When comparing L1 and L2 reading contexts, there will be different individual motivations for reading, as well as differing senses of self-esteem, interest, involvement with reading, and emotional responses to reading. **(1)----** students progress through different levels of education and academic task demands increase, they tend to have differing combinations of motivations for reading L2 texts. Some of these differences in motivation are based on varying academic goals, prior educational instruction, and broad cultural frameworks for literacy uses. These possible differences should be explored in classroom settings **(2)----** discussions, student-interest surveys, and parent-teacher conferences. This information may help understand student strengths and weaknesses beyond any language assessment measure and promote more effective instruction. **(3)----** specific motivations for reading and task performance, students bring with them varying underlying attitudes toward L2 reading, which are often linked to perspectives on past educational experiences in both L1 and L2 contexts. These experiences shape perceptions of how well L2 readers **(4)----** tasks and fuel students' self-perceptions of how successful they are as students. These perceptions, in turn, influence students' self-esteem, emotional responses to reading, interest in reading, and willingness to persist. No one disputes the fact that students' self-perceptions, emotional attitudes toward reading, interest in specific topics, and willingness to read texts are important issues for the classroom learning environment, but until now scholars have not properly **(5)----** these issues in discussions of reading comprehension instruction. However, in L1 and L2 reading research, they are currently seen as important predictors of academic success.

**SORU 1**

**A)** Unless
**B)** In order that
**C)** Until
**D)** Only if
**E)** As

**SORU 2**

**A)** on
**B)** into
**C)** through
**D)** about
**E)** at

**SORU 3**

**A)** Unlike
**B)** With the goal of
**C)** Instead of
**D)** Aside from
**E)** Compared to

**SORU 4**

**A)** might have performed
**B)** would have performed
**C)** must perform
**D)** could have performed
**E)** can perform

**SORU 5**

**A)** expanded
**B)** fulfilled
**C)** tackled
**D)** yielded
**E)** implemented

Autonomy is a complex construct in the sense that it is, like the more widely measured construct of foreign language proficiency, made up of many things, none of which are quite the same as autonomy itself. When we judge intuitively that students are either more or less autonomous, what we appear to be doing is observing certain behaviours and associating them with the broader construct of autonomy. For example, we may observe that a student is making a study plan, read the plan, and judge that it is a good one. From this, we may infer that the student is to some degree autonomous. But planning is by no means identical to autonomy. At most, it is a component of autonomous learning, and possibly not a necessary component. An initial problem in measuring autonomy, therefore, is determining what autonomy's necessary or most important observable components are. Autonomy may, of course, have important non-observable components as well. Thus, a second problem emerges, which is to determine whether these non-observable components are as critical as the observable ones in measuring autonomy.

**SORU 6**

**Why does the author compare the construct of autonomy to the construct of foreign language proficiency?**

A) To highlight the importance of autonomy in developing foreign language proficiency
B) To clarify the misunderstanding about two different constructs and describe them individually
C) To reveal that observable components play a key role in measuring these two constructs
D) To underline that they are multidimensional constructs with various components
E) To show that the fundamental components of these two constructs have yet to be clearly defined

**SORU 7**

**Which could be inferred from the passage?**

A) Planning is the main factor that promotes the accurate measurement of autonomy.
B) Linking the observable components of autonomy to those in foreign language proficiency is the most reliable way to measure it.
C) Autonomy is not reducible to a particular combination of observable and non-observable behaviours.
D) The same components are analysed to measure both autonomy and foreign language proficiency.
E) Autonomy is a more difficult construct to measure than foreign language proficiency as the former has many unobservable components.

**SORU 8**

**What is the primary purpose of the author?**

A) To suggest that non-observable components of autonomy are more important than the observable ones
B) To make a comparison between two widely measured constructs in language learning
C) To provide a possible framework for the measurement of autonomy based on observable behaviours
D) To confirm that there are too many necessary components of autonomy
E) To emphasise that there are some obstacles in measuring autonomy

In the early days of intelligence testing, it was widely thought that a person's mental abilities were genetically determined and varied little throughout the lifespan, but it is now believed that nurture also plays a significant role in giftedness. Researchers comparing the behaviour of parents of gifted and average children have found significant differences in childrearing practices. The parents of gifted children spend more time reading to them and promoting creative play and are more involved with their schooling. They are also more likely to actively encourage language development and expose their children to cultural resources outside the home, including those not restricted specifically to children, such as art and natural history museums. The involvement of fathers in a child's academic progress has also been found to have a positive effect on both boys and girls in elementary school in terms of achievement test scores. Within the family, grandparents can also play a positive role as mentors, listeners, and role models. A disproportionately large percentage of high-achieving women have reported that at least one grandparent played a significant role during their childhood. Even within a single family, giftedness can be influenced by such environmental factors as gender, differences in treatment by parents, and other unique aspects of a particular child's experiences.

**SORU 9**

**According to the passage, how do researchers currently view intelligence?**

A) They have a variety of perspectives regarding how intelligence is determined, most of which place special emphasis on genetic factors.

B) They believe that intelligence tests are controversial because intelligence cannot be accurately measured due to the large variety of factors determining its level.

C) They have attached more importance to children's inborn qualities rather than how they are raised by their parents.

D) They have taken into account the impact of childrearing practices and environmental factors, as well as genetics, on a child's intelligence level.

E) They mainly focus on children's academic progress rather than how their parents bring them up.

**SORU 10**

**Which of the following is one of the research findings mentioned in the passage?**

A) While intelligence could be affected by environmental factors, it is predominantly determined by inborn qualities of children.

B) Cultural resources should be specially adapted for children so as to contribute to their academic progress.

C) The parents of less gifted children are known to spend more time playing with them than getting engaged in their schooling.

D) The parents of gifted children tend to be academically and culturally supportive of their children.

E) Grandparents who are involved in childrearing practices have the greatest impact on gifted children as to their academic progress.

**SORU 11**

**What is the primary purpose of the author?**

A) To highlight the increased popularity of intelligence tests when compared to the past

B) To draw attention to research revealing the impact of external factors on intelligence levels

C) To emphasise that intelligence is largely determined by inborn qualities despite extensive research on the positive effects of nurture

D) To criticise unreliable research findings focusing on the contribution of environmental factors to intelligence level

E) To compare men and women in terms of the external factors determining their intelligence levels

A test task is essentially a device that allows the language tester to collect evidence. This evidence is a response from the test-taker, whether this is a tick in a box or an extended contribution to a dialogue. The 'response as evidence' indicates that we are using the responses in order to make inferences about the ability of the test-taker to use language in the situations defined in the test specifications. It is often said that tests are in some way better or more valid just because they are direct. But this is not the case, for, as Bachman has pointed out, directness is a thorny issue in language testing given that language is both the object and the instrument of our measurement. The only value of any response to any item or task is given to it by the strength of the inference we can make from the 'response as evidence' to the construct as *language knowledge*, or as *ability for use* within specific parameters laid out in the test specifications. This means that the arguments over task authenticity that dominated the late 1970s are no longer meaningful. Proponents of the communicative approach to language testing suggested that only tasks that mirrored language use in the real world should be used in communicative language tests, reflecting the actual purposes of real-world communication, using input and prompts that had not been adapted for use with L2 speakers. At the time, Alderson argued that this was a fallacious argument, and we have since realised that authenticity, even conceived of as matching test method facets to facets of similar tasks in the real world, does not make test tasks automatically valid through directness; it means only that we may be able to model test-taker behaviour in ways that allow us to observe the use of processes that would be used in real-world language use.

**SORU 12**

**Why does Bachman think that directness is a thorny issue in language testing?**

A) The tasks used for measurement purposes may sometimes be inauthentic.
B) It might be difficult to make an inference about a test taker's language knowledge or ability.
C) It is almost impossible to come up with a universal definition for the construct.
D) The tool used for the test purpose is also what needs to be measured.
E) The strength of the evidence for making inferences cannot be assessed.

**SORU 13**

**Why was the argument developed by the proponents of the communicative approach considered fallacious by Alderson?**

A) The knowledge and ability of test-takers cannot be clearly defined in test specifications.
B) The tasks included in tests may not suffice to model test-taker behaviour that can reflect real-world language use.
C) The input can be adapted for use with L2 speakers since authentic tasks may not always suit the real purpose of the test.
D) The responses in real-world tasks and those in the language test tasks are not similar.
E) The employment of the tasks resembling those in everyday situations does not necessarily guarantee test validity.

**SORU 14**

**What is the primary purpose of the author?**

A) To discuss why Bachman and Alderson differ in their views about authenticity
B) To inform the reader about the controversy over the directness of language tests
C) To put special emphasis on the validity of communicative language tests
D) To highlight the importance of using authentic tasks in language tests
E) To show how arguments over task authenticity have led to more valid tests

A child's linguistic environment provides information about the language the child is acquiring. The main providers of input are parents, caretakers, siblings, and other children and adults engaging in routine interaction with the child. But to what extent do children need to be talked to? Some important facts about language acquisition limit how we view the role of the language in the environment: every child in every known culture acquires language with similar ease by going through similar stages at about the same rate. This implies that any characteristics of the input in the environment that are identified as essential for language development must exist in every language community in the world. Parents in the United States, for example, consider interacting verbally with children to be very important, assuming that this sort of interaction is necessary for language acquisition. There are cultures, however, in which adults rarely talk with children and they get most of their information about the language from older children. In some communities in northwestern Brazil, certain cultural practices lead to a complex multilingualism. Women must marry outside of their linguistic background, a practice known as linguistic exogamy. When they marry, they relocate to their husband's village. Children grow up hearing both the maternal and paternal languages, but they are actively discouraged from openly using the language of their mother. A great deal of guidance is offered with their paternal language since it is highly valued. While they are discouraged from speaking their mother's language, children are constantly exposed to it, and thus they grow up competent in it, though they might be reluctant to demonstrate their ability.

**SORU 15**

**As it can be inferred from the passage, contrary to some important facts about language acquisition, ----.**

A) it takes more time for children to become competent in a certain language in multilingual communities
B) parents tend to intervene in their children's grammar development so that interaction with peers will not negatively impact the process
C) the amount and source of the input provided to children in their environment may change from culture to culture
D) parents, caretakers, siblings, and other children and adults all have different roles in promoting a child's language acquisition
E) linguistic exogamy exposes children to both their paternal and maternal languages at similar levels

**SORU 16**

**According to the passage, parents in the United States ----.**

A) follow certain rules of thumb in teaching their children how to interact verbally with their peers and adults
B) simplify grammar rules to make language learning less challenging for their children
C) believe that the most effective way for their children to acquire language is through interaction with their peers
D) think that interaction with older children may not help younger children develop adult-like grammar
E) give priority to verbal interaction with children supposing that it will facilitate language acquisition

**SORU 17**

**Why are children in certain communities in northwestern Brazil less likely to speak their maternal language?**

A) Limited practice with their maternal language makes them less competent in this language.
B) Their paternal language is of higher prestige in their community although they mostly receive guidance in their maternal language.
C) They are deliberately deterred from communicating in their maternal language in public.
D) The environmental input children are exposed to is inadequate for them to acquire their maternal language.
E) The societal values attached to their maternal language are appreciated within a relatively limited geographical context.

Speech act theory accounts for an act that a speaker performs when pronouncing an utterance, which thus serves a function in communication. Since speech acts are the tools that enable us to interact in real-life situations, uttering a speech act requires knowledge not only of the language but also of its appropriate use within a given culture. Speech act theory was first developed by the British philosopher John Langshaw Austin, whose seminal Oxford Lectures in 1952-1954 marked an important development in the philosophy of language and linguistics. Austin's proposal can be viewed as a reaction to the extreme claims of logical positivists, who argued that the meaning of a sentence is directly linked to its verifiability. Austin contended that most of our utterances do more than simply making statements. Questions and orders, for example, are not used to state something, and many declarative sentences do not lend themselves to being analysed in terms of their falsifiability. Instead, they are instruments that allow speakers to carry out various actions. That is to say, we use language mainly as a tool to do things, and we do so by means of performing hundreds of ordinary verbal actions of different types in daily life, such as greeting, requesting, instructing, complaining, warning, or promising.

**SORU 18**

**According to the passage, which of the following statements cannot be supported by the speech act theory?**

A) People not only use language to express or assert things but also to cause things to happen.
B) A detailed structural analysis of a sentence is required to better understand its meaning and to verify it.
C) Utterances may have different meanings depending on how and why they are used in a particular context.
D) Every utterance we produce may not have intrinsic validity, so its meaning cannot be directly explained by its verifiability.
E) Language can be considered a sort of action instead of being seen as a medium to convey information.

**SORU 19**

**According to the passage, Austin proposes that the meaning of a sentence ---.**

A) is closely related to the purpose it serves rather than its verifiability
B) can be judged in terms of its falsifiability if it leads to ambiguity in interaction
C) becomes more clear if the statement it offers can be verified
D) is interpreted according to the rules that lay the foundations of language
E) is harder to understand when it is presented in the form of an order or a question

**SORU 20**

**Why does the author give examples of daily verbal actions in the passage?**

A) To reject Austin's suggestions about the everyday use of language
B) To highlight that language is primarily used to fulfil a function
C) To explain why we may need to verify or falsify utterances
D) To support logical positivists' approach to language use
E) To describe how speech acts are used to make statements

## Soru No: 21

**Which of the following sentences does <u>not</u> 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.

## Soru No: 22

**In which of the following sentences is the use of plural *-s* grammatically correct?**

A) My mother always wants me to help her with the <u>houseworks</u>.
B) The former owner of the flat left behind <u>furnitures</u> when she had to move to a new city.
C) Several countries have expressed their strong <u>disapprovals</u> of the law.
D) Millions will face <u>starvations</u> next year as a result of the draught.
E) Most tribal <u>peoples</u> live in camping units of closely related families, sharing duties and responsibilities.

## Soru No: 23

**In which of the following sentences does 'to-infinitive' function as an adverbial?**

A) To break your promise would be wrong.
B) The doctor had a few patients to see.
C) He agreed to come for the interview.
D) To get a good seat, you have to arrive early.
E) It was marvellous to visit the Grand Canyon.

## Soru No: 24

Ergative verbs are like passive verbs in that the same verb can be used transitively, followed by the object, or intransitively, without the original performer being mentioned.

**Based on the information above, which of the following sentences does <u>not</u> have an ergative verb?**

A) This health magazine sells 300,000 copies a week.
B) The street shops close at 6 p.m. on weekdays.
C) Third-World countries are competing with each other for a restricted market.
D) My skin burns easily in the sun, so I should put on high-factor sunscreen.
E) While the pasta was cooking, she chopped the tomatoes.

## Soru No: 25

**Which of the following sentences has a predicative adjective?**

A) Whether he will resign is uncertain.
B) A warm welcome awaits you at this family-run hotel.
C) He started writing a children's novel.
D) The easiest students to teach were in my class.
E) She spoke in a strong Jamaican accent.

## Soru No: 26

A language teacher offers the following explanation to the learners:

*The sentence "There is four cats" can be considered as grammatical as "There are four cats" because the former sentence is uttered by many native speakers of English in spoken language.*

**Which of the following approaches to grammar is adopted by the teacher?**

A) Prescriptive grammar
B) Universal grammar
C) Functional grammar
D) Descriptive grammar
E) Generative grammar

## Soru No: 27

**Which of the following options illustrates the correct phonetic transcription of the word 'measure'?**

A) /mi:ʃə/
B) /metʃə/
C) /mæʒə/
D) /mɪdʒə/
E) /meʒə/

## Soru No: 28

<u>UNICEF</u> aimed to <u>highlight</u> the climate crisis on World Children's Day, sharing <u>photos</u> portraying water scarcity in Jordan and holding <u>webinars</u> on how it impacts children's health.

**Which of the following word-formation processes is <u>not</u> employed in the underlined words?**

A) Compounding
B) Blending
C) Acronym
D) Clipping
E) Back-formation

## Soru No: 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 <u>not</u> found in the given text?**

A) Complex
B) Cleft
C) Subjunctive
D) Inverted
E) Compound

**SORU 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

## Soru No: 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

**SORU 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

**SORU 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, wheelie 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

**SORU 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

## Soru No: 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 <u>more</u> 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

## Soru No: 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

## Soru No: 37

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

**SORU 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 <u>not</u> 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*

## Soru No: 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*

## Soru No: 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 <u>not</u> 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*

## Soru No: 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

**SORU 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

**SORU 43**

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

**Which of the following is <u>not</u> 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.

**SORU 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 <u>not</u> 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

## Soru No: 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 <u>not</u> 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

**SORU 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

## Soru No: 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.

## Soru No: 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

## Soru No: 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

**SORU 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.

**SORU 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

## Soru No: 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

## Soru No: 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

**SORU 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

**SORU 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

## Soru No: 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

**SORU 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

## Soru No: 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

## Soru No: 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 incompletion 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.

**SORU 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

**SORU 61**

| 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 |

**SORU 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

## Soru No: 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

**SORU 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

**SORU 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

## Soru No: 66

**Which of the criteria suggested below should <u>not</u> 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.

**SORU 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:

I. Distractors with opposite meanings can easily be ruled out.
II. The correct answer does not belong to the same grammatical category as the distractors.
III. The correct answer differs from the distractors in terms of lexical difficulty and frequency.
IV. 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

## Soru No: 68

**In which of the following options is there a <u>mismatch</u> 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

## Soru No: 69

**Which of the following is <u>not</u> 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.

**SORU 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

## Soru No: 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

## Soru No: 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.

## Soru No: 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

## Soru No: 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

**SORU 75**

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

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**In which of the conversations does the feedback type <u>not</u> match the feedback provided?**

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

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

# 2023 ÖABT İNGİLİZCE

# CEVAP ANAHTARI

**EKREM HOCA - ELL**

*BİNGÖL ÜNİVERSİTESİ*
*VAN YÜZÜNCÜ YIL ÜNİVERSİTESİ*