1

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

Puppets help children engage in imaginative play which differs (1) ---- dolls and other figures. When used for teaching, puppets can have a (2) ---- impact upon the learning of young learners. Children can project their own emotions onto the puppet without difficulty as they (3) ---- puppets. Research suggests that children view puppets more (4) ---- a peer than an adult, which is why their interactions with puppets match that feeling. This makes children more likely to explain their ideas and answers to a puppet than to the adult who is operating the puppet. (5) ---- children are more likely to listen to or talk to a peer, so this same feeling applies to puppets.

1.

- A) over
- B) between
- C) from
- D) into
- E) about

2.

- A) discursive
- B) matchless
- C) futile
- D) cohesive
- E) compulsory

3.

- A) are using
- B) have to use
- C) may be used
- D) could have used
- E) must have been used

4.

- A) such as
- B) alike
- C) similar
- D) the same
- E) like

5.

- A) Only if
- B) Unless
- C) Just as
- D) Although
- E) Given that



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

The advantages of content-based instruction are numerous, one of which is motivation. When the material used for language teaching has an inherent value for the students, this automatically increases motivation. Namely, it creates a genuine, immediate need to learn the language. This kind of instruction is usually associated with the opportunity to spend more time with the language apart from getting instruction in other subject matters. Furthermore, the range of vocabulary and language structures that students encounter in learning academic subjects is more varied than what is typically available in foreign language classes. Also, students in content-based and immersion classes develop comprehension skills, vocabulary, and general communicative competence in the new language. However, the ability to understand the content and to function in classroom interaction does not ensure that students will continue to improve in certain aspects of their second language, especially in areas of accuracy on language features that do not usually interfere with meaning. For instance, students can spend years in French immersion without achieving accuracy in marking nouns.

**6. Which of the following is not stated among the advantages of the content-based instruction?**

- A) Students get motivated by the materials that are inherently engaging for them.
- B) Students can do a good deal of practice in the target language.
- C) Students do not always need a teacher nearby to make most of this approach.
- D) Students have exposure to many more different words than they would do through other approaches.
- E) Students not only learn the target language but also other subjects through this approach.

**7. The writer of the passage carefully emphasizes that ----.**

- A) students will stop making progress unless they continue practising in the target language
- B) only genuine students can sufficiently take advantage of the content-based approach
- C) accuracy is given priority over fluency in a language class using the content-based approach
- D) students learning via the content-based approach may fail to achieve accuracy despite being fluent in the target language
- E) French nouns are too difficult to be mastered by the students learning through the content-based approach

**8. What could be the best title of this passage?**

- A) The importance of immersion programs in second language learning
- B) Why should you consider a content-based instruction for second language learning?
- C) What makes the content-based approach better than other language teaching methods?
- D) How to best learn vocabulary through the content-based instruction?
- E) The significance of comprehension-based approach in the light of the content-based instruction



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

The more variety we can introduce into teaching, the more likely we are to meet the needs of all the different learners. What is more, as children need to be motivated, exciting and relevant classroom exercises appear to be necessary if real understanding and acquisition is to take place. Games are activities with rules, a goal to achieve, and an element of fun; hence, they are challenging and interesting enough to keep the young students occupied and eager to complete the task. The majority of activities, which are found in resourceful materials for teachers, are based on the belief that the games children enjoy and are interested in playing outside the classroom can be adapted and exploited for use in the English language classes. Furthermore, as they use English for real purposes, they make the children play and learn at the same time. Moreover, games help to create a context in which children's attention is focused on the completion of a task without realising that language items are being practised. As a result, language learning takes place in a context that children can directly relate to.

**9. Which one of the following is not given in the passage among the benefits of games regarding teaching young learners?**

- A) Games used in language classrooms are meant to give children a purpose and a task to achieve, thus engaging them in learning.
- B) Games help children learn something besides providing them with the fun and joy they need in a language classroom
- C) Games facilitate language learning by supplying children with a meaningful context where they may unconsciously do practice.
- D) Games aim to increase the enthusiasm of children to finish a task given to them in a language classroom.
- E) Games can satisfy the need of each and every child with a different learning style.

**10. One point made by the author of the passage is that ----.**

- A) children can play and learn simultaneously via games, given that they use the target language for real purposes in the classroom
- B) teachers who teach language to young learners through games are certain to be successful sooner or later
- C) teachers are not advised to vary the content of the games they are to use in a language classroom
- D) as long as games are prepared for teaching purposes, they should always avoid controversial issues
- E) some children are invariably aware that they are learning language however absorbed they seem to be in playing games in the classroom

**11. According to the passage, most of the activities involving games are prepared with the notion that ----.**

- A) children do not need to be particularly motivated so that they can be fluent in the target language
- B) children are less capable than adults of retaining what they have learned through thought-provoking language games
- C) stimulating and relevant classroom exercises are not necessarily indispensable to second language acquisition
- D) language learning occurs in contexts to which children can directly relate themselves
- E) games indisputably enthuse young learners to complete a task as long as they are challenging enough



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

The relationship between writing and speaking has been explored in the fields of both second language writing and linguistics. Salient differences between the two modes, namely speaking and writing, of discourse are plentiful. For instance, the differences include the structure of the discourse in each, the mental processes at work, the distance of the audience, the role of editing, and the nature of changing in the two forms. Above all, the distance of audience makes writing quite different from speaking. In natural speech, an audience is usually present, and speakers can use the feedback from their listeners in order to ensure effective communication. On the other hand, the recipient of a written text is usually farther away and mostly unknown. Thus, when writers compose, they may feel the disconnect in relation to their audience partly because the audience is not nearby. Even so, writers have to imagine their audience and try to write for it without any immediate feedback, which is why the distance from the audience makes writing inherently more difficult.

**12. We learn from the passage that ----.**

- A) writers expect to get feedback from their audience in one way or another
- B) the audience of the writers is usually less accessible than that of the speakers
- C) the recipient of a written text is mentally more involved than the listener in spoken language
- D) speaking is actually much more sophisticated than it is thought to be
- E) it is not difficult to tell the difference between speaking and writing thanks to scientific evidence

**13. The writer of the passage draws attention to the fact that ----.**

- A) writers may not always feel connected to their audience, who are not present in the immediate environment
- B) the audience is always present in a casual, daily conversation
- C) it is much easier to achieve effective communication with the audience in written language
- D) it is not possible for the speaker to edit what has been spoken while the writer can do so in written language
- E) the more distant your audience is to you during a speech event, the more difficult it becomes to express yourself

**14. What could the best title of this passage?**

- A) Why is writing more important than speaking?
- B) Reasons for the superiority of spoken language over written language
- C) What are the noticeable features of written and spoken languages?
- D) What makes spoken language more sophisticated than written language?
- E) The true relationship between written language and the audience



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

All second language speakers even at pure beginner level are in possession of communicative competence. Take the request example of asking for someone's pen. The most basic linguistic request form would simply be 'Pen!', while pointing at the pen at the same time. Once some grammatical competence begins to develop and some more vocabulary is acquired, then the utterance would most likely progress to something like 'Give me your pen, please!' While this sentence is grammatically correct and the second language speaker has communicated effectively what he wants, the problem is that the imperative is generally perceived as being even more impolite than swearing in English. However, the learner is not being rude; rather, he is merely pragmatically incompetent. Therefore, it is the role of the EFL teacher to guide the student to use the most conventionalised strategy for making the request in English – 'Could I have your pen, please?' This is one example of what is involved in developing the student's overall pragmatic competence.

**15. What is the main purpose of this passage?**

- A) To distinguish between grammatical and pragmatic competences in no uncertain terms
- B) To teach us how to ask for a pen without causing any offence with rude words
- C) To compare swearing in English with the imperative form in consideration of rudeness
- D) To explain how a second language learner can be gradually guided to use the target language appropriately
- E) To emphasize the fact that not all second language learners ultimately manage to acquire pragmatic competence

**16. The author highlights the fact that ----.**

- A) effective communication of a message is possible without the need for pragmatic competence
- B) it is not possible to develop pragmatic competence before grammatical competence has been acquired
- C) the more vocabulary is learned, the more likely one is to develop pragmatic competence
- D) it is rude to point at something in public when talking about it at the same time
- E) only pragmatically competent teachers can be of any help to students who are bad at pragmatics

**17. As we learn from the passage, pragmatic competence ----.**

- A) takes only a little time to develop when second language learners are supported by their teachers
- B) doesn't necessarily have to develop in second language learners to sound more polite
- C) is not something that can be developed in a second language learner if he or she has not developed it in the first language
- D) has little to do with the support to be provided by second language teachers
- E) is not something absolutely independent of grammatical competence



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

Human beings never stop talking. How then can a language die out? When a language dies, it is not because a community has forgotten how to speak, but because another language has gradually ousted the old one as the dominant language, for political and social reasons. Typically, a younger generation will learn an 'old' language from their parents as a mother tongue, but will be exposed from a young age to another more fashionable and socially useful language at school. In this situation, one of two things is likely to happen. The first possibility is that speakers of the old language will continue speaking it, but will gradually import forms and constructions from the socially dominant language, until the old one is no longer identifiable as a separate language. This is, in reality, an extreme form of borrowing. The language concerned seems to commit suicide. It slowly demolishes itself by bringing in more and more forms from the prestige language, until it destroys its own identity. The second possibility is more dramatic because the old language simply disappears in some circumstances.

**18. We learn from the passage that a language ----.**

- A) is bound to go extinct once the number of its speakers has started to fall
- B) will either be murdered by another language or destroy itself if it stops borrowing words
- C) is sure to survive as long as it remains a socially prestigious one
- D) may lose its prestige very soon if it keeps exporting its words to other languages
- E) never risks dying out as long as it is spoken by older generations

**19. We can deduce from the information given in the passage that ----.**

- A) there are at least two ways in which a language dies out
- B) it is the younger generations that suffer more from social pressure to speak their mother tongue
- C) neither language suicide nor language death happens all at once
- D) the impact of socially dominant languages has little to do with either language death or language suicide
- E) acceleration of the death of a language cannot be stopped once it has begun

**20. The writer of the passage seems to find language suicide ----.**

- A) to be the saddening cause of extreme borrowing and language mixture
- B) to be a more desirable fate that a language may have to face than language death
- C) as one of the reasons for a language to lose prestige among its speakers
- D) as a more dramatic case thanks to social reasons
- E) to be riskier than language death due to political reasons





21. Which of the following is not one of the principles of the Grammar-Translation Method (GTM)?

- A) Actions and pictures are usually used to make meanings clear.
- B) There is little use of the target language in the classroom.
- C) The focus is on grammatical structures and inflection of words.
- D) Grammar teaching is conducted deductively only.
- E) Reading of difficult classical texts is done in the early stages.

22. In this kind of activity, a student works with another to complete the task given to them. It can be likened to a jigsaw, given that each of the students is in possession of only half the information necessary for the completion of this task. This is to say that they have to work with their partner to put all the information together.

What type of activity is referred to in the paragraph above?

- A) Chain drill
- B) Substitution drill
- C) Opinion-gap
- D) Reasoning-gap
- E) Info-gap

23. Sometimes, a language learner involved in a role-play activity may unexpectedly lose the thread of what is going on, or may suddenly get lost for words. This student now desperately needs assistance for further procession. Hence, the teacher who comes to his or her aid in a discrete and supportive way at this very moment actually serves as a/a ----.

Which of the following best completes the slot above?

- A) evaluator
- B) inhibitor
- C) editor
- D) prompter
- E) examiner

24. Which of the following is not to be recommended to a teacher who is planning to assign a pair-work activity?

- A) Avoid pairing the students that dislike each other.
- B) Try to establish a routine for pair-work activities.
- C) Allow the students to choose their partner by themselves.
- D) Arrange the pairs regardless of their language level when necessary.
- E) Ask the students to finish off if most of them have finished early.

25. Many areas of the world are populated by people who speak diverse languages. In such areas, where groups desire social or commercial communication, one language is often used by common agreement. Such a language is called a/an ----.

Choose the alternative which best completes the given sentence.

- A) social dialect
- B) diglossia
- C) idiolect
- D) Creole
- E) lingua franca

26. This is an activity that involves students reading fragments of either the same text or different texts pertaining to the same things, and then sharing the information to answer questions or solve a problem.

Which of the following is emphasized in the statement above?

- A) Scanning
- B) Text mining
- C) Jigsaw reading
- D) Reading for gist
- E) Reading for inference



27. Which of the following is false about learner autonomy?

- A) It allows learners to make a good deal of progress under the guidance of an experienced teacher.
- B) It helps to develop a capacity for critical thinking, decision-making, and independent action.
- C) It allows learners to assume responsibility for their learning and appropriate strategies to be used for their objectives.
- D) It enables learners to discover their learning potential besides gathering knowledge about the learning process.
- E) It makes it possible for learners to develop self-control and self-discipline, thus achieving self-esteem and self-confidence.

28. The purpose is to determine whether or not the course objectives have been met and the learning outcomes have been achieved by the end of a certain period of instruction. It is usually undertaken in the form of a standardized test and aims to test what is intended through planned instruction, such as training or classroom instruction. This type of testing is known by the name of ----.

Choose the alternative which best completes the given paragraph.

- A) aptitude test
- B) placement test
- C) diagnostic test
- D) proficiency test
- E) achievement test

29. Which of the following is false about teaching language skills?

- A) Listening and speaking are often integrated in conversation.
- B) Language skills are rarely separated in real life.
- C) Speaking and writing include language activation.
- D) Writing and speaking are more active skills than reading and listening.
- E) A great deal of knowledge is necessary to get meaning from what we see or hear.

30.

- They prefer to get information by listening and hearing things.
- They can process information without writing it down.
- They enjoy actively participating in discussions and activities.
- They tend to remember experiences and information in detail.

Which of the following learner types has the characteristics listed above?

- A) Visual
- B) Auditory
- C) Olfactory
- D) Gustatory
- E) Kinaesthetic

31.

Purposes for Speaking	Definitions
X	Its primary purpose is to convey information and facilitate the exchange of goods or services.
Y	Its primary purpose is to establish and maintain social relations.

Which of the following completes the table correctly?

X	Y
A) Interactional	Grammatical
B) Product-based	Process-based
C) Communicative	Structural
D) Instructional	Participatory
E) Transactional	Interpersonal



32.

Natural English	Unnatural English
a fast train fast food	a quick train quick food
a quick shower a quick meal	a fast shower a fast meal

Mr. Smith is understood to have drawn the chart above on the board for his students with the focus on ----.

Choose the **best** alternative, which completes the given sentence.

- A) structural ambiguity
- B) collocational phrases
- C) pragmatic competence
- D) lexical ambiguity
- E) spelling and handwriting

33. The method of presentation draws on the concept that the sentence is the unit of instruction. The framework of the sentence is the structure, which is a basic pattern constantly expanded by growing vocabulary. Drill and review exercises have as their primary aim the establishment of habits of automatic language control. However, it is essential that the teacher should limit his instructions to only the variations of the same pattern until its mastery has been attained.

Which of the following language teaching methods/approaches is described above?

- A) Grammar-Translation Method
- B) Direct Method
- C) Audiolingualism
- D) Communicative Approach
- E) Suggestopedia

34. In which of the following options are the definition and the method **wrongly** matched?

- A) It makes use of music, visual images, and relaxation exercises to make learning more comfortable and effective. – *Suggestopedia*
- B) It emphasizes the teaching of speaking and listening before reading and writing through dialogues and drills. – *Audiolingualism*
- C) It integrates language instruction with subject matter instruction in the target language. – *Content-based Instruction*
- D) It makes use of gesture, mime, visual aids, wall charts, and in particular Cuisenaire rods that the teacher uses to help the students to talk. – *The Silent Way*
- E) It uses orders, commands, and instructions requiring a physical response from the learner. – *Community Language Learning*

35. Which of the following is **not** a criterion that a language teacher should bear in mind when presenting grammar rules to his/her students?

- A) They should not suffer from lack of clarity.
- B) They should show clearly what the limitations are on the use of a given form.
- C) They should have truthfulness in them.
- D) They should be able to explain exceptional usages as well.
- E) They should make use of the concepts already familiar to the students.



36. "While I was seen my brother, I remembered the good moments with him when we were children. My brother had long hair and blue eyes. He was very little. He was very unreliable. He always was lost his games. He disliked a lot school. He said: It's a prison of boy! He liked to climbed tryes and to play witch his dogs."

Which of the following grammatical errors is not seen in the excerpt above?

- A) Wrong word
- B) Wrong word order
- C) Overuse of articles
- D) Wrong spelling
- E) Wrong verb form

37. **Sam:** ...you know as I came back to London and er then I discovered how how lovely Maida Vale is

**Tom:** yes, it's a beautiful area mm

**Sam:** I can see trees from my window and Walking walking to Sainsburys is lovely because there's there's some flats and there there's lots of lawn and then trees and some lovely old houses

**Tom:** yes

**Sam:** it looks really lovely and it's a very wide road too – there are wide roads everywhere there – it's not like where we lived in London before - it was dirtier and smokier

Which of the following spoken language features is not exemplified in the extract above?

- A) Pause fillers
- B) Repetitions
- C) Unfinished utterances
- D) Use of chunks
- E) Use of tags

38. Language learners use a variety of communication strategies to compensate for missing knowledge. They can describe or exemplify the target object of action (e.g., a container that you put flowers in for "vase") and use an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., photo book for album).

Which communication strategies are mentioned in the paragraph above?

- A) Circumlocution – Approximation
- B) Foreignizing – Paralinguistics
- C) Using all-purpose words – Code-switching
- D) Inferencing – Paraphrasing
- E) Word coinage – Time-gaining

39. In which of the following are writing and listening skills are integrated?

- A) Students read a model story to write their own.
- B) Students fill in the blanks to complete a story after listening to a text.
- C) Students submit the written report of their presentation to the teacher.
- D) Students read a text silently in search of specific information.
- E) Students write a descriptive paragraph all alone.

40. Which of the following factors is not to be considered in the selection of materials for an English classroom?

- A) The number of the students
- B) Procedures for monitoring and evaluating
- C) The socio-cultural environment
- D) The types of tests used
- E) The number of the authors of a material



41. Mrs. Yurttapan intends to use the following speaking task in one of her language classes.

**Do you have a good social life?**

- How often do you...? Your partner

- |                           |       |
|---------------------------|-------|
| 1. go to the theatre      | _____ |
| 2. go out with friends    | _____ |
| 3. eat in the restaurants | _____ |
| 4. phone your friends     | _____ |
| 5. listen to the radio    | _____ |
| 6. go dancing             | _____ |
| 7. do exercise or sport   | _____ |

Which of the following may not be true of this activity?

- A) It involves both listening and speaking.
- B) It takes place in real time.
- C) It is highly predictable.
- D) It is not restricted despite the prompts given.
- E) It aims to achieve an outcome.

42. In which of the following options are the definition and the validity type mismatched?

- A) It shows to what extent the test is based upon its underlying theory, that is, how well test performance can be interpreted as a meaningful measure of some characteristic or quality. – *Construct validity*
- B) It involves comparing the test scores of the candidates with some other measure for the same candidates taken roughly at the same time as the test. – *Consequential validity*
- C) It involves comparing the students' test scores with some other external measure taken some time after the test has been administered. – *Predictive validity*
- D) It refers to the degree to which a test appears to measure the knowledge or abilities it claims to measure, making use of the subjective judgment of the examinees who take it. – *Face validity*
- E) It refers to the degree that the items on a test accurately represent the domain that the test is aiming to measure. – *Content validity*

43. While prescriptive grammar deals with the strict rules of right and wrong, descriptive grammar focuses on how people communicate with no regard for language rules.

According to the information above, which of the following can be considered a descriptive rule?

- I. Do not use *different to* and never use *different than*. Always use *different from*.
- II. We do not normally use *the* with proper nouns referring to people.
- III. Use *shall* for the first person and *will* for the second and third persons.
- IV. With generic reference, both non-count nouns and plural nouns are usually used with the zero article: *I like music/dogs....*
- V. Never use the passive when you can use the active.

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

44. Good writing is also reflected by cohesion. Cohesion is created by the use of transition words that show relationships between different sentences and ideas and causal and logical relationships between words, sentences, and paragraphs.

Based on the information above, which of the following cohesive transitions words is not likely to be used for *general to specific order* when writing a piece of paper?

- A) For example
- B) Namely
- C) Meanwhile
- D) Such as
- E) Indeed





45. Which of the following is not true of prewriting activities?

- A) They are used to gather ideas for writing.
- B) They include correcting errors in sentence structures.
- C) They help student to choose a purpose and an audience.
- D) They help students discover what is important about the subject.
- E) They are done before students actually start writing.

46. Mr. Brown has just given his students a short text which they are supposed to read and write a summary for. However, the students are expected to respond to this text rather than simply summarizing it. With this in mind, the teacher ----.

Which of the following best completes the paragraph above?

- A) is asking the students not to reflect upon the text they have read
- B) has the purpose of practising only writing skills
- C) is expecting the students to include their feelings and emotions in the summary
- D) is obsessive about using clear-cut facts in the summary
- E) is asking the students to expand the text with further data

47. Mr. Kılıçaslan wants to prepare a checklist for his students so that they can assess the organization of their writing by using some questions. He asks you to offer him some questions to be included on this list.

Which of the following are you, as an English teacher, not expected to offer?

- A) Is the language appropriate to the purpose and the audience?
- B) Does the piece have a clear beginning, middle, and end?
- C) Does the piece have a strong beginning that hooks the reader?
- D) Does the piece have a strong ending that fits the focus?
- E) Are the ideas and actions connected to each other?

48. Which of the following is not a question you should ask yourself when revising and editing a piece of your writing?

- A) Have I stayed on topic for this assignment?
- B) Are my paragraphs clearly connected and coherent?
- C) What should I do to improve my writing skills for my future writings?
- D) Have I written complete, grammatically correct sentences?
- E) Is my written expression clear and concise, or is it too 'wordy'?

49. Which of the following is not a reason why those learning English as ESP students should write?

- A) They should write to learn how to write.
- B) They should write to develop and enhance their writing skills.
- C) They should write for personal and professional development.
- D) They should write to enjoy themselves in the classroom.
- E) They should write to expand their career options.

50. Which of the following sentences does not contain a compound preposition?

- A) In addition to an apple tree in his backyard, David has a pear tree in front of his house.
- B) He was able to reach the cottage safe and sound in spite of the bad weather.
- C) According to my mother, I often talk in my sleep.
- D) The detective didn't know he was sitting next to a wanted man.
- E) We have to discuss this issue in a meeting soon.



51. In which of the following is the underlined expression misused?

- A) I will buy myself a new car soon.
- B) You should respect each other's parents.
- C) I think we need one other volunteer for this hard task.
- D) You should focus on your own lessons rather than on mine.
- E) My father shaves himself every other day.

52. Which of the following sentences does not contain a structural ambiguity?

- A) The chicken is ready to eat.
- B) Visiting relatives can be boring.
- C) The fact that she is pregnant with twins is really amazing.
- D) The professor said on Monday he would give us an exam.
- E) The parents of Tom and Jenny were waiting in the queue for a concert ticket.

53. Which of the following words does not include a derivational morpheme?

- A) Attachment
- B) Extinguishes
- C) Significance
- D) Boisterously
- E) Freedom

54. Which of the following has three syllables?

- A) Children
- B) Abandon
- C) Through
- D) Language
- E) Tongue

55. Which of the following has a different allomorph of the plural morpheme in English?

- A) Bags
- B) Caps
- C) Bars
- D) Boys
- E) Calls

56. In which of the following sentences is the definite article "the" misused?

- A) Can you please close the door? It is freezing in here.
- B) The taps are broken, so we need to have a plumber repair them without delay.
- C) The poor give more because they appreciate hunger better than others.
- D) She is very interested in the Spain, so she is planning to visit there this summer.
- E) For a soccer fan, few things are as exciting as the World Cup.

57. In which of the following sentences does the pronoun "he" necessarily refer to someone other than Mike?

- A) It upsets Mike that he will have to catch a bus to work on weekdays until his car is repaired.
- B) The fact that he had been dismissed from yet another job disappointed Mike bitterly.
- C) It was only after Mike had passed away, did we learn how rich he had been all his life.
- D) Mike had no idea that he would be given a promotion at work until he spoke to the manager in person.
- E) He is hopeful that Mike can win a scholarship to Oxford this year.



58. Which of the following sentences contains a punctuation error?

- A) What a good movie!
- B) The things on Joe's mind are: finals, work, and Linda.
- C) My dog had fleas, so we gave him a bath.
- D) Mike has only one thing on his mind: girls.
- E) Hoping for a bigger fish, Rob spent three more hours fishing.

59. Which of the following *Hocket's design features* that characterizes human language is also shared by animal language?

- A) Duality
- B) Cultural transmission
- C) Semanticity
- D) Discreetness
- E) Displacement

60. Phonemes ----.

Choose the alternative which best completes the given sentence?

- A) are the distinctive sounds in a language
- B) fail to form minimal pairs
- C) do not make a difference in the meaning of words
- D) are also called free variations
- E) are mutually exclusive

61. Which of the following matching is not correct?

- A) Laptop = Compound
- B) Fan = Clipping
- C) Enthuse = Backformation
- D) Brunch = Blending
- E) Taller = Derivation

62. Which of the following cannot be a basic language principle but a parameter?

- A) All languages have subjects and predicates.
- B) All languages categorize meaning distinctions in similar ways.
- C) All languages have nouns and verbs.
- D) Some languages are null subjects.
- E) All languages have the sound "a".

63. Which of the following presupposes that Tom used to treat his wife badly?

- A) Why did Tom never treat his wife badly?
- B) Tom's wife regrets that she married Tom.
- C) Tom has stopped treating his wife badly.
- D) Tom's wife is always in bruises.
- E) When did Tom start abusing his wife physically?

64. If the language varieties are mutually intelligible to the speakers involved in an interaction, then they are speaking ----.

Choose the alternative which best completes the given sentence?

- A) either a Pidgin or a Creole
- B) two different languages
- C) two languages from the same language family
- D) two different dialects of the same language
- E) two different sign languages



65. **Mary:** When is your next class?

**Tom:** Sometime this afternoon (Tom doesn't want to give enough information)

**Which of the Gricean maxims is violated in the above exchange?**

- A) Maxim of quantity
- B) Maxim of quality
- C) Maxim of relation
- D) Maxim of manner
- E) None of the above is violated

66. ---- results in impaired syntax and agrammatism.

**Choose the alternative which best completes the given sentence?**

- A) Wernicke's aphasia
- B) Broca's aphasia
- C) Conduction aphasia
- D) Jargon aphasia
- E) Semantic aphasia

67. **A 3-year old boy:** I taked a cookie.

**Adult:** Oh, you mean you took a cookie?

**A 3-year old boy:** Yes, that is right, I taked it.

**Based upon the exchange above, it can be claimed that ----.**

- A) children learn their language through imitation
- B) children imitate only selectively
- C) parents should correct the mistakes in the child language without delay
- D) corrective feedback does not work in first language acquisition
- E) children tend to overextend the meaning of some words

68. Error Analysis (EA) is different from Contrastive Analysis Hypothesis (CAH) in that EA ----.

**Choose the alternative which best completes the given sentence?**

- A) is used to analyse errors only after they have been made
- B) focuses mainly on negative transfers
- C) makes predictions about possible learner errors before they are made
- D) claims that everything is transferable across languages
- E) deals with overextensions in L1

69. ---- character type is a stereo type and has some universal characteristics. Examples can be a cheating husband, an absent minded professor and a cruel step mother.

**Choose the alternative which best completes the given sentence?**

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

70. **Which of the following is not true of novels?**

- A) Novels are fictional prose narrative at considerable length.
- B) Novels represent characters and events as if in real life by a plot.
- C) Novels focus on the details of everyday life without the limitation of structure.
- D) Novels portray solely the dialogues of adventurous heroes.
- E) The name of the novel was derived from the Italian word novella, which means a tale.



71. In which part of the plot are the setting, the characters and the main events introduced?

- A) Exposition
- B) Climax
- C) Falling action
- D) Conflict
- E) Resolution

72. A ---- in literature is usually characterised by a struggle between the main character and some other force.

- A) plot
- B) theme
- C) conflict
- D) setting
- E) denouement

73. A ---- is a form of literary fiction that often involves magical creatures and places and has a moral to the story it tells.

Choose the alternative which best completes the given sentence.

- A) proverb
- B) fable
- C) novella
- D) short story
- E) parable

74. Which of the following author-work pairs does not belong to the Victorian Period?

- A) Charlotte Brontë – *Jane Eyre*
- B) Charles Dickens – *A Tale of Two Cities*
- C) Bram Stoker – *Dracula*
- D) Thomas Hardy – *Jude the Obscure*
- E) George Orwell – *Animal Farm*

75. "Grave men, near death, who see with blinding sight

*Blinding eyes could blaze like meteors and be gay.*

*Range, mage against the dying of the light."*

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

- A) Oxymoron
- B) Onomatopoeia
- C) Simile
- D) Metaphor
- E) Assonance

TEST BİTTİ.

CEVAPLARINIZI KONTROL EDİNİZ.