



ÖABT İNGİLİZCE TAMAMI ÇÖZÜMLÜ ÇIKMIŞ SORULAR VE BENZER SORULAR

KOMİSYON

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

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

8. 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

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

William Labov's study on Martha's Vineyard, conducted in the 1960s, significantly contributes to sociolinguistics. This small island off the Massachusetts coast was a backdrop for Labov's research into the link between language variation and social identity. Labov's investigation focused on the phenomenon of "linguistic accommodation" among the island's inhabitants, particularly their adaptation of speech patterns to reflect their local identity and resistance to linguistic change imposed by outsiders. One of the primary conclusions of Labov's study was the concept of "phonological change from below." He noted that the residents of Martha's Vineyard, particularly those who strongly identified with the island's fishing heritage, tended to exaggerate the local pronunciation of diphthongs, such as the vowel sound in the word "ride." Labov argued that this linguistic accommodation was a conscious effort by islanders to assert their distinct identity and resist the influence of mainland tourists and developers. It highlighted how language can serve as a powerful marker of social identity, helping to preserve and express a sense of community belonging. Labov's research also introduced the concept of "covert prestige," whereby speakers adopt non-standard linguistic features as a form of resistance against the dominant norms. In Martha's Vineyard, this covert prestige was associated with the local pronunciation, representing solidarity with the island's traditional culture. This aspect of Labov's study has had far-reaching implications for our understanding of linguistic variation and the complex interplay between language, identity, and social dynamics.

9. According to the passage, what was the primary focus of William Labov's study on Martha's Vineyard?

- A) Uncovering how individuals differ concerning their expression of regional identity
- B) Examining how language variation is connected to individuals' sense of social identity
- C) Forming a link between an individual's identity and occupational abilities
- D) Building on the fact that regional identity precedes social identity in variation
- E) Investigating the formation of social identities that result from occupational variation

10. According to the passage, why does the author mention “phonological change from below”?

- A) It describes how residents of Martha’s Vineyard exaggerated local pronunciations as a conscious effort to assert their distinct identity and resist external influences.
- B) The author of the passage uses this phrase because it highlights the interconnectedness of complex ideas that individuals possess in using language in different domains.
- C) The phrase is used to emphasise the importance of stability in language variation in contexts where a newcomer can change the overall pronunciation of words and phrases.
- D) The term denotes the impact of global politics on Martha’s Vineyard about regional conflicts, allowing individuals to produce a more nuanced form of linguistic variation.
- E) Change from below is important because people on Martha’s Vineyard prefer the outlanders’ way of pronouncing function words used in the daily language.

11. In the context of Labov’s study, what does “covert prestige” refer to?

- A) The deliberate efforts to protect tourists’ personal integrity towards those working on the island
- B) The comprehensive changes in an individual’s pronunciation in local domains
- C) The process of innovative technologies challenging established cultural norms
- D) The adoption of non-standard linguistic features as a form of resistance against dominant norms
- E) The use of artistic expressions to challenge the prevailing social values in the USA

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

Distance learning has become a crucial part of second language acquisition. It offers many advantages that help learners to achieve effective language learning. Firstly, it solves the issue of accessibility by allowing learners to access language courses and resources from anywhere in the world. This is especially important for those living in remote areas or with limited access to traditional educational institutions. Secondly, distance learning provides flexibility, allowing learners to customise their language acquisition journey to fit their schedules and learning styles. This flexibility is particularly valuable for working professionals, students, and individuals with familial commitments, enabling them to pursue language acquisition without disrupting their daily lives. Another significant advantage of distance learning in second language acquisition is the abundance of online resources. Learners can access a wide range of multimedia materials, interactive exercises, and authentic content, which expose them to real-life language usage. This exposure to diverse linguistic contexts enhances learners’ comprehension and communication skills, preparing them for the complexities of real-life language interactions. Additionally, distance learning often incorporates innovative technologies and communication tools, such as video conferencing, collaborative online platforms, and language learning apps. These tools facilitate interactive communication and collaboration among learners, creating virtual communities of practice where language skills can be honed in authentic social contexts.

12. What is one of the key advantages of distance learning mentioned in the passage?

- A) It restricts access to language courses and resources when students have problems with a stable internet connection.
- B) It requires learners to follow a strict schedule in contexts where topics are crucially related to one another.
- C) It focuses extensively on traditional educational institutions and their schedules.
- D) It enables students to work with professionals who are found far from them.
- E) It provides flexibility for learners to tailor their language acquisition to their needs.

13. What is the primary purpose of the author of the passage?

- A) to provide the readers with a background on the history and development of distance learning
- B) to highlight and discuss the significance of distance learning in contexts of second language acquisition
- C) to point to a need for distance learning in contexts where students need further assistance in learning
- D) to argue against those who favour in-class participation in second language learning environments
- E) to feature one of the key components of second language acquisition, namely distance learning

14. According to the passage, what is the contribution of innovative technologies in distance learning to second language acquisition?

- A) These platforms provide offline dialogue and teamwork among learners, fostering offline communities dedicated to improving language proficiency in similar contexts.
- B) Such tools facilitate dynamic interactions between learners and instructors that nurture the first language where the second language falls short.
- C) They enable active communication and cooperation among learners, establishing virtual communities where language skills can be developed within genuine social settings.
- D) They aid interactive engagement and cooperative learning among peers, comparing the earlier and later topics.
- E) By enabling live discussions and collaborative efforts, they create a rich environment for instructors to design syllabus materials faster than ever.

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

In authentic classroom settings, the interaction between instructors and students is a linchpin of education, wielding profound influence over the learning experience. It transcends conventional knowledge transfer, weaving together various elements that enrich the educational journey. At its core, instructor-student interaction facilitates the exchange of knowledge. Instructors act as guides, imparting expertise, demystifying complex concepts, and providing vital feedback. This exchange empowers students, cultivating critical thinking and a profound understanding of the subject matter. Beyond information transfer, classrooms allow for personalised guidance. Instructors identify strengths and weaknesses, offering tailored support that enhances self-esteem and confidence while optimising academic performance. Moreover, this interaction kindles motivation and engagement. A supportive rapport inspires students to take a genuine interest in the subject matter, fostering participation and deeper comprehension. Additionally, the classroom environment nurtures a sense of belonging. Instructors create inclusive spaces where questions, opinions, and discussions flourish. This enriches the learning experience and hones vital social and communication skills. In conclusion, the interplay between instructors and students in authentic classrooms encapsulates knowledge sharing, personalised support, motivation, and community-building. It is the bedrock of effective education, fostering intellectual growth, igniting a passion for learning, and nurturing well-rounded individuals equipped to excel in the world.

15. What would be the best title for this passage?

- A) The Crucial Role of Instructor-Student Interaction in Authentic Classrooms
- B) The Role of Students in Insisting on the Missing Knowledge in Classroom Environments
- C) The Facilitation of Instructor-Student Interaction Where Students Fail to Learn a Topic
- D) Exchange of Interaction between Instructors and Students in Foreign Language Classes
- E) The Importance of Information Transfer between Instructor and Student in Second Language Acquisition

16. It is implied in the passage that ----.

- A) instructor-student interaction provides the classroom environment with enjoyable topics that students can easily follow
- B) in authentic environments, the interaction between instructors and students promotes and enhances analytical thinking
- C) well-rounded individuals can only be equipped with severe issues in authentic classroom environments
- D) instructor-student interaction is vital for the social development of students who have no clue about learning
- E) enhancing the critical thinking capacity of students is also possible in a home environment where students interact with their caregivers

17. How does instructor-student interaction enhance students' self-esteem and confidence in the passage?

- A) Instructor-student interaction is essential in the sense that it critically complements students' vast amount of interaction needs that they miss in the home setting.
- B) Both instructors and students engage in discussions about self-esteem and self-confidence when they need further assistance over a hard-to-explain topic.
- C) Students develop various self-assurance skills that boost their self-esteem even when they do not feel any need to interact with their instructors in the classroom settings.
- D) Instructor-student interaction offers personalised support and guidance that addresses individual strengths and weaknesses, thereby boosting students' self-assurance and self-esteem.
- E) Teachers, or instructors in other way, can help students with boosting their performance tasks by adding further assistance to develop their self-esteem

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

Research involving the interaction between humans and chimpanzees has always fascinated scientists. These experiments provide a unique insight into human-animal communication, cognition, and social behaviour complexities. They also offer a glimpse into the cognitive abilities of our closest living relatives and provide insights into the origins of language and social cooperation. A critical area of research involves teaching chimpanzees sign language or symbolic communication systems. Researchers like Francine Patterson and Roger Fouts pioneered this field by learning chimpanzees such as Koko and Washoe to communicate with humans using American Sign Language (ASL). These experiments revealed that chimpanzees could acquire a vocabulary of signs, comprehend syntax, and even express emotions, demonstrating a level of linguistic and cognitive sophistication that was previously underestimated. Moreover, studies involving cooperative tasks have shown that chimpanzees deeply understand cooperation and reciprocity. In experiments like the "Ultimatum Game," chimpanzees were able to negotiate and share resources fairly, challenging previous assumptions about the uniqueness of human cooperation. In these interactions, humans play a significant role as facilitators and collaborators. The ability to engage in mutual understanding and collaboration across species highlights the shared social and cognitive mechanisms between humans and chimpanzees. However, it is crucial to recognise that these experiments raise ethical questions about the treatment and captivity of chimpanzees and the nature of their participation in scientific research.

18. What is one of the significant findings from experiments involving human-chimpanzee interactions mentioned in the passage?

- A) Chimpanzees, except for the American Sign Language, cannot comprehend human sign language.
- B) Chimpanzees can master the vocabulary of signs and complex grammatical structures.
- C) Chimpanzees cannot engage in cooperative tasks that human agents govern.
- D) Chimpanzees can build authentic vocabulary in diverse contexts where there are not any human beings.
- E) Chimpanzees do not express emotions when they are not instructed to do so.

19. According to the passage, what ethical concerns are raised by experiments involving human-chimpanzee interactions?

- A) Scholars found it challenging to teach ASL to chimpanzees because they had hardships in hand movements.
- B) Scientists raised their voices against using chimpanzees in research because they lack linguistic competence.
- C) Scholars criticised those who involved chimpanzees in research because chimpanzees move faster than human beings.
- D) Concerning the experiment conditions, ethical concerns are directed towards the nutritional behaviours of chimpanzees.
- E) Regarding chimpanzees' participation in scientific research, ethical concerns about their captivity and well-being are raised.

20. According to the passage, how does the ability to engage in mutual understanding and collaboration across species contribute to our understanding of the relationship between humans and chimpanzees?

- A) It challenged the idea that humans and chimpanzees have distinct social and cognitive mechanisms.
- B) It demonstrates that chimpanzees possess more advanced social skills than humans.
- C) It proves that humans and chimpanzees cannot collaborate effectively in various settings.
- D) It indicates that chimpanzees are incapable of mutual understanding.
- E) It argues against the idea that chimpanzees lack educational skills.

21. 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.

22. 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.

23. Which of the following sentences does not contain a collective noun?

- A) The family has decided to move to another city.
- B) The Government has been considering further tax cuts.
- C) Measles causes fever and small red spots that cover the whole body.
- D) The target audience for the advertisement was mainly teenagers.
- E) All the local clergy were asked to attend the ceremony.

24. In which of the following sentences is the definite article 'the' misused?

- A) People from the Maldives are used to travelling long hours to get anywhere.
- B) The men approach conflict differently in comparison to their opposite gender.
- C) With screaming hooligans, the stadium was a place of total chaos.
- D) The extreme volumes of car emissions produced in developing countries can be a leading factor in overall environmental pollution.
- E) The White House is a monumental building worth seeing in Washington D.C.

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İNGİLİZCE

7

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PEGEM AKADEMİ



Komisyon

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

Why a language becomes a global language has little to do with the number of people who speak it. It is much more to do with who those speakers are. Latin (1) ---- an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the peoples they (2) ----. They were simply more powerful. And later, when Roman military power declined, Latin remained for a millennium as the international language of education, (3)---- a different sort of power – the ecclesiastical power of Roman Catholicism. There is the closest of links between language dominance and economic, technological, and cultural power, (4)----, and this relationship will become increasingly clear as the history of English is told. Without a strong power-base, of whatever kind, no language can make progress as an international medium of communication. Language has no independent existence, living in some sort of mystical space apart (5)---- the people who speak it.

1.

- A) became
- B) have become
- C) become
- D) was become
- E) had been become

2.

- A) liberated
- B) unchained
- C) freed
- D) subjugated
- E) squashed

3.

- A) seeing
- B) contrary to
- C) apart from
- D) thanks to
- E) similar to

4.

- A) too
- B) either
- C) little
- D) somewhat
- E) just

5.

- A) to
- B) from
- C) in
- D) on
- E) at

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

Anthropological linguistics, or as it is sometimes called, linguistic anthropology, is a cross-disciplinary and cross-cultural approach to the study of language. The goals are understanding and describing the important ways that language organizes social life and cultural ways of thinking, including the interpretation of others' utterances and behaviour. Anthropological linguistics is an area of research concerned particularly with the social production and negotiation of meaning, including both an exploration into relationships between linguistic structures and an exploration into the role of context in communicating and understanding them. Linguistic anthropologists study a wide range of phenomena, including relationships between language and status, who can say what to whom and in what context, language genres, language and gender, language and institutions, language and the transmission of knowledge, the acquisition of language, multilingualism, identity, creolization, linguistic ideologies, literacy, linguistic borrowing, language change, the social valuing of particular language practices, the aesthetics of language production, notions of the self as produced through language, cognition, gesture, the role of space in communication, as well as what constitutes competence, performance, participation, and even language itself. There is thus a considerable overlap with the field of sociolinguistics.

6. What is the primary purpose of the author?

- A) to lay out the distinction between anthropological linguistics and sociolinguistics that show similarities
- B) to uncover why anthropological linguistics should deal with the role of space in communication and performance
- C) to show the similarities between anthropological linguistics and linguistic anthropology
- D) to provide the readers with a preliminary information about what anthropological linguistics is
- E) to set the working principles of linguistic anthropology and its focus towards how languages vary in a community

7. It can be inferred from the passage that anthropological linguistics ----.

- A) is a new discipline under field of sociolinguistics that study how words change their meanings over the time
- B) deals with how meaning is socially and culturally produced by language users through communication
- C) is mainly concerned with human cognition and how it is interpreted by the environment in which it is found
- D) pays more attention to the linguistic practices of language users in educational settings and domains
- E) is not new when compared with the other fields of linguistics such as psycholinguistics and discourse analysis

8. Which of the followings is not a topic that is studied by the anthropological linguistics?

- A) relationships between language and social status
- B) the interplay between language and gender
- C) how human beings transmit the linguistic knowledge
- D) meaning of words that results from semantic ambiguity
- E) how languages change over time

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

The development of the assessment of speaking has gone hand in hand with the emergence of language testing as a recognised subfield of applied linguistics. Attitudes to oral assessment have been shaped by the changing currents of research paradigms in this field and in linguistics more generally. Early developments in language testing were strongly linked to governmental, colonial, and military requirements for effective language teaching and testing, particularly during the Second World War. This strongly practical focus meant that language assessment practices and theory tended to develop outside the discipline of linguistics and it is only over the last 30 years or so, since the early 1980s, that the somewhat isolated research in assessment has joined up with wider work in the discipline. This tendency has meant that the meta-language of testing can be somewhat off-putting for those not trained in the field and the need for convincingly objective measures can make the process seem very distant from the more humanistic discourse of the classroom. However, given the powerful influence of assessment on teaching it is useful to become familiar with the basic terminology and concepts.

9. According to the passage, why were the early developments in testing associated with governmental and military factors?

- A) Efficient language teaching was important during the Second World War due to limits in time.
- B) The Second World War was famous with its scholars studying on language testing on speaking.
- C) In the last 30 years, military and governmental supports have been on the rise in language testing.
- D) The teaching methods developed during the Second World War were really helpful in language assessment.
- E) The tendency towards taking governmental support for language assessment is not a new phenomenon.

10. According to the passage, attitudes towards oral assessment ----.

- A) are isolated thinking that language learning is heavily based on written material
- B) have not seen as a key factor in dealing with in-class assessment of the spoken language
- C) have been affected by the research trends followed by the researchers working in the field
- D) are useful when it is employed alongside basic terminology and concepts
- E) were not taken seriously during the Second World War by the scholars working on the topic

11. What would be the best title for the passage?

- A) The Importance of In-class Assessment
- B) The Effect of the Second World War on Language Teaching
- C) The Humanistic Discourse and Speaking in the Classroom
- D) The Issues in Assessing Speaking
- E) Colonialism and Its Effects on Language Teaching

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

Self-efficacy theory has been developed by Albert Bandura and it refers to people's judgement of their capabilities to carry out certain specific tasks and, accordingly, their sense of efficacy will determine choice of activities attempted, along with level of aspiration, amount of effort exerted and persistence displayed. People with a low sense of self-efficacy in a given domain perceive difficult tasks as personal threats; they dwell on their own personal deficiencies and the obstacles they encounter rather than concentrate on how to perform the task successfully. Consequently, they easily lose faith in their capabilities and are likely to give up. In contrast, a strong sense of self-efficacy enhances people's achievement behaviour by helping them to approach threatening situations with confidence, to maintain a task rather than self-diagnostic focus during task involvement, and to heighten and sustain effort in the face of failure.

12. According to the passage, what is self-efficacy theory?

- A) It is a quality that are employed in sustaining successful classroom learning experiments during the hardships in learning.
- B) It is a method that is used to be employed in mainly the psychological tasks when students' feel happy with the learning activity.
- C) It refers to individuals' beliefs in their capacity to execute behaviours necessary to produce specific performance attainments.
- D) It denotes a part of a self-system that involves personal expectations towards a specific topic or classroom activity during learning.
- E) It is the borderline between failure and success where students' expectations are not as good as they used to be.

13. What is the primary purpose of the author?

- A) to uncover how students with low-self efficacy overcome problems that they face during the learning experience in the classroom
- B) to provide the listeners with a background on high sense of self-efficacy when compared to those that have completed the learning process
- C) to lay out the basic principles of self-efficacy theory and how it can be employed in the classroom domain by the teachers
- D) to pinpoint the recent trends in the literature over the self-efficacy theory and highlight some of the findings by the researchers
- E) to let the readers know about what self-efficacy theory is and how high and low sense of self-efficacy are observed in specific domains

14. It is stated in the passage that people with low sense of self-efficacy ----.

- A) have a conceptualization that they have value themselves that helps them to overcome difficult tasks
- B) have higher intentions of performing specific tasks when compared to the those with high sense of self-efficacy
- C) focus on failures and adversaries as personal shortcomings and believe that they are not capable of performing tasks
- D) enjoy the learning process and try to overcome the obstacles they face during the tasks that they are to perform
- E) welcome accepting the challenges as they do not fear failure and have the belief to succeed

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

The term Artificial Intelligence (AI) was first used in 1956 by John McCarthy of the Massachusetts Institute of Technology. Artificial intelligence includes the concepts of *expert systems* and natural-language processing (NLP). Expert systems help make decisions based on a review of prior evidence. For example, a doctor might list a series of symptoms and the computer would review all the cases that exhibit those symptoms and offer a corresponding diagnosis. In language learning, an expert system might examine a list of student errors and offer both explanations for corrections and comprehension exercises. The eventual goal of natural-language processing is to allow people to interact with computers with speech, just as one would with another person. Advances have been made on the simple command level (e.g., 'open file', 'scroll up') but so far computers largely have difficulty handling more complex speech. In the Computer-Assisted Language Learning context, students' imperfect command of the target language is likely to produce frustrating results that would perhaps lead to more trouble than the investment of time is worth. Natural-language processing should not be confused with *speech recognition*. Speech recognition programs decode utterances and display what a speaker says but generally do not recognize the meaning of what they hear and write beyond the simple command level.

15. According to the passage, speech recognition is different from NLP in the sense that ----.

- A) it focuses on the identification of the sounds that are produced by the speakers and not the meaning of words and sentences
- B) it draws on uncovering the physical properties of the utterances and the meanings associated with them
- C) it is employed alongside the AI technologies as part of the third component of language processing in different domains
- D) it is based on machine learning on contemplating the difficulties faced in the course of linguistic production
- E) it denotes one of the key processes of AI endeavour that aims to rely on language users' ongoing linguistic perception

16. According to the author, what is the aim of expert systems?

- A) to recognize speech samples as utterances produced by the language users
- B) to assist doctors in medical operations that need special equipment
- C) to mimic human behaviour and knowledge through the application of AI technologies.
- D) to monitor language learning process by putting stress on the written tasks
- E) to uncover how language can be employed during the interaction between humans and computers

17. Which of the following is the utmost goal of NLP?

- A) to enable machines to understand the human language
- B) to assist language learners in decision making in several tasks
- C) to monitor teachers' activities in the classroom environment
- D) to recognize speech by focusing on its physical qualities
- E) to unlock specific softwares used in language teaching environments

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

Most educators would agree that they are responsible for student learning, but the profession as a whole has avoided evaluations based on measures of student learning, sometimes with good reason, given the unfair approaches that have been proposed. The solution, however, is not to continue with traditional strategies simply because they are benign and comfortable, but rather to develop fair and reasonable means of assessing teacher success with students. A number of school systems and educational programs have explored innovative ways of capturing valid and reliable data on student learning to inform the teacher evaluation process. Developing fair approaches for the assessment of teacher effectiveness requires an unflinching look at both the legitimate concerns that have driven the avoidance of a results orientation in the past, and the promising possibilities that make it more attractive in today's climate of greater accountability for student learning outcomes.

18. The attitude of the author toward developing assessment of teacher effectiveness is that ----.

- A) traditional assessment tests must be used
- B) it is not possible to develop realistic assessment strategies
- C) we should be brave to develop fair approaches
- D) student learning results can't be the indication of teacher effectiveness
- E) traditional approaches were more reliable

19. We can understand from the passage that ----.

- A) teachers believe that the traditional evaluation strategies are agreeable and comfortable
- B) schools continue traditional evaluation strategies because they find these strategies reliable and find it unnecessary to explore new strategies
- C) educators claim that traditional evaluations based on measures of student learning should be used
- D) although teachers know that they are responsible for students' learning, they don't find traditional evaluation strategies fair
- E) changing the way in which teachers assess student learning can't improve teaching effectiveness

20. It is stated in the passage that ----.

- A) developing fair approaches for the assessment of teacher effectiveness requires unfair look at student learning outcomes
- B) learning takes place in students' heads where it is invisible to others, so assessment of students' learning is not necessary
- C) today's teacher assessment strategies are more reliable and realistic than in the past
- D) class evaluations and observations don't have to provide excellent feedback about student satisfaction and teaching style
- E) student learning outcomes don't provide the important detail of how much students are learning

21. In which of the sentences we cannot talk about performative verb?

- A) I promise to come early.
- B) I order you to clean the house.
- C) I thank you for cooking the fish.
- D) I find the pay rise unsatisfactory.
- E) I warn you to stay here.

22. In which of the following sentences the use of "it" cannot be regarded as non-referential?

- A) It is possible for me to live in Italy.
- B) It is known that English is a common language.
- C) Before I bought the house, it had been decorated.
- D) I find it difficult to speak English.
- E) It is raining now, so I will stay at home.

23. In which of the following sentences is “relative clause” **misused**?

- A) Typically a country’s official language refers to the language used within government.
- B) Some writers limit diglossia to situations in which the languages are closely related.
- C) This research brings broader understanding of strategies for teaching English reading and writing to students who first language is not English.
- D) Speech perception is the process by which the sounds of language are heard, interpreted and understood.
- E) English is now the most widely spoken foreign language in 19 of the 25 EU member states where it is not an official language.

24. Some medical schools use oral exams for second and third year students to test knowledge but also the ability to respond on the spot.

Which of the following word-classes does not appear in the sentence above?

- A) Epistemic adverb
- B) Determiner
- C) Definite numeral adjective
- D) Preposition
- E) Classifying adjective

25. Which of the sentences includes “reciprocal pronoun”?

- A) People shouldn’t ignore the needs of others.
- B) Some people like small houses, other people like big houses.
- C) Family members should love one another.
- D) Have you got any friends in another country?
- E) I don’t want these books. I want the other books.

26. Which property of language states that a speech unit (i.e. a word) can be segmented into minimal units such as phones and phonemes?

- A) Duality
- B) Displacement
- C) Discreteness
- D) Productivity
- E) Arbitrariness

27. Which of the following is true of “phonotactics”?

- A) It is concerned with the freedoms and restrictions that languages allow in terms of syllable structure.
- B) It mainly operates how language users produce and perceive sounds.
- C) It is responsible for the assimilation process that occurs among vowels of the language.
- D) It is employed to form infinite number of sentences out of finite set of words in a language.
- E) It is connected with the discourse structure of the language in terms of how we convey meaning.

28. Which of the following word formation process is employed to form such words as “telly, selfie, tummy” out of “television, self picture, stomach”?

- A) Inflection
- B) Conversion
- C) Blending
- D) Back formation
- E) Hypocorism

29. In grammar, ---- is known to be a process and rule of syntactic structure that can move an element from one position to another in a sentence.

Choose the option that **best** completes the sentence.

- A) Derivation
- B) Transformation
- C) Agreement
- D) Ambiguity
- E) Adjunction

30. Which of the following semantic relationship is exemplified in the word sets "flour-flower" and "too-two"?

- A) Hyponym
- B) Homonym
- C) Heteronym
- D) Homophone
- E) Hypernym

31. Linguistic varieties that are linked to occupations, professions or topics have been termed ----. That is, they are simply a rather special case of a particular kind of language being produced by the social situation.

Choose the option that completes the sentence.

- A) registers
- B) lingua franca
- C) profanity
- D) vernaculars
- E) jargons

32. A wife and a husband are getting ready to go out:

Husband: How much longer will you be?

Wife: Mix yourself a drink.

Which of the following statements can be made about the dialogue above?

- A) Wife violates the maxim of manner since she is not clear.
- B) Husband makes a reference for the drink.
- C) Wife sends an implicature stating that she may be late.
- D) Maxim of relation and quality is violated by the wife.
- E) Husband obeys maxim of relation since he provides a wrong information.

33. Below is the quote by linguist and cognitive scientist Steven Pinker:

"Many writers cushion their prose with wads of fluff that imply that they are not willing to stand behind what they are saying, including almost, apparently, comparatively, fairly, in part, nearly, presumably, to some extent, and the ubiquitous I would argue."

Which of the following terms is exemplified by Steven Pinker with the underlined words?

- A) Hedge
- B) Reference
- C) Deixis
- D) Ellipsis
- E) Substitution

34. For many children with this linguistic disorder, just holding a pencil and organizing letters on a line is difficult. Their handwriting seems messy. Many struggle with spelling and putting thoughts on a paper.

Which of the linguistic disorders below is exemplified in the above description?

- A) Anomia
- B) Dyslexia
- C) Aggrammatism
- D) Dysgraphia
- E) Aphasia

35. As an evidence for speech perception, psycholinguists state that when a speech signal misses sounds (e.g., "ele_hants walk_"), human mind recovers for those missing sounds (e.g., "elephants walks") so that language users are unaware of this most of the time.

Which of the following terms is exemplified above?

- A) Conceptualization
- B) Lexical probability
- C) Phoneme restoration
- D) Imagistic thinking
- E) Self-monitor

36. ---- is a type of novel which deals with the adventures of a hero who constantly travels and wanders around. In this type of novel, there is little character development as the plot structure is episodic, meaning it consists of a series of episodes which are slightly connected. Daniel Defoe's Moll Flanders and Henry Fielding's Joseph Andrews can be given as example to this genre in English literature. Cervantes' Don Quijote is also a prime example in world literature.

Choose the alternative which best completes the given sentence.

- A) Epistolary novel
- B) Bildungsroman
- C) Picaresque novel
- D) Gothic novel
- E) Novel of manners

37. ----, chiefly Latin-American narrative strategy that is characterized by the matter-of-fact inclusion of fantastic or mythical elements into seemingly realistic fiction. Gabriel Garcia Marquez is the most well-known writer of this movement.

Choose the alternative which best completes the given sentence.

- A) Naturalism
- B) Symbolism
- C) Surrealism
- D) Magic realism
- E) Realism

38. ---- is an Old English epic poem which is set in Scandinavia, possibly the oldest surviving long poem in Old English and thus commonly cited as one of the most important works of Old English literature. In the poem a hero of the Geats in Scandinavia, comes to the aid of the king of the Danes whose mead hall has been under attack by a monster.

Choose the alternative which best completes the given sentence.

- A) The Wanderer
- B) The Seafarer
- C) Everyman
- D) Cædmon's Hymn
- E) Beowulf

39. Once the climax, or high point of interest, has been reached, the story starts tying up the loose ends and coming to an end. This part of the story, ---, is the opposite of another element, which occurs earlier in the plot and presents the reader with all the conflicts and questions. It is a plot element in literature that follows the climax of a story and starts the plot toward its resolution. Many of the questions about the story start being answered in this section.

Choose the alternative which best completes the given sentence.

- A) Exposition
- B) Falling action
- C) Denouement
- D) Rising action
- E) Conflict

40. ---- denotes a technique that copies or mimics elements of another work's style, possibly in a humorous way, but usually just as an affectionate nod to another artist's work. In a sense, it is a collection of references. It is a patchwork of words, sentences or complete passages from various authors or one author. But it is a neutral practice of such mimicry, without any ulterior motives, amputated of the satiric impulse, devoid of laughter.

Choose the alternative which best completes the given sentence.

- A) Pastiche
- B) Parody
- C) Satire
- D) Irony
- E) Sarcasm

41. ---- is a figure of speech in which a sequence of two phrases or clauses which are parallel in syntax, but reverse the order of the corresponding words. In the sentence "Never let a fool kiss you--or a kiss fool you." the reversal of "fool" and "kiss" is an example to this.

Choose the alternative which best completes the given sentence.

- A) Litotes
- B) Hyperbaton
- C) Paradox
- D) Pun
- E) Chiasmus

42. **Which of the following is not true about the Victorian Period?**

- A) The middle class was at its most powerful and this influenced the literature of the time.
- B) The novel genre emerged.
- C) Charles Dickens, George Eliot, Emily Brontë, Charlotte Brontë and Thomas Hardy produced works in this period.
- D) The period is known for its contrasts as the poor was incredibly poor and the rich was unbelievably rich.
- E) Some major literary movements such as Aestheticism, Pre-Raphaelites, Realism and Naturalism was influential in this period.

43. ----- is a genre or mode of literature and film that combines fiction and horror, death, and at times romance. Its origin is attributed to English author Horace Walpole, with his 1764 novel *The Castle of Otranto*. The effect of this genre feeds on a pleasing sort of terror, an extension of Romantic literary pleasures that were relatively new at the time of Walpole's novel. It originated in England in the second half of the 18th century and had much success in the 19th, as witnessed by Mary Shelley's *Frankenstein* and the works of Edgar Allan Poe. Another well-known novel in this genre, dating from the late Victorian era, is Bram Stoker's *Dracula*.

Choose the option that completes the sentence.

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

44. ---- is a form of figurative language that uses exaggeration and could be used as an intensifier.

Choose the option that completes the sentence.

- A) Understatement
- B) Satire
- C) Oxymoron
- D) Hyperbole
- E) Simile

45. A/An ---- is a poem in a specific form which originated in Italy. By the thirteenth century it signified a poem of fourteen lines that follows a strict rhyme scheme and specific structure. The structure of a typical form of this poem included two parts that together formed a compact form of "argument". First, the octave (two quatrains), forms the "proposition", which describes a "problem", or "question", followed by a sestet (two tercets), which proposes a "resolution". In English, it is traditionally written in iambic pentameter.

Choose the option that completes the sentence.

- A) ballad
- B) pastoral
- C) epic
- D) dramatic monologue
- E) sonnet