



[ ] Öğretmenlik Alan Bilgisi Testi

# ÖABT İNGİLİZCE

## ÖRNEK Deneme Sınavı

*Tamamı*

VIDEO



ÇÖZÜMLÜ

Hazırlayanlar

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### SİSTEM DİL KURSU – ESKİŞEHİR



2022 ÖABT İNGİLİZCE  
ÖRNEK DENEME SINAVI

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 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 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 content-based instruction?
- E) The significance of comprehension-based approach in the light of 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 many 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. (I) Native speakers of any language occasionally have differing views on whether a particular sentence or structure is grammatical or not. (II) Such differences in judgement depend on a person's view as to what is meant by 'correct'. (III) The terms *prescriptive* and *descriptive* are often used in order that these different points of view can be defined. (IV) A descriptive grammar takes stock of language use as it can be observed through different channels of communication and genres. (V) A prescriptive grammar, on the other hand, gives hard-and-fast rules about the correct use of grammar.

Which of the sentences in the paragraph above does not contain a subordinate clause?

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

22. In which of the following sentences can the underlined words not be considered co-referential?

- A) My brother has just sold the present we gave him on his birthday.  
 B) Where is your cell phone? You keep leaving it behind.  
 C) I think you are speaking the truth but the others aren't doing so.  
 D) When they saw the drowning boy, the bystanders called the lifeguards.  
 E) Listen to this: We are going to take a short trip to Cyprus this weekend!

23.

	Examples	Parts of Speech
I	<u>This</u> is your new car, isn't it?	Distal Demonstrative Adjective
II	<u>Those</u> were the songs we once listened to.	Distal Demonstrative Pronoun
III	<u>This</u> dog is my best friend, so I can't do without her.	Proximal Demonstrative Adjective
IV	<u>These</u> are your new shoes, I suppose.	Proximal Demonstrative Pronoun
V	<u>That</u> village was flooded due to torrential rains.	Distal Demonstrative Adjective

For which of the sentences in the table are the underlined word and the part of speech it belongs to wrongly matched?

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

24. Which of the italicized Noun Phrases is used in a generic meaning that refers to human beings?

- A) *The heart* pumps blood to each and every cell of the human body.  
 B) In the UK, *the rich* are known to pay taxes at rates lower than the middle class.  
 C) *The wheel* has radically changed how human beings go to work today.  
 D) For Turkish people, *the tulip* is the embodiment of perfection and beauty.  
 E) *The computer* has changed the way humans communicate with one another.



25. In which of the following sentences is the relative clause used with a partitive meaning?

- A) Language has the power to generate many signs given that it has rules by which complex signs are made from simpler ones.
- B) Diphthongs, which are written like sequences of vowels or of vowel and glide, are considered just one phoneme.
- C) Those young teachers, many of whom had never taught English before, were rather nervous on the first day of school.
- D) Many people struggle to master basic literacy and numeracy skills, especially those who face tough social circumstances.
- E) We all know that the books that resonate with us long after we turn the last page are those with memorable characters.

26. It claims that there are features of grammar common to all languages; for instance, all languages have first and second person pronouns.

Which of the following grammar types is defined above?

- A) Universal grammar
- B) Functional grammar
- C) Pedagogic grammar
- D) Descriptive grammar
- E) Prescriptive grammar

27. Which of the following is not true about the phonetic structure of the word “strong”?

- A) It begins with a consonant cluster.
- B) It ends with a voiced velar sound.
- C) It begins with an alveolar sound.
- D) It has got a low back vowel.
- E) It ends with a consonant cluster.

28. The teacher gave us an exam in which we were expected to edit a text on NASA.

Which of the following word formation processes is not seen in the sentence above?

- A) Derivation
- B) Clipping
- C) Back-formation
- D) Coinage
- E) Acronym

29. 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.



30. Which of the italicised words is wrongly defined considering the semantic role assigned for it?

- A) You are wasting *my time* now. – Patient
- B) I went to the market *with her*. – Instrument
- C) *Tom* killed the taxi-driver brutally. – Agent
- D) My mother bought *me* a car. – Beneficiary
- E) She is working for a *big exam*. – Goal

32. 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?

31. A creole is often situated geographically in an area where people still speak this language, which refers to the language that has made a dominant contribution to the vocabulary in the resulting creole.

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

- A) Pidgin language
- B) Lexifier language
- C) Suicidal language
- D) Decaying language
- E) Moribund language

33. Sait:  
- **When is your next class?**

Ziya:  
- **Sometime this afternoon.**

**Which of the following is observed in Ziya's response in the exchange above?**

- A) The contribution made by Ziya is less than required, so Maxim of Quantity is violated.
- B) The contribution Ziya makes is not orderly; thus, Maxim of Quality is violated.
- C) The logical connection of Ziya's response to Sait's question is poor; hence, Maxim of Relation is violated.
- D) The information provided by Ziya is false; therefore, Maxim of Quality is violated.
- E) Ziya's response to Sait's question makes sense; as a result, Maxim of Manner is secured.



34. In addition to scoring well on specifically linguistic tasks such as grammaticality judgement, patients suffering from this syndrome usually speak fluently and grammatically. In spite of these intact linguistics skills, however, they show poor performance in tests of logical reasoning and in questions about general knowledge.

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

- A) Garden-path syndrome
- B) Cohort model
- C) Grammatical encoding
- D) Chatterbox syndrome
- E) Specific language impairment

35. Some aphasic patients can read, write and speak quite normally but cannot understand the words spoken to them although their hearing system is not damaged. They cannot repeat back the words spoken to them, either, indicating that the input route through the phonological input is damaged. That is, they cannot use auditory input to access words for comprehension or for triggering the production of words during repetition, which is why it is also called 'auditory agnosia'.

**Which of the following concepts is defined above?**

- A) Slip of the ear
- B) Word deafness
- C) Wernicke's aphasia
- D) Broca's aphasia
- E) Tip of the tongue

36. This type of prose fiction narrates the misadventures of a young man with a questionable character. The protagonists are cunning, rascals, with a tendency toward bad life. In this type of novels, elements of the daily life of the sixteenth century are included, for example: the pastoral life. The structure example can be said as that of Mark Twain's *Huckleberry Finn*.

**Which of the following types of prose fiction is described above?**

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

37. The author uses this literary device to introduce background information, which may concern fictional characters, events, settings, or environmental or historical facts that relate to the plot or action in some way. It is a crucial part of any story since, without this technique, nothing makes sense in the story.

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

- A) Exposition
- B) Deus ex machine
- C) Foreshadowing
- D) Flashback
- E) Epiphany



38. Works of science fiction (sci-fi novels) are speculative stories with imagined elements that do not exist in the real world. Some of them are inspired by “hard” natural sciences like physics, chemistry, and astronomy while others are inspired by “soft” social sciences like psychology, anthropology, and sociology. Common elements of sci-fi novels include time travel, space exploration, and futuristic societies.

Which of the following author-work pairs does not exemplify science fiction literature?

- A) H. G. Wells – *The Time Machine*
- B) Mary Shelley – *Frankenstein*
- C) Aldous Huxley – *Brave New World*
- D) Rudyard Kipling – *The Jungle Book*
- E) Jane Austen – *Persuasion*

39. Which of the author-work pairs given below is incorrect?

- A) Charlotte Bronte – *Jane Eyre*
- B) Jonathan Swift – *Gulliver's Travels*
- C) Thomas Hardy – *Utopia*
- D) Jane Austen – *Sense and Sensibility*
- E) Charles Dickens – *A Tale of Two Cities*

40. It was an artistic and intellectual movement that originated in Europe in late 18<sup>th</sup> century Western Europe. It was, in part, a revolt against aristocratic, social, and political norms of the Enlightenment period and a reaction against the rationalization of nature. It elevated folk art, language and custom, as well as arguing for an epistemology based on usage and custom.

Which of the following is the literary movement defined above?

- A) Neoclassicism
- B) Naturalism
- C) Realism
- D) Romanticism
- E) Existentialism

41.

O anything of nothing first created!  
O heavy lightness, serious vanity,  
Misshapen chaos of well-seeming forms!  
Feather of lead, bright smoke, cold fire, sick health,  
Still-waking sleep, that is not what it is!  
This love feel I, that feel no love in this.

Which of the following figures of speech is predominantly used in the excerpt from *Romeo and Juliet* by William Shakespeare?

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



42. Mr. Kılıçaslan has just handed out a short story to his students. Once the students are done with the reading, he asks them to read the text again so that they can put the statements below the text in the order in which they occur.

**Which of the following is true of the activity prepared for literature teaching?**

- A) The teacher is asking the students a few while-reading questions.
- B) The students are certain to have comprehended the text.
- C) The students are asked really tough questions.
- D) The students are expected to reorder the given statements as a follow-up activity.
- E) The level of the text is far above that of the students.

43. Which of the following is not a question an English teacher should ask himself or herself before deciding on what literary text to use in the classroom?

- A) Is this text affordable enough for my students to obtain?
- B) Will this text take too much of my students' time to do?
- C) What kind of activities can I possibly devise to exploit this text?
- D) How does this text link with the rest of the syllabus my students are following?
- E) Why should I waste my precious time studying this text when I can make use of other stuff?

44. Students are expected to remove certain elements from a literary text for the sake of making it shorter while care is given to keep meaning the same.

**Which of the following techniques used in applying literature in a language classroom is defined above?**

- A) Expansion
- B) Reduction
- C) Media transfer
- D) Replacement
- E) Reconstruction

45. Mr. Yurttapan is asking his students to write a counting poem from one to ten. He tells the students that each line could be a noun-adjective combination or a complete sentence as typified below;

*One dog is sleeping in the sun  
Two cats are washing their tales  
Three children are playing there  
Four mothers are drinking tea ...*

**Which of the following can be said about the teacher above?**

- A) He is sure that all the students will be able to write perfect a poem.
- B) He is trying to teach the students numbers for the first time.
- C) He is of the opinion that this task is too difficult for his students.
- D) He thinks the students can experiment with writing poems in a creative way.
- E) He has done this activity in his classes several times before.





46.

- The main goal is to help beginning-level students gain basic fluency in the target language.
- The syllabus is composed of linguistic structures, and designed in a non-linear fashion.
- Learning is generally facilitated by accompanying physical objects, such as Cuisenaire rods.
- Students need to be much more responsible for their own production in the target language.

**Which of the following methods has the principles listed above?**

- A) The Grammar Translation Method
- B) The Direct Method
- C) The Audio-Lingual Method
- D) The Silent Way
- E) Total Physical Response

**47. Which of the following is not one of the principles underlying Task-based Instruction?**

- A) It is mandatory that the students should be taught all the grammar needed for the text in an explicit way.
- B) The class activities have a perceived purpose and a clear outcome.
- C) The teacher supplies the correct target form by reformulating or recasting what the students have said.
- D) The teacher needs to seek ways of knowing how involved the students are in the learning process.
- E) The students should receive feedback on their level of success upon completing the task.

48.

Terms	Definitions
I	It is an overall plan for the orderly presentation of language material.
II	It is a set of correlative assumptions dealing with the nature of language teaching and learning.
III	It is a kind of classroom activity used to accomplish an immediate objective.

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

- |              |           |            |
|--------------|-----------|------------|
| <u>I</u>     | <u>II</u> | <u>III</u> |
| A) Method    | Approach  | Technique  |
| B) Technique | Approach  | Method     |
| C) Method    | Technique | Approach   |
| D) Approach  | Method    | Technique  |
| E) Technique | Method    | Approach   |

49.

- I. Exposure to the target language
- II. The age of the learner
- III. Methods and quality of teaching
- IV. Personality and aptitude
- V. Interference of the first language

**Which of the factors above affect pronunciation learning?**

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



50. Mr. Kılıçaslan gives some explicit guidance to help his intermediate students in forming a couple of sounds correctly. Using his own mouth, he demonstrates that the initial sound in "eat" has lips 'smiling', the final sound in "you" has lips rounded and pushed forward, the intervocalic sound in "bird" has lips relaxed etc.

**Which of the following does the teacher above focus in his pronunciation lesson?**

- A) Assimilation
- B) Place of articulation
- C) Strong and weak forms
- D) Distinctive features of vowels
- E) Identifying stress and intonation

51. Mr. Yurttapan gives the following vocabulary activity to his intermediate language learners.

Work with another student. Put the opposites of the adjectives below in one of the columns. Are the words in the columns generally negative or positive in meaning?

un-	dis-	-ful	-ness

reliable                      harm                      loyal  
 thank                      friendly                      happy  
 lonely                      obedient                      hope

**What combining principle does Mr. Yurttapan target in the activity?**

- A) Prefixation
- B) Infixation
- C) Circumfixation
- D) Suffixation
- E) Affixation

52. Which of the following is not true of teaching vocabulary in language classrooms?

- A) Learners need to be actively involved in learning the new words.
- B) Learners are supposed to retrieve words from memory repeatedly.
- C) Learners are more likely to retain the new words if they are multisyllabic.
- D) Learners need to wean themselves off a reliance on direct translation from their mother tongue.
- E) Learners should aim to build a threshold vocabulary as quickly as possible.

53. In a grammar class, the learners are invited to arrive at rules by studying some examples given by the teacher. For instance, they might be asked to study the following examples.

- I have a friend who plays the piano.
- Yesterday, I met a man who works in the circus.
- He bought a car, which runs fast.
- That bag, which contained the money, was red.

Then, they are expected to fill in the following sentences using *who* or *which* based on what they have discovered about the usage of these two relative pronouns from the samples given above.

- The man ..... robbed the bank had two pistols.
- I bought a cell phone ..... has internet access.

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

- A) Inductive learning of grammar
- B) Rule-driven grammar instruction
- C) Situational grammar teaching
- D) Teaching grammar through authentic texts
- E) Using translation to teach grammar



54. Which of the following may not be true about teaching grammar through texts?

- A) Texts provide co-textual information, which allows learners to deduce the meaning of unfamiliar grammatical items from the surrounding text.
- B) Simplified texts are invariably better than authentic ones when it comes to teaching grammatical items.
- C) If the texts are not artificially constructed, they can show how grammatical items are used in real communication.
- D) As well as grammatical input, texts can also provide vocabulary input, skills practice, and exposure to features of text organisation.
- E) If the texts come from the students themselves, they may be more engaging and their language features therefore more memorable.

55. Which of the following is not considered in preparing a pre-reading activity?

- A) Setting a meaningful purpose for reading
- B) Predicting what the students are about to read
- C) Establishing what the students already know about the topic
- D) Distinguishing between general and specific ideas
- E) Familiarising the students with the new linguistic elements they are going to encounter

56.

- I. The text is not read word-by-word; instead, it is read at a speed faster than normal reading in a limited amount of time. – *Skimming*
- II. While searching, the reader focuses on the specific item s/he is looking for. – *Scanning*
- III. Readers interact with the text in trying to figure it out by themselves. – *Silent reading*
- IV. It provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. – *Intensive reading*

Which of the above reading types and definitions are correctly matched?

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

57. During a listening activity, Mr. Yurttapan writes down a list of words on the blackboard from the dialogue his students are going to listen to. He then draws a checkbox next to each word and asks them to copy this list onto their notebooks. The students are supposed to listen to the dialogue and put a tick next to the words as they heard them. Once they are done with the listening the teacher asks them to work in groups and check their answers.

What technique of listening does this teacher use for his listening activity?

- A) Listen and Correct
- B) Listen and Draw
- C) Listen and Do
- D) Listen and Complete
- E) Listen and Match



58.

	Purpose	Listening Type
I	Listening to distinguish between sounds	Discriminative listening
II	Listening to derive pleasure	Intensive listening
III	Listening to learn information	Extensive listening
IV	Listening to evaluate information	Critical listening

Which of the above listening types are incorrectly placed into the table according to their purpose?

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

59. Which of the following may not be a suggestion for a teacher interested in teaching 'speaking' in a second language classroom?

- A) Observe your students to see whether they need your help while working in pairs or groups
- B) Reduce your speaking time in the class while also increasing your students' speaking time
- C) Indicate positive signs and suggestions when commenting on the responses of your students
- D) Try to correct your students' pronunciation mistakes as they are speaking as much as you can
- E) Provide the vocabulary that your students will need for speaking activities beforehand

60. Speaking genres can be classified according to their general purposes, the participation they involve, and the degree of planning.

Depending on the sentence above, which of the examples below is not classified correctly?

- A) **University Lecture:** *interpersonal, interactive, unplanned*
- B) **Job interview:** *transactional, interactive, partly planned*
- C) **Joke telling:** *interpersonal, partly interactive, partly planned*
- D) **Airport announcements:** *transactional, non-interactive, planned*
- E) **Speech of thanks:** *interpersonal, non-interactive, planned or unplanned*

61.

- I. The teacher tells a student to check a particular issue in a grammar book.
- II. The teacher is performing the role of an examiner.
- III. The teacher gives students advice to help them avoid the same mistakes in the future.
- IV. The teacher is performing the role of an audience.
- V. The teacher is chiefly concerned with accuracy.

Which of the above are examples of 'responding to' rather than 'correcting' the written papers of students?

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



62. Mr. Kılıçaslan shows one of the students sitting at the front of the classroom a sentence, for which this student has only half a minute to look at. Then, the student writes it down before passing it on to the next student who has only short time to read it. The second student writes down his or her version of this sentence and repeats the same procedure with the third student. This process continues until the last student in the last line writes the sentence on the board. Finally, the teacher writes down the original version on the board for the students to check.

Which of the following writing activities is given above?

- A) Dictation writing
- B) Disguised writing
- C) Controlled writing
- D) Dictogloss writing
- E) Whisper writing

63.

Syllabus Type	Main Headings
I	- The weather - Sports - Music
II	- Writing memos - Giving instructions - Getting specific information
III	- Requesting - Apologising - Agreeing

Which of the following matches is correct relating to the syllabus types and their main headings?

	I	I	III
A)	Topic-based	Structural	Grammatical
B)	Grammatical	Form-based	Functional-Notional
C)	Situational	Procedural	Genre-based
D)	Topic-based	Skills-based	Functional-Notional
E)	Lexical	Skills-based	Task-based

64. Which of the following syllabus types does not match with the tasks given?

- A) Procedural syllabuses: *energy sources, holiday destinations, foods and drinks*
- B) Structural syllabuses: *determiners and articles, prepositions and postpositions*
- C) Situational syllabuses: *at the restaurant, at the bank, at the post-office*
- D) Task-based syllabuses: *completing forms applying for a job, making a decision*
- E) Genre-based syllabuses: *reading film reviews, writing folktales, reading tales*



65. Which of the following is not a criterion to be considered in exploring and evaluating a coursebook?

- A) Evaluation of the teaching material in the coursebook
- B) Identifying the strengths and weaknesses of the coursebook
- C) The number of the references used by the authors of the coursebook
- D) The profile of the learners who are to study the coursebook
- E) The needs of the learners who are to study the coursebook

66. One activity in the coursebook that Mr. Yurttapan is using practices 'the past simple tense'. The students are asked to complete five sentences with the missing verbs in this activity. With the students having benefitted from it so much, the teacher decides to adapt the coursebook by adding another five sentences to this activity based on the same logic.

**Which technique for materials adaptation is described above?**

- A) Extending
- B) Reordering
- C) Simplifying
- D) Expanding
- E) Subtracting

67. It allows the teacher to interpret the results of an assessment and determine grades based on student performance. One example of this is grading 'on the curve'. In this approach, the grades of an assessment are forced to fit a 'bell curve' no matter what the distribution is.

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

- A) Absolute grading
- B) Test specification
- C) Item calibration
- D) Relative grading
- E) Cut-score judgement

68. After listening to a text about a plane disaster, the students are given some multiple-choice questions to check their listening comprehension. Below is one of them.

*Choose the word that best completes the sentence.*

**The flight attendant asked the passengers to --- attention to the safety demonstrations.**

- A) claim    B) devote    C) pay    D) lend

**Which of the following explains the main weakness in the sample question?**

- A) It is open to misinterpretation by the students.
- B) The number of the choices given for the item is not satisfactory.
- C) The stem of the item is not clear enough to make it doable.
- D) The instruction of the item is not clear enough.
- E) It tests recognition knowledge of the students only.





69.

	Intelligence Type	Activities
I	Visual-spatial	mind maps
II	Musical	jazz chants
III	Intrapersonal	brainstorming
IV	logical-mathematical	sequential presentations
V	Linguistic	word building games

For which of the above activities prepared for young learners is the intelligence type misplaced into the table?

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

70. Which of the following is a characteristic of young second language learners of English?

- A) They have a clear understanding of why they are learning and what to get out of it.
- B) They need individual attention and approval from the teacher.
- C) They usually have their own set patterns of learning.
- D) They have a great potential for creativity and passionate commitment to learning.
- E) They have a whole range of life experience to draw on.

71. Which of the following is not among the features of the activities prepared for young learners of English?

- A) Drawing activities
- B) Repetition in chorus
- C) Puzzle-like activities
- D) Activities with game elements
- E) Activities based on life experience

72. One of the most persistent problems observed in teaching pronunciation of English is that some language learners progress to a certain point, only to find that it is difficult to make further progress. For instance, a student who has been studying English for many years may still find it hard to distinguish between /v/ as in *very* and /b/ as in *berry*. This is to say that this error has apparently become a permanent part of the person's English.

Which of the following linguistic phenomena is defined above?

- A) Fossilization
- B) Plateau effect
- C) Critical period
- D) Hypercorrection
- E) U-Shape acquisition



73. Yusuf is known for his lively personality. He is also a very easy-going person. Both of these characteristics have contributed a lot to his success in his learning English.

**Which of the following hypotheses of Krashen could best account for the success of Yusuf?**

- A) The Input Hypothesis
- B) The Natural Order Hypothesis
- C) The Acquisition-Learning Hypothesis
- D) The Affective Filter Hypothesis
- E) The Monitor Hypothesis

74. Nurefşan, a Turkish learner of English in an secondary school, is in the habit of using the “-s” in all verbs disregarding person, number or tense. For example, she speaks sentences like *She eats breakfast, They lives in Turkey* and *We knows a lot about elephants*.

**Which of the following phenomena in second language acquisition can best account for the case above?**

- A) Overextension
- B) Deceptive transparency
- C) Overgeneralization
- D) Comprehensible output
- E) Negative Transfer

75.

Student:

- **I see her in the park yesterday.**

Teacher:

- **You need a past tense for this sentence.**

**What type of corrective feedback is provided by the teacher above?**

- A) Recast
- B) Repetition
- C) Elicitation
- D) Direct correction
- E) Metalinguistic feedback

**TEST BİTTİ.**

**CEVAPLARINIZI KONTROL EDİNİZ.**

**2022 ÖABT İNGİLİZCE**  
**ÖRNEK DENEME SINAVI CEVAP ANAHTARI**

1	C	26	A	51	E
2	B	27	E	52	C
3	A	28	D	53	A
4	E	29	C	54	B
5	C	30	B	55	D
6	C	31	B	56	E
7	D	32	C	57	C
8	B	33	A	58	B
9	E	34	D	59	D
10	A	35	B	60	A
11	D	36	E	61	B
12	B	37	A	62	E
13	A	38	E	63	D
14	C	39	C	64	A
15	D	40	D	65	C
16	A	41	C	66	A
17	E	42	D	67	D
18	C	43	E	68	E
19	C	44	B	69	C
20	B	45	D	70	B
21	E	46	D	71	E
22	D	47	A	72	A
23	A	48	A	73	D
24	B	49	E	74	C
25	C	50	D	75	E