



T.C. Ölçme, Seçme ve Yerleştirme Merkezi

KAMU PERSONEL SEÇME SINAVI ÖĞRETMENLİK ALAN BİLGİSİ TESTİ

YABANCI DİL (İNGİLİZCE) ÖĞRETMENLİĞİ

20 EYLÜL 2020 PAZAR

Bu testlerin her hakkı saklıdır. Hangi amaçla olursa olsun, testlerin tamamının veya bir kısmının Merkezimizin yazılı izni olmadan kopya edilmesi, fotoğrafının çekilmesi, herhangi bir yolla çoğaltılması, yayımlanması ya da kullanılması yasaktır. Bu yasağa uymayanlar gerekli cezai sorumluluğu ve testlerin hazırlanmasındaki mali külfeti peşinen kabullenmiş sayılır.

AÇIKLAMA

1. Bu kitapçıkta toplam **75 soru** bulunmaktadır.
Alan Bilgisi: 45 soru
Alan Eğitimi: 30 soru
2. Bu sınav için verilen cevaplama süresi **120 dakikadır (2 saat)**.
3. **Bu sınav puanlanırken doğru cevaplarınızın sayısından yanlış cevaplarınızın sayısının dörtte biri çıkarılacak ve kalan sayı bu test ile ilgili ham puanınız olacaktır.**
4. Kitapçığın sayfalarındaki boş yerleri müsvedde için kullanabilirsiniz.
5. Cevaplamaya, istediğiniz sorudan başlayabilirsiniz. Bir soru ile ilgili cevabınızı, cevap kâğıdında o soru için ayrılmış olan yere işaretlemeyi unutmayınız.
6. Bu kitapçıkta yer alan her sorunun sadece bir doğru cevabı vardır. Cevap kâğıdında bir soru için birden çok cevap yeri işaretlenmişse o soru yanlış cevaplanmış sayılacaktır. İşaretlediğiniz bir cevabı değiştirmek istediğinizde, silme işlemini çok iyi yapmanız gerektiğini unutmayınız.
7. Sınavda uyulacak kurallar bu kitapçığın arka kapağında belirtilmiştir.

Bu testte 75 soru vardır.

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

An issue with speaking instruction is the transience of spoken language. Teachers seldom have a record of what their students say, especially when they are talking in groups, and the teachers have to walk around the class (1)---- what is said. This lack of permanence in learners' speech production (2)---- opportunities for noticing and analysis, two important processes in learning. (3)----, it is important to find ways of giving transient spoken language some permanence through the affordances of technology. For example, students can record their speech on their smart phones (4)---- review at a later time. Equally important is for teachers to make the speaking process visible to learners by giving the learners opportunities to focus on the knowledge and language that support the skills needed to accomplish a task (5)---- the strategies that may be needed to overcome limitations in their abilities.

- 1.
- A) to be monitored B) to have monitored
C) being monitored D) having monitored
E) to monitor

- 2.
- A) yields B) triggers
C) consolidates D) captures
E) hinders

- 3.
- A) Likewise B) Thus
C) Instead D) For instance
E) Otherwise

- 4.
- A) for B) in
C) upon D) towards
E) with

- 5.
- A) except for B) in spite of
C) as well as D) owing to
E) regardless of

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

Brain-based research has confirmed that activities related to the arts, such as music, dance, and drama, are fundamental to brain functioning: in music, certain structures in the auditory cortex respond only to musical tones; in dance, a part of the cerebrum and most of the cerebellum are dedicated to initiating and coordinating movement; and in drama, areas of the cerebrum focus on spoken language acquisition. Integration of the arts into the middle school curriculum addresses not only students' expressive and affective needs, but also their cognitive competencies, including developing their ability to perceive relationships, attend to small shades of differences, understand that problems have multiple solutions, and see the world from an aesthetic perspective. Further, studies have shown that in schools where the arts are integrated, where all subjects are experienced through the arts, students have a greater emotional investment in their classes, and they work more diligently and learn from each other better. Language teachers are encouraged to integrate music, the visual arts, and movement into instruction, particularly at the middle school level, when students respond best to lessons that feature varied activities.

6. Which of the following is true about the brain's functioning?

- A) When it comes to learning, the brain responds best to music, and then to dance and drama.
- B) Learners benefit most from arts activities in school if different parts of the brain are activated at the same time.
- C) Artistic activities stimulate different parts of the brain and facilitate optimum learning.
- D) Further research must be done to prove that music, dance and drama boost brain functioning.
- E) Activities related to the arts serve more to meet students' expressive and affective needs than to improve their cognitive skills.

7. Which of the following is not directly mentioned as a benefit of incorporating arts into the middle school curriculum?

- A) Developing a finer world view that attends to aesthetics
- B) Developing better social interactional skills
- C) Developing a deeper affective attachment to learning
- D) Developing a better understanding that problems can have various solutions
- E) Developing a deeper appreciation of diversity in classroom activities

8. What is the primary purpose of the author?

- A) To explain the different functionalities of different sections of the brain
- B) To highlight the significance of integrating different forms of art into the middle school curriculum
- C) To justify why music, dance and drama are the best forms of emotional expression
- D) To identify the weaknesses and strengths of the current middle school curriculum
- E) To underline the contribution of recent brain-based research to our understanding of brain functioning

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

There is a consensus among the teachers and researchers on the serious problems grades and grading create for the language learners. First, getting good grades can become more important than learning for the students; in other words, grades tend to focus students' attention on concerns about meeting demands successfully rather than on any personal benefits that they might derive from the learning experience. More importantly, grades may put students and teachers into two opposite camps and often make it difficult for teachers to follow modern, student-centred principles. In addition, grades may encourage cheating or uncritical student compliance since learners may be under extreme pressure to live up to the set standards. Furthermore, some researchers claim that grades sometimes are not applied for the right reasons. For example, in the field of language education, test scores rarely reflect the level of communicative competence since there is a lack of standardised assessment techniques to measure several crucial areas of this competence such as pragmatic knowledge or strategic competence. Finally, grades tend to aggravate social inequality as the strong get stronger and the weak get weaker.

9. According to the passage, how does grading affect students' learning process?

- A) It shifts learner focus from a concern on meeting set standards onto the actual learning experience.
- B) It creates two camps, the teachers who favour it and the researchers who are critical of it.
- C) It undermines student-teacher communication and collaboration.
- D) It reduces the chances of cheating when teachers use it as an incentive.
- E) It promotes a more student-centred classroom environment, especially in language education.

10. Which of the following is true about grading in language education?

- A) Some teachers give biased grades to students, which is a source of conflict in the class.
- B) It promotes learners' communicative competence.
- C) It fails to reflect the intended outcomes of the learning process.
- D) It leads to disagreement between teachers and researchers over the reliability of assessment techniques.
- E) It encourages more weight for pragmatic knowledge and strategic competence.

11. What is the primary purpose of the author?

- A) To show both the advantages and disadvantages of grading
- B) To inform the readers about the important problems caused by grading
- C) To warn the language teachers about the possible reasons for cheating
- D) To stress that teachers do not pay considerable attention to grading-related issues
- E) To criticise the lack of standardised assessment techniques

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

What teachers do in the classroom is to some extent determined by what they believe. The old-fashioned notion that a teacher's role is to transmit knowledge from the curriculum to the learners has been replaced by recognition that teachers have complex mental lives that determine what and how they teach. These complex mental lives, often called 'teacher cognition', are the hidden side of teaching, and multiple factors, which could loosely be described as teachers' knowledge, beliefs and personal histories, contribute to them. Introducing change to teachers, then, means addressing teacher beliefs because what teachers believe has an impact on how they teach. At the same time, however, it is important to remember that teacher beliefs and teacher behaviour in the classroom are not necessarily the same. Contextual factors can either facilitate or constrain teaching practice based on teacher beliefs. For example, language teachers are likely to believe that extensive reading has beneficial effects on language learning, and yet extensive reading is often absent from the teaching program. This absence may reflect factors in the teaching-learning context, such as assessment requirements or a lack of suitable reading resources.

12. According to the passage, what is the change in the attitude towards the teacher's role?

- A) They are now able to participate in the development of the curriculum that will be used during the teaching process.
- B) They will be able to apply a curriculum using a wider range of teaching instruments.
- C) They can reflect their own way of thinking in the classroom and regulate the teaching process accordingly.
- D) Teachers' personal views should not pose a threat to the transmission of the theoretical knowledge to the learners.
- E) The amount of knowledge they are required to have is determined by the curriculum.

13. Why does the author give extensive reading as an example?

- A) To describe the common misconceptions teachers have about its benefits to the learners
- B) To highlight the fact that teacher beliefs are more complicated than curriculum developers think
- C) To draw attention to the lack of reading materials suited to learning objectives
- D) To suggest an alternative type of assessment tool to evaluate learners' receptive skills
- E) To show how teacher beliefs may differ from what teachers actually do in the classroom

14. What is the main purpose of the author?

- A) To provide an overview of how changes in curriculum design have affected the teacher's role
- B) To clarify how teacher beliefs can be an obstacle in the utilisation of certain learning tools
- C) To compare positive and negative effects of the change in teaching styles on learners' success
- D) To justify how teacher beliefs can contribute to better learning outcomes
- E) To explain the concept of 'teacher cognition' along with the major factors shaping it

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

Three basic modes of linguistic communication correspond to different modes of perception: oral communication, the use of speech and hearing organs; writing, a visual representation; and signing, a visual or tactile representation. The most common vehicle of linguistic communication is the voice, and speech is thus a primary mode of human language, with some advantages over other modes. Because it does not need to be viewed, speech can accomplish its work effectively in darkness and in light, straight ahead and around corners. During the development of the human species, with hands and eyes occupied in hunting, fishing, and food gathering, speakers remained free to report, explain, promise, apologise, bargain, warn, and flirt. Speaking has other advantages. For one thing, the human voice is complex and has many channels. It has variable volume, pitch, rhythm, and speed; it is capable of wide-ranging modulation. Besides a set of sounds, speech takes advantage of the organisation of those sounds, their sequencing into words and sentences. Like writing and signing, speech can take advantage of word choice and word order. In its natural state, of course, speech evaporates and cannot span time, but modern technologies are making it possible to preserve speech indefinitely.

15. According to the passage, why has speech become the main mode of human communication?

- A) It developed much earlier than writing or signing.
- B) It does not rely on the immediate environment to take place.
- C) It allows people to do complex tasks like hunting more easily.
- D) It takes less time to communicate compared to writing and signing.
- E) It can be recorded and preserved thanks to modern technologies.

16. What is the disadvantage of speech compared to other modes of communication?

- A) People have to make their hands free to support speech with signing.
- B) Word choice and word order in speech are more difficult to monitor.
- C) It vanishes in spontaneous communication.
- D) It fails to convey the message in a tactile way.
- E) Its lack of complexity makes it difficult for us to construct long sentences.

17. What is the primary purpose of the author?

- A) To introduce three basic modes of linguistic communication and their advantages
- B) To emphasise that modern technologies are increasingly used to overcome the disadvantages of speech
- C) To describe how human species developed throughout history by making use of different modes of communication
- D) To explain briefly how different modes of communication influence human perception
- E) To point out the superiority of speech over other modes of communication, referring to its distinctive characteristics

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

It is widely believed that the degree of difference between learners' native language and the target language can lead to greater difficulty. The evidence supporting the hypothesis comes partly from the observation that it takes learners longer to reach a high level of fluency in a particular second or foreign language if that language is substantially different from the languages they already know, especially in grammatical aspects. For example, a Chinese speaker faces a greater challenge in English than does a speaker of German or Dutch. Language distance affects pronunciation as well as other language components. In 1999, Theo Bongaerts collected speech samples from many highly proficient speakers who had learned Dutch in their adulthood and who came from a wide variety of first language backgrounds. When native speakers of Dutch were asked to judge these speech samples, only those learners who spoke a language that was closely related to Dutch (for example, English, or German) were judged to have native-like accents. None of the speakers whose first language were more distant from Dutch (Vietnamese, for example) were judged to have native-like pronunciation.

18. One can understand from the passage that the degree of difference between the native language and the target language ----.

- A) largely determines the level of ease or difficulty that a learner has in learning the target language
- B) is unlikely to be noticeable for certain languages, such as Dutch and English
- C) has a more significant effect on the learning of grammar than the learning of pronunciation
- D) is less problematic for highly proficient speakers than speakers of lower proficiency
- E) negatively impacts the target language fluency most of the time, no matter what the native language is

19. According to the passage, the term 'language distance' refers to the differences between languages ----.

- A) based on the levels of fluency that their learners can have
- B) in terms of such linguistic components as grammar and phonology
- C) stemming from certain factors, such as the number of their native speakers
- D) resulting particularly from difficulties in listening comprehension
- E) associated with sociocultural and geographical factors in particular

20. Which of the following can be concluded from the passage?

- A) Dutch speakers could struggle more with English or German pronunciation than they could with Vietnamese or Chinese.
- B) The most important predictor of success in foreign language learning is to have native-like pronunciation.
- C) Whether a foreign language is learned in adulthood or childhood has a big impact on achieving native-like pronunciation.
- D) Mastering the structure of a language is not as significant as mastering its pronunciation to have a high level of fluency in that language.
- E) The less different a target language is from a learner's native language, the more native-like his or her pronunciation could be.

21. (I) A fierce debate nearing a conclusion in the courts concerns several leading universities which have conducted research into the effects of tobacco over the last 50 years. (II) The government believes that the companies deliberately conspired to get the young to smoke by associating smoking with glamorous lifestyles. (III) The researchers involved in the debate have suggested that a shortage of resources prevented them from making an effective response to the advertising campaigns initiated by the tobacco companies. (IV) Meanwhile, scientists have identified a single gene that provides a vital defence against the toxic chemicals found in tobacco smoke. (V) The professor leading the team of scientists says that the research is encouraging, and he hopes that they could develop a serious programme of cancer prevention, by manipulating these types of genes, if trials are successful.

Which of the sentences in the given paragraph does not include a reduced relative clause?

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

22. Mrs. Widdowson asks her students to complete the tasks below:

I. Circle the word that can function both as a noun and a verb.

facilitate resist danger essence cheer

II. Circle the word that cannot function both as an adjective and an adverb.

hard next soon loud fast

Based on the tasks, which words must be circled by the students to answer correctly?

- | I | II |
|---------------|------|
| A) essence | fast |
| B) cheer | soon |
| C) facilitate | next |
| D) resist | loud |
| E) danger | hard |

23.

	Examples	Types of Adjunct
I.	You can stop the machine by pressing this button.	Means Adjunct
II.	They examined the specimen microscopically.	Agentive Adjunct
III.	She was not heard by those sitting at the back.	Instrument Adjunct
IV.	He spoke in a way that reminded me of his father.	Manner Adjunct

For which of the sentences in the table are the types of the adjuncts identified **correctly**?

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

24. In which of the following options does the underlined word **not** function as a collective measurer?

- A) A bag of sweets
B) A group of researchers
C) A bunch of flowers
D) A loaf of bread
E) A flock of sheep

25. Which of the following sentences includes an anaphoric reference?

- A) Although she felt ill, my mother helped me cook delicious meals for dinner.
B) All applicants are expected to have these skills: problem-solving, critical thinking, and creativity.
C) On his arrival in the capital, the President declared that new clean energy policies would be launched soon.
D) After reading the text, each student will share his or her feelings, and this kind of activity gives reading a real purpose.
E) Here is the news: The Australian swimmer has just set a new world record in the Olympic Games.

26. Which of the following **cannot** be considered as a universal aspect of human languages?

- A) Natural human languages utilise vocal organs for speech production.
B) A series of cognitive operations underlie speech production and comprehension.
C) There is no systematic relationship between form and meaning.
D) Oral forms require a writing system for complete and systematic communication.
E) Languages do and will change through time for various reasons.

27. Which of the following words includes a triphthong in its phonetic transcription?

- A) loan B) horse C) time
D) plain E) tower

28. These astonishingly beautiful gifts were presented by Ann's older brother.

Which of the underlined morphemes is a derivational morpheme?

- A) -ly B) -s C) -ed D) -'s E) -er
29. I read an interesting article in a health magazine yesterday.

Which of the following correctly illustrates the verb phrase structure in the given sentence?

- A) VP → V (NP) (NP) (AdvP)
 B) VP → V (NP) (PP) (AdvP)
 C) VP → V (NP) (AdvP) (AdvP)
 D) VP → V (NP) (PP) (PP)
 E) VP → V (NP) (AdvP) (PP)

30. The ---- meaning of a linguistic unit is its primary, explicit meaning that directly relates to the person, object, notion, event, or state it refers to in the real world. For example, when we look up the word *bee* in the dictionary, its main definition is 'any hymenopterous insect of the superfamily *Apoidea*, which includes social forms such as the honeybee and solitary forms such as the carpenter bee'. However, the word *bee* may mean 'hard-working' (a person who works diligently for a certain task like a honeybee that collects pollen and nectar to produce wax and honey) or 'talkative' (a person who talks a lot and sounds like bee buzzing). Therefore, personal or cultural associations might be connected to a word, and it can convey the speaker's feelings or opinions. Such an additional, indirect meaning of a word is called the ---- meaning of that word.

Which of the following options completes the given paragraph correctly?

- A) Affective / interpretative
 B) Contextual / referential
 C) Emotive / extensional
 D) Pejorative / attitudinal
 E) Denotative / connotative

31. Maria is a teenager whose Portuguese parents came to London in the 1960s. She uses mainly Portuguese at home and to people at the Portuguese Catholic church and community centre, but English is more appropriate for her to use at school. She uses some English words when talking with her sisters about school or doing their homework. She uses mostly English in her after-school job serving in a local café, though occasionally older customers greet her in Portuguese.

Which of the following sociolinguistic factors cannot be observed in the given text?

- A) Ethnicity and identity
- B) Idiolect and accent
- C) Participants and addressee
- D) Setting and social context
- E) Function and topic

32. *Geoffrey:*

– Can you tell me the time?

Catherine:

– Well, the milkman has come.

In the dialogue above, what Catherine says means more than what is actually said. After hearing Catherine's response, Geoffrey is likely to assume that it is 7:30 a.m. already.

Which of the following linguistic phenomena is exemplified by the given dialogue?

- A) Back-channelling
- B) Face-saving act
- C) Deictic ambiguity
- D) Conversational implicature
- E) Semantic anomaly

33. The child is playing with a knife. The little one will hurt himself. Please warn the toddler to put it back into the drawer.

In the text above, 'the little one' and 'the toddler' are in some sense synonymous with 'the child', and they build a cohesive tie referring back to 'the child'. They share the same referent and have a similar meaning in the text. Thus, the occurrence of semantically related lexical items promotes cohesion.

Which of the following cohesive devices is exemplified by the underlined phrases in the given text?

- A) Ellipsis
- B) Subordination
- C) Inversion
- D) Coordination
- E) Reiteration

34. When comprehending the sentence “The girl told the story smiled”, the reader first encounters the noun phrase (subject of the sentence) *the girl*, and thus s/he immediately perceives *told* as the main verb and treats the sentence as the simple SVO (Subject-Verb-Object) structure. However, when the reader gets to the verb *smiled*, s/he changes his or her mind, or backtracks, and reanalyses *told* as the verb of the embedded participle clause, or reduced relative clause. Sentences that induce this backtracking effect are called ‘garden path sentences’.

Which of the following statements explains the reason behind the garden path phenomenon?

- A) The reader makes multiple interpretations of a sentence when s/he first reads it instead of grouping the words of the sentence into a particular preferred structure.
- B) The reader’s mind begins to perform syntactic parsing focusing on the phrases at the end of a sentence rather than those at the beginning.
- C) The reader’s mind tends to choose the simplest structure among the different grammatical possibilities, so it may initially adopt a syntactic misanalysis.
- D) The reader generally gets the correct interpretation of a sentence when s/he first reads it even though it has some kind of syntactic ambiguity.
- E) The reader’s mind does not have enough of the right kind of memory capacity to keep track of each lexical item in a sentence.

35. It claims that the brain processes and represents language in centres that are devoted to particular sub-components of language performances, and thus specific parts of the brain perform specific language functions. For example, the French physician Simon Aubertin provided early evidence that the left frontal lobe was involved in speech production. Aubertin was treating a patient who had shot off a chunk of his skull in a failed suicide attempt, leaving a large part of his left frontal lobe exposed. Aubertin found that when he pressed on his patient’s left-hemisphere frontal lobe with a spatula, the patient immediately stopped talking.

Which of the following neurolinguistic views on the relation between brain and language is described in the given paragraph?

- A) Connectionism
- B) Equipotentiality theory
- C) Evolution-based approach
- D) Localism
- E) Holistic approach

36. The novel in the form of letters was a particularly popular form in the 18th century. The most famous examples are Samuel Richardson’s *Pamela* and *Clarissa*, Tobias Smollett’s *Humphry Clinker*, and Alice Walker’s *The Color Purple*.

Which of the following is the type of novel described above?

- A) Sentimental Novel
- B) Epistolary Novel
- C) Gothic Novel
- D) Picaresque Novel
- E) Involved Novel

37. The author uses narrative and stylistic devices to create the sense of an unedited interior monologue, characterised by leaps in syntax and punctuation that trace a character's fragmentary thoughts and sensory feelings. The outcome is a highly lucid perspective with a plot. James Joyce's *Ulysses* is a well-known example.

Which of the following literary techniques is described above?

- A) Magic Realism
- B) Defamiliarization
- C) Mock-epic
- D) Stream of Consciousness
- E) Unreliable Narrator

38. Works of fantastic literature are deliberately designed by the author to leave the reader in a state of uncertainty whether the events are to be explained by reference to natural causes or to supernatural causes. In this mode of fiction, the possible and the impossible are confounded so as to leave the reader with no consistent explanation for the story's strange events.

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

- A) William Golding – *The Lord of the Flies*
- B) Robert Louis Stevenson – *The Strange Case of Dr. Jekyll and Mr. Hyde*
- C) Mary Shelley – *Frankenstein*
- D) Lewis Carroll – *Alice in Wonderland*
- E) Jonathan Swift – *Gulliver's Travels*

39. **Who painted a vivid picture of rural life in the 19th century, with all its joy and suffering, in his *Far From the Madding Crowd*, *Jude the Obscure* and other works set in Wessex?**

- A) Charles Dickens
- B) George Eliot
- C) William Makepeace Thackeray
- D) Thomas Hardy
- E) Joseph Conrad

40. Philosophically, this term now applies to a vision of the condition and being of man, his place and function in the world, and his relationship, or lack of one, with God. It is agreed to have been derived from the thinking of Søren Kierkegaard; yet Jean-Paul Sartre seems to be more well-known and influential for having applied this vision in his novels, plays, and philosophical writings. Other prominent figures associated with this concept are Albert Camus and Simone de Beauvoir.

Which of the following is the philosophical concept defined above?

- A) Expressionism
- B) Surrealism
- C) Futurism
- D) Existentialism
- E) Dadaism

41. I'll love you, dear, I'll love you
Till China and Africa meet
And the river jumps over the mountain
And the salmon sing in the street.

I'll love you till the ocean
Is folded and hung up to dry
And the seven stars go squawking
Like geese about the sky.

Which of the following figures of speech is used to add emphasis, feeling and humour to the poem *As I Walked Out One Evening* by W. H. Auden?

- A) Paradox B) Hyperbole
C) Alliteration D) Oxymoron
E) Pun

42. At upper levels, students ought to be exposed to unmodified stories, the real thing, not extracts or simplified versions. When stories are turned into 'simplified readers', the juice is squeezed out. A story loses its originality and becomes just like any other EFL text.

Which of the following concepts is discussed above?

- A) Authenticity B) Unpredictability
C) Coherence D) Intertextuality
E) Cohesion

43. Mr. Flick states that his students' comprehension is frequently impeded not by linguistic features in a literary text, but by cultural ones. He thinks he needs to help them understand what the cultural features might be, as he believes that language can never be separated from culture.

According to the information above, which of the following should Mr. Flick do in his classes?

- A) Avoid using literary texts from the target culture
B) Provide background information about the literary texts used in class
C) Translate the literary texts into the students' mother tongue
D) Summarise the literary texts to make them more comprehensible
E) Teach complex grammatical structures through the literary texts

44. It was growing more and more evident to Boyne that he could recover his old vision of Mrs. Sellars only when they were apart. He began to think this must be due to his having loved her so long from a distance, having somehow, in consequence of their separation, established with her an ideal relation to which her slightest misapprehension, her least failure to say just what he expected, was a recurring menace...

Mr. Palmer asked his students to rewrite the story above by starting with the sentence below:

It was clearer and clearer to me that...

Which of the following aspects of the story does Mr. Palmer want his students to practice?

- A) The genre B) The plot
C) Figures of speech D) The characters
E) The point of view

45. Mrs. Johnson gives a poem to her students in an EFL class. Below are some activities that could be used in pre-reading, while-reading and post-reading.

	Pre-Reading	While-Reading	Post-Reading
Set I	Writing a title for the poem	Working on the underlining meanings of the lines	Doing vocabulary guesswork
Set II	Translating the poem into students' L1	Reading the interpretations of the poem	Stimulating students' interest in the poem
Set III	Providing the necessary cultural background information	Answering comprehension questions	Filming the poem by deciding on the best visual image for each line
Set IV	Reading another poem from the same poet	Preparing a modern version of the poem if it is written in old English	Reading the poem aloud
Set V	Rephrasing the poem in a different genre	Predicting the theme of the poem from the title	Composing a jumbled version of the poem

In which of the sets do the activities correctly match with the three stages of this lesson?

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

- 46.
- Classroom instruction is conducted exclusively in the target language. The native language should not be used in the classroom.
 - Oral communication skills are given priority, and they are built up in a carefully graded progression organised around question-and-answer exchanges between teachers and students in small, intensive classes.
 - Vocabulary is taught through the use of demonstration, realia, and visual aids.
 - Grammar is taught inductively. An explicit grammar rule may never be given.

Which of the following methods embraces the given principles above?

- A) The Direct Method
 B) Desuggestopedia
 C) The Grammar-Translation Method
 D) Total Physical Response
 E) Community Language Learning

47. Which of the following principles cannot be associated with Task-based Language Teaching?

- A) The use of complex and lengthy activities like problem-solving and decision-making is highly promoted.
- B) The target language is used by the learner for a communicative purpose in order to achieve an outcome in a particular situation.
- C) There is some sort of relationship to corresponding real-world activities, such as planning an itinerary for a trip.
- D) The primary role of the students is to communicate with the teacher, who is the authority in the classroom, as effectively as possible to complete a task.
- E) Language learning progresses most successfully if teaching aims to create authentic contexts where learners are encouraged to use the target language.

48. Which of following does **not** promote tolerance towards learner errors?

- A) Communicative Language Teaching
- B) The Grammar-Translation Method
- C) Task-based Language Teaching
- D) The Silent Way
- E) Community Language Learning

49. In a speaking class, Mr. Combley asks the learners to pronounce the conjunction 'and' /ænd/ in isolation, and later in a phrase "come and see" /kʌm ənd si:/.

Which of the following does the teacher focus on in this activity?

- A) Weak forms
- B) Stress patterns
- C) Triphthongs
- D) Diphthongs
- E) Phonotactics

50.

Listen to the script and decide which word is articulated in each word set below.

- could-good
- cave-gave
- ankle-angle

Which of the following does the activity above focus on?

- A) Recognising intonation patterns
- B) Identifying stress
- C) Distinguishing between sounds
- D) Noticing silent letters
- E) Articulating long vowels

51. Mrs. White teaches her students a few key words that appear in a reading passage. For each target word, she follows the steps below:

- Pronounce the word and ask the students to repeat it.
- Tell the students if the word is a verb, noun, adjective, etc.
- Use various techniques to convey the meaning of the word.
- Show possible occurrences in combination with other words.

Which of the following types of knowledge does Mrs. White **not** share while teaching the target words?

- A) Phonetic information
- B) Grammatical category
- C) Semantic knowledge
- D) Collocational knowledge
- E) Etymological information

52. Which of the following is **not** one of the factors which make new vocabulary more likely to be learned by second language learners?

- A) Higher frequency
- B) Idiomaticity
- C) Meaningful encounters
- D) Ease of pronunciation
- E) Use of cognates

53. Which of the following grammar presentation techniques may **not** be useful for a class of young learners aged 5?

- A) Using realia
- B) Using pictures
- C) Using games
- D) Using nursery rhymes
- E) Using grammar terminology

54. The teacher asks students to have another look at the reading passage that they have studied before. Students then guess in groups which of the following sentences in (1) to (4) are grammatically correct (C) or incorrect (I):

- 1. The kids have brought pencils to the lesson. C / I
- 2. The lessons have started today. C / I
- 3. Sue has not been to school before. C / I
- 4. The English teacher have introduced herself. C / I

After group discussions, students are asked to write the subject-verb agreement rule in the present perfect tense.

Which grammar presentation technique is employed in this lesson?

- A) Deductive presentation
- B) Dictation
- C) Memorisation
- D) Discovery
- E) Translation from L2

55. ---- refers to glancing rapidly through a text either to search for specific information. ----, on the other hand, refers to glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work.

Which of the following completes the given paragraph correctly?

- A) Top-down processing / Bottom-up processing
- B) Inferencing / Predicting contextual meaning
- C) Deductive reasoning / Inductive reasoning
- D) Previewing / Summarising
- E) Scanning / Skimming

56. In a reading class, the teacher first begins with asking questions about the pictures that accompany the reading text in the coursebook. Then, the students are instructed to read the text quickly and find a suitable title for the text. After deciding on the possible titles with the students, the teacher leads them to read the text once again but in a more careful way and do the True-False task that follows the passage.

Considering the flow of the reading lesson, which reading approach does the teacher seem to adopt?

- A) Bottom-up B) Top-down
C) Interactive D) Extensive
E) Selective

57. You and some friends want to go out for dinner together. Each of you reads online restaurant reviews, and tells each other about what you have found. When you listen to your friends, pay attention to things like price, location, and quality of food and service. Then discuss with your friends which restaurant you think you would all like to go to.

Which of the following is true of the given activity?

- A) This is mainly a structure-based listening activity.
B) The activity involves information gap.
C) All four skills are practised.
D) The activity is a teacher-centred one.
E) The activity lacks a real-life communicative purpose.

58. **Which of the following is an interactive listening exercise?**

- A) Listening to a list of polysyllabic words and find the dropped syllabic vowel
B) While listening to a dialogue, finding the answers to questions about prices, places, names and numbers
C) Identifying the repeated words in a couple of news items on the same subject
D) Listening to an ad describing a job, and discussing the most important qualifications for that job with a partner
E) Listening to a series of radio commercials and circling all the motives promoted

59. **Which of the following features is more likely to be seen in spoken texts?**

- A) Longer linguistic units
B) Complex structures of coordination and subordination
C) Incomplete sentences
D) A wider and more precise lexical range
E) Frequent use of passive voice

60. In teaching speaking, there is a dimension which is all about pragmatics. In essence, L2 speakers must be well-informed and thus competent both socially and pragmatically. In this regard, any sociocultural competence that ultimately invests in L2 speakers' interlanguage with regard to awareness and actual performance of register is of great importance.

Which dimension of teaching speaking in EFL contexts is discussed in the excerpt?

- A) Fluency B) Accuracy
 C) Appropriacy D) Intelligibility
 E) Automaticity

61. Students get together in small groups and suggest as many ideas about the writing topic as they can think of. At first, no idea is rejected or criticised because it may lead to other ideas. One person in the group keeps a record of the suggested ideas.

Which of the following prewriting activities is described above?

- A) Genre analysis B) Conducting surveys
 C) Brainstorming D) Question and answer
 E) Interviewing

62. Inexperienced writers usually run into various problems while writing an essay in a foreign language, and there are some possible solutions for these problems.

Which of the problem-solution pairs is not correctly given?

- A) Writer's block – Using prewriting strategies to generate ideas, reading and doing research
 B) Plagiarism – Paraphrasing, summarising and using plagiarism software
 C) Lack of unity – Correcting grammatical mistakes and using spellcheck software
 D) Lack of grammatical coherence – Using pronoun reference and conjunctions
 E) Lack of lexical coherence – Repeating keywords and using synonyms

63. Some of the main headings from the table of contents of a textbook are presented below:

Unit I: Trends in Living

- A Cultural Difference: Being on Time
- Working Hard or Hardly Working
- Changing Lifestyles and New Eating Habits

Unit II: Issues in Society

- Loneliness
- Can Stress Make You Sick?
- Care of the Elderly: A Family Matter

What type of a syllabus is followed by the textbook given above?

- A) Functional-notional syllabus
 B) Topic-based syllabus
 C) Situational syllabus
 D) Structural syllabus
 E) Skills-based syllabus

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

- A) Functional-notional syllabus – Introducing yourself
- B) Genre-based syllabus – Reading film reviews
- C) Task-based syllabus – Filling out a job application
- D) Structural syllabus – Finding main ideas in an article
- E) Procedural syllabus – Giving instructions to others

65. Which of the following **cannot** be the purpose of a teacher to use coursebooks in language teaching?

- A) To provide students with the opportunity to monitor their progress
- B) To improve learners' autonomy in developing oral fluency
- C) To spend less time for materials development
- D) To have a clear framework for language content to teach
- E) To achieve standardisation in teaching across learners

66. Which of the following task-material pairs is **not** matched correctly?

- A) Dictate and complete – Versions A and B of the same text with blanks in them
- B) Listen and draw – Pictures of scenery and objects, plans and maps
- C) Listen and sort – A text that describes a sequence, a procedure or a chronological event
- D) Listen and compare – A narrative text with either the beginning or the end missing
- E) Listen and combine - A fairly long text scrambled into several parts

67. It is the language teacher's responsibility to give the students a writing test that aligns with the field of study that they pursue.

Which of the following kinds of validity does the statement above refer to?

- A) Criterion validity
- B) Content validity
- C) Face validity
- D) Construct validity
- E) Predictive validity

68. **Choose the correct option to complete the sentence.**

The manager asks if _____ by the end of this week.

- a) the report was going to be written
- b) the report had been written
- c) the report has been written
- d) the report was written
- e) the report will have been written

Which of the following problems does the item above have?

- A) Redundancy in the options
- B) Ambiguous structure in the stem
- C) Options from different semantic fields
- D) Ungrammatical options
- E) More than one correct answer

69. **Which of the errors made by a young learner shows a lack of collocational knowledge?**

- A) She played very good.
- B) They finally did a decision.
- C) A number of students was absent.
- D) My father wented to work.
- E) I want you leave now.

70. Telling stories is an increasingly common practice in young learner classes. A story creates a world of characters who talk to each other and this discourse world presents opportunities for communicative activities and work on discourse skills.

Which of the following activities does not conform with the given information in terms of gaining communicative skills?

- A) Acting out the story characters
- B) Retelling the story
- C) Using the story discourse in other contexts
- D) Using situations from the story as a starting point
- E) Reading the story aloud

71. A commonplace assumption is that authentic materials are too difficult for young learners, who are less proficient in the target language. However, this is not necessarily true. Even younger learners with little English can handle some authentic but simple materials and activities. Teachers can select materials according to the needs of the class so that the young learners benefit from such materials.

Which one of the following points is irrelevant while selecting authentic materials for young learners?

- A) Purpose of the activity
- B) Relevance to interests of students
- C) Difficulty level of materials
- D) Cultural appropriateness of materials
- E) Error types of students

72. Which of the following approaches to first language acquisition is mostly linked to the Critical Period Hypothesis?

- A) Behaviourist B) Connectionist
C) Innatist D) Functionalist
E) Interactionist

73. Behaviours under attentional control are permeable, i.e. they are changeable; but once automatised, they are both more efficient and more difficult to change. The aspects of L2 may become automatised before they have developed to target levels, and positive input no longer suffices to lead to their improvement.

Which of the following terms is described in the given paragraph?

- A) Overgeneralization B) Fossilization
C) Intralingual error D) Interference
E) Motherese

74. *Defne:*

- I am here since July.

Teacher:

- Well, okay, but remember we talked about the present perfect tense.

Which of the following types of feedback is provided by the teacher?

- A) Metalinguistic explanation
B) Clarification request
C) Recast
D) Rephrasing
E) Repetition

75.

Compensatory Strategies	Definitions
A	Using a word that is not correct, but that refers to a similar object or event
B	Describing an object or event instead of using an appropriate vocabulary item
C	Making up a new word or phrase to describe an object or event

Which of the following completes the table correctly?

- _____ A _____ B _____ C
- A) Word coinage Approximation Circumlocution
- B) Approximation Circumlocution Word coinage
- C) Circumlocution Word coinage Approximation
- D) Circumlocution Approximation Word coinage
- E) Approximation Word coinage Circumlocution

SINAVDA UYULACAK KURALLAR

1. Sınav salonunda saate entegre kamera ile kayıt yapılıyor ise kamera kayıtlarının incelenmesinden sonra sınav kurallarına uymadığı tespit edilen adayların sınavları, ÖSYM Yönetim Kurulunca geçersiz sayılacaktır.
2. **Cep telefonu ile sınava girmek kesinlikle yasaktır.** Adayların sınav binasına; her türlü delici ve kesici alet, ateşli silah, çanta, cüzdan, cep telefonu, saat (kol saati ve her türlü saat), anahtarlık, her türlü araç anahtarı, kablosuz iletişim sağlayan bluetooth ve benzeri cihazlar ile; kulaklık, kolye, küpe, yüzük (**alyans hariç**), bilezik broş ve diğer takılar, her türlü plastik, cam eşya (**şeffaf/numaralı gözlük hariç**), plastik ve metal içerikli eşyalar (**başörtü için kullanılan boncuklu/boncuksuz toplu iğne, para, anahtarlıksız basit anahtar, ulaşım kartı, basit tokalı kemer, basit tel toka ve basit piercing (taşsız, metal top veya sivri uçlu) hariç**) banka/kredi kartı vb. kartlarla, her türlü elektronik/mekanik cihaz ve her türlü müsvedde kâğıt, defter, kalem, silgi, kalemtırış, kitap, ders notu, sözlük, dergi, gazete ve benzeri yayınlar, cetvel, pergel, açıcıölçer ve bu gibi araçlarla, yiyecek içecek (**şeffaf pet şişe içerisinde bandajı çıkarılmış su hariç**), ilaç ve diğer tüketim maddeleri ile gelmeleri yasaktır. Bu tür eşya, araç-gereçlerle sınav girmiş adaylar mutlaka Salon Tutanağı'na yazılacak, bu adayların sınavı geçersiz sayılacaktır. **Ancak, ÖSYM Başkanlığı tarafından belirlenen Engelli ve Yedek Sınav Evrakı Yönetim Merkezi (YSYM) binalarında sınava girecek olan engelli adayların sınav giriş belgelerinde yazılı olan araç-gereçler, cihazlar vb. yukarıda belirtilen yasakların kapsamı dışında değerlendirilecektir.**
3. Bu sınav için verilen cevaplama süresi **120 dakikadır (2 saat)**. Sınav başladıktan sonra **ilk 90** dakika içinde adayın sınavdan çıkmasına kesinlikle izin verilmeyecektir. **Bu süre dışında, cevaplama sınav bitmeden tamamlarsanız cevap kâğıdınızı ve soru kitapçığınızı salon görevlilerine teslim ederek salonu terk edebilirsiniz. Bildirilen sürelere aykırı davranışlardan adayın kendisi sorumludur.**
4. **Sınav salonundan ayrılan aday, her ne sebeple olursa olsun, tekrar sınav salonuna alınmayacaktır.**
5. Sınav süresince görevlilerle konuşmak, görevlilere soru sormak yasaktır. Aynı şekilde görevlilerin de adaylarla yakından ve alçak sesle konuşmaları ayrıca adayların birbirinden kalem, silgi vb. şeyleri istemeleri kesinlikle yasaktır.
6. Sınav sırasında, görevlilerin her türlü uyarısına uymak zorundasınız. Sınavınızın geçerli sayılması, her şeyden önce, sınav kurallarına uymanıza bağlıdır. Kurallara aykırı davranışta bulunanlar ve yapılacak uyarılara uymayanlar Salon Tutanağı'na yazılacak ve sınavları geçersiz sayılacaktır.
7. Sınav sırasında kopya çeken, çekmeye kalkışan, kopya veren, kopya çekilmesine yardım edenler Salon Tutanağı'na yazılacak ve bu adayların sınavları geçersiz sayılacaktır. Adayların test sorularına verdikleri cevapların dağılımları bilgi işlem yöntemleriyle incelenecek, bu incelemelerden elde edilen bulgular bireysel veya toplu olarak kopya çekildiğini gösterirse kopya eylemine katılan adayın/adayların sınavı geçersiz sayılacak ayrıca bu aday/adaylar 2 yıl boyunca ÖSYM tarafından düzenlenen hiçbir sınavı başvuru yapamayacak ve sınava giremeyecektir. Sınav görevlileri bir salondaki sınavın, kurallara uygun biçimde yapılmadığını, toplu kopya girişiminde bulunulduğunu raporlarında bildirdiği takdirde, ÖSYM bu salonda sınava giren tüm adayların sınavını geçersiz sayabilir.
8. Cevap kâğıdında doldurmanız gereken alanlar bulunmaktadır. Bu alanları doldurunuz. Cevap kâğıdınızı başkaları tarafından görülmeyecek şekilde tutmanız gerekmektedir. Cevap kâğıdına yazılacak her türlü yazıda ve yapılacak bütün işaretlemelerde kurşun kalem kullanılacaktır. Sınav süresi bittiğinde cevapların, cevap kâğıdına işaretlenmiş olması gerekir. Soru kitapçığına işaretlenen cevaplar geçerli değildir.
9. Soru kitapçığınızı alır almaz kitapçık kapağında bulunan alanları doldurunuz. Size söylendiği zaman sayfaların eksik olup olmadığını, kitapçıkta basım hatalarının bulunup bulunmadığını ve soru kitapçığının her sayfasında basılı bulunan soru kitapçık numarasının, kitapçığın ön kapağında basılı soru kitapçık numarasıyla aynı olup olmadığını kontrol ediniz. Soru kitapçığının sayfası eksik veya basımı hatalıysa değiştirilmesi için salon başkanına başvurunuz. **Size verilen soru kitapçığının numarasını cevap kâğıdınızdaki "Soru Kitapçık Numarası" alanına yazınız ve kodlayınız. Cevap kâğıdınızdaki "Soru kitapçık numaramı doğru kodladım." kutucuğunu işaretleyiniz. Soru kitapçığı üzerinde yer alan Soru Kitapçık Numarasını doğru kodladığınızı beyan eden alanı imzalayınız.**
10. Sınav sonunda soru kitapçıkları toplanacak ve ÖSYM'de incelenecektir. Soru kitapçığının sayfalarını koparmayınız. Soru kitapçığının bir sayfası bile eksik çıkarsa sınavınız geçersiz sayılacaktır.
11. Cevap kâğıdına ve soru kitapçığına yazılması ve işaretlenmesi gereken bilgilerde bir eksiklik ve/veya yanlışlık olması hâlinde sınavınızın değerlendirilmesi mümkün değildir, bu husustaki özen yükümlülüğü ve sorumluluk size aittir.
12. Soruları ve/veya bu sorulara verdiğiniz cevapları ayrı bir kâğıda yazıp bu kâğıdı dışarı çıkarmanız kesinlikle yasaktır.
13. **Sınav salonundan ayrılmadan önce, soru kitapçığınızı, cevap kâğıdınızı ve sınava giriş belgenizi salon görevlilerine eksiksiz olarak teslim ediniz. Bu konudaki sorumluluk size aittir.**
14. Sınav süresi salon görevlilerinin "SINAV BAŞLAMIŞTIR" uyarısıyla başlar, "SINAV BİTMİŞTİR" uyarısıyla sona erer.

Bu testlerin her hakkı saklıdır. Hangi amaçla olursa olsun, testlerin tamamının veya bir kısmının Merkezimizin yazılı izni olmadan kopya edilmesi, fotoğrafının çekilmesi, herhangi bir yolla çoğaltılması, yayımlanması ya da kullanılması yasaktır. Bu yasağa uymayanlar gerekli cezai sorumluluğu ve doğacak tüm mali külfeti peşinen kabullenmiş sayılır.

2020 KPSS ÖĞRETMENLİK ALAN BİLGİSİ TESTİ

2020 KPSS ÖABT

20-09-2020

İNGİLİZCE ÖĞRETMENLİĞİ İNGİLİZCE ÖĞRETMENLİĞİ

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