

KPSS-ÖABT

2022



İNGİLİZCE

TAMAMI ÇÖZÜMLÜ
ÇIKMIŞ SORULAR
VE
BENZER SORULAR

2013-2014-2015-2016-2017-2018-2019-2020-2021

SORULARIN ÇÖZÜMLERİNÉ
ULAŞMAK İÇİN QR KODU OKUTUNUZ



PEGEM AKADEMİ



Komisyon

ÖABT İNGİLİZCE TAMAMI ÇÖZÜMLÜ ÇIKMIŞ SORULAR VE BENZER SORULAR

ISBN 978-0-2021-0162-0

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2. Baskı: 2022, Ankara

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1. In English, different affixes may share a similar function.

Based on the information above, in which of the following words is the suffix used to serve a different purpose?

- A) Industrial B) Applicant C) Employer
D) Violinist E) Mathematician

4. In which of the following sentences does the pronoun 'he' necessarily refer to someone other than John?

- A) It embarrassed John that he forgot his credit card.
B) He knew that John had lost his keys.
C) That he broke the vase shocked John.
D) Since he was sacked, John cried.
E) John left because he wanted to.

2. Which of the following sentences contains a structural ambiguity?

- A) The boy ate the apple under the table.
B) The woman in my office cannot bear children.
C) We booked a room that was very close to the bank.
D) The tourists complained that they had trouble following the guide.
E) He filled the pen right after the meetings.

5. Which of the following sentences does not contain a punctuation error?

- A) The course syllabus listed three basic requirements; essays, tests, and reflective reports.
B) For breakfast we had: sausages, eggs, toast, and coffee.
C) Rumour breeds mistrust; mistrust breeds fear.
D) The new car was equipped with, power steering, cruise control, and a stereo system.
E) I wonder who will win the Academy Award for the best actress this year?

3. Which of the following lexical items is monosyllabic?

- A) Talked B) Yellow C) Movie
D) Measure E) Open

6. It is assumed that non-verbal communication is much more powerful than verbal or vocal communication ---- it is more honest and more difficult to fake.

- A) so that
B) even though
C) unless
D) because
E) as if

- 7. Which of the following lexical items is inflected?**
- Discussion
 - Stolen
 - Worker
 - Truly
 - Enjoyable
- 8. Researchers have listed a number of myths ---- the nature and cause of happiness, and the most striking one is that children add significantly ---- the happiness of married couples.**
- of / by
 - at / through
 - on / towards
 - in / from
 - about / to
- 9. The vast expansion of the Internet ---- unless people ---- money out of it.**
- could not have occurred / have to make
 - might not have occurred / can make
 - should not have occurred / are to make
 - has not occurred / used to make
 - would not have occurred / could make
- 10. Which of the following sentences does not contain a collective noun?**
- The family has decided to move to another city.
 - The Government has been considering further tax cuts.
 - Measles causes fever and small red spots that cover the whole body.
 - The target audience for the advertisement was mainly teenagers.
 - All the local clergy were asked to attend the ceremony.
- 11. In which of the following sentences is the definite article 'the' misused?**
- People from the Maldives are used to travelling long hours to get anywhere.
 - The men approach conflict differently in comparison to their opposite gender.
 - With screaming hooligans, the stadium was a place of total chaos.
 - The extreme volumes of car emissions produced in developing countries can be a leading factor in overall environmental pollution.
 - The White House is a monumental building worth seeing in Washington D.C.
- 12. In linguistics, the lack of technology for audio recording has ---- the analysis of spoken English usage over time.**
- accelerated
 - overestimated
 - relieved
 - hindered
 - anticipated

- 13. In which of the following sentences is the underlined expression misused?**
- After ten years, Patrick and Ted were happy to see themselves again.
 - The children had a fight and started to hit each other.
 - He's lived by himself since his wife died.
 - The three sisters are devoted to one another.
 - I'm not sure if I'll type my paper myself.

14. - 16. soruları aşağıdaki parça-ya göre cevaplayınız.

All learners make mistakes. This is not confined to language learners. We all make mistakes when we are speaking our mother tongue. Whether we bother to correct ourselves or not seems to depend on whether we think our hearers have noticed, and how urgently we want to get on with what we are saying. We know how to correct them; we can recognize our own mistakes for what they are. This is not usually the case with mistakes made by a learner. Not only does he not always recognize his mistakes, but when his attention is drawn to them, he often cannot correct them; he may even commit another error in trying to do so. Furthermore, the majority of learners' errors are linguistically quite different from those made by a native speaker. We judge a foreigner's knowledge of our language by the number and sort of mistakes he makes. We are inclined to think that he knows our language quite well if he does not make many mistakes. It does not usually occur to us that he may be avoiding taking risks and confining himself to doing only what he knows he can do right. Non-specialist people assess a foreigner's ability in

their language in the first place by how haltingly he speaks and by how good his pronunciation is, that is in linguistic terms, but in its most superficial aspect. Contrary to language professionals, they tend to assume that one can equate a poorer pronunciation with a general lack of knowledge of the language, and that a halting speech is confined to those who do not know the language well.

14. It is clearly stated in the passage that native speakers ----.

- may not easily correct their errors while talking to language learners
- are thought to be quite beneficial to language learners if they commit no errors in communication
- recognize and correct their mistakes faster than language learners
- share most of the linguistic characteristics of the mistakes made by language learners
- make mistakes characterized differently from those of learners of another language

15. It can be inferred from the passage that language professionals ----.

- think that the fewer mistakes a learner makes, the more and better he knows the language and uses it fluently
- have not taken any risks while performing language as much as learners have, as mistakes are not a part of language learning for them
- do not assess a learner's language knowledge with reference to speaking performance, but consider the nature of his or her knowledge
- know that fluency is a quality that changes according to the speech situation and the topic of conversation
- revise their superficial judgements once they have been long exposed to the foreign language speaking

16. According to the passage, the author's view regarding foreign language speaker's not making many mistakes ----.

- A) contradicts what many other linguists view that mistakes are constructive in developing knowledge of language
- B) is generally highlighting the lack of knowledge of pronunciation acquired inadequately from different sources
- C) is that this might not stem from good knowledge of language but from little risk-taking strategy and using only the best-known knowledge
- D) could be related to the context in which foreign language is performed as a part of natural communication
- E) overlaps with learners' mistakes in that both believe in the contribution of mistakes to the learning process

17. People often say that language teaching is an art. If all they mean when they say this is that it is a highly skilled activity which is learnt by careful observation and patient practice, then it is a harmless platitude. ---- We call a particular practical activity an art when it cannot be carried out successfully by following a set of rules of thumb, when our knowledge of all the factors involved is incomplete and when, consequently, many of the decisions on how to proceed must be left to the private knowledge and experience of the practitioner. Language teaching is an activity of this sort. It involves many different considerations, or, in technical language, variables, the relative importance, or value of which, even if we are aware of them all, cannot yet readily be assessed or quantified.

Which of the following alternatives best completes the given paragraph?

- A) There are, for example, many factors to be taken into account in any teaching task: the aptitude and personality of pupils, their intellectual capacities, or motivation towards learning.
- B) Nevertheless, if we interpret language teaching in the very broadest sense, to include all the planning and decision-making, then there may be an element of applied linguistics.
- C) But what often lies behind the assertion is that science and art are mutually exclusive and that therefore science can play no part in language teaching.
- D) However, there is a considerable body of knowledge available about the nature of human language, about how it is learned and what part it plays in the community.
- E) As often said, the study of a language is beset by the difficulty that it deals with something utterly familiar, like the study of any other characteristic of man.

18. (I) One of the ways of observing teaching and learning in second or foreign language classrooms is to describe classroom behaviours without a set of predetermined categories. (II) Instead, the observer takes extensive notes of the activities, practices and interactions between teachers and learners. (III) This approach to classroom observation, often referred to as ethnography, is similar to the way in which an anthropologist takes field notes in studying a group of people in their natural surroundings. (IV) Ethnographic approaches to understanding teaching and learning involve qualitative studies that are much broader in scope than the other studies. (V) In doing ethnographic research in classrooms, the observer can either be a participant in the classroom activities or a non-participant who sits quietly and unobtrusively.

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

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

19. Test scores are only one measure of a student's achievement, and other qualities must be taken into account.

Which of the following alternatives best restates the given sentence?

- A) Different qualities need to be considered when we look at a student's achievement – test scores alone are not enough.
B) Taking into account a student's test scores is a way of measuring what a student can achieve through his or her different qualities.
C) When we consider different measurements of a student's achievement, the principal quality to look for is a test score.
D) Student achievement is a quality that can be measured and taken into account through the use of a test score.
E) Looking at a student's different qualities is only one of the many different achievements that can be measured through a test score.

20. (I) Using content from other disciplines in language courses is not a new idea.
(II) For years, specialized language courses have treated content relevant to a particular profession or academic discipline. (III) So, for example, the content of a language course for airline pilots is different from one for computer technicians. (IV) This is usually thought of as teaching a language for specific purposes for those majoring in the departments they specialize in. (V) However, teachers should build on students' previous experience, and language is learned most effectively when it is used as a medium to convey content of interest to the students.

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

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

21. Teachers ask many questions during the course of instruction, with some teachers asking as many as 300 to 400 questions a day. Questions are generally asked for one of two purposes: to maintain student attention or to collect information about students' current understanding. Questions asked to maintain attention are often short ones framed during teaching that require factual responses by a single student. ---- In addition, responses by multiple students are often solicited, and the responses form the basis for the teacher's judgement about students' understanding and serve as a springboard for further discussion.

Which of the following alternatives best completes the given paragraph?

- A) When asking questions, it is important not to call only on students who have their hands raised.
B) In contrast, questions designed to assess students' comprehension are often more open-ended and focus on conceptual understanding.
C) Questions that necessitate brief and correct responses keep students engaged in learning and require them to pay continuous attention.
D) Short wait times convey a message to students that answers should be readily available and do not require careful thought.
E) Paying attention to few students who always share their thinking might cause the teacher to lose touch with the class as a whole.