



T.C. Ölçme, Seçme ve Yerleştirme Merkezi

# KAMU PERSONEL SEÇME SINAVI ÖĞRETMENLİK ALAN BİLGİSİ TESTİ

## İNGİLİZCE

15 AĞUSTOS 2021 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.*

# ÖSYM

## 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 işlemi çok iyi yapmanız gerektiğini unutmayınız.
7. Sınavda uyulacak kurallar bu kitapçığın arka kapağında belirtilmiştir.

Bu soruların her hakkını ÖSYM'ye aittir. Sorular ÖSYM'nin yazılı izni olmaksızın hiçbir kişi, kurum veya kuruluş tarafından kullanılamaz.

Bu testte 75 soru vardır.

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

Language is neither a completely dynamic system nor a set of unchanging algorithms. (1)---- language is systematic in its expression of a common symbolism, it is unpredictable in its responsiveness to human volition. Evidently, one of the objectives of the human language is to make autonomy and creativity subservient (2)---- the collective need for comprehensibility. Language use has an implicit creativity because people (3)---- common or conventional meanings to accomplish different communicative purposes, and through new meanings they produce, they meet their own expressive needs. This fact may threaten to destabilise the system, but symbolic or intended meanings are absorbed by individuals (4)---- the language's inherent flexibility. This is why many linguists (5)---- to find out how language achieves semantic constancy without disrupting its sense of autonomy or freedom of choice – it is not a search for meanings characterised by dynamic disruption but for convergences that produce new meanings.

- 1.
- |               |                  |
|---------------|------------------|
| A) Even after | B) As long as    |
| C) Only if    | D) In order that |
| E) Although   |                  |

- 2.
- |         |         |         |
|---------|---------|---------|
| A) with | B) into | C) at   |
| D) to   |         | E) upon |

- 3.
- |               |            |
|---------------|------------|
| A) validate   | B) tailor  |
| C) retain     | D) deliver |
| E) illustrate |            |

- 4.
- |               |                  |
|---------------|------------------|
| A) similar to | B) in pursuit of |
| C) in fear of | D) as opposed to |
| E) thanks to  |                  |

- 5.
- |                          |
|--------------------------|
| A) were struggling       |
| B) should have struggled |
| C) have been struggling  |
| D) will be struggling    |
| E) might have struggled  |

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

One of the most controversial issues in pronunciation research is whether intelligibility rather than native-like ability is the standard that learners should strive for. Studies of relationships between English native speakers' perceptions of foreign accents, their perceptions of comprehensibility, and their actual ability to understand non-native utterances show clear relationships between the three. However, the presence of a strong foreign accent does not necessarily result in reduced intelligibility or comprehensibility. Of course, evidence like this does not change the fact that foreign accents sometimes cause listeners to respond negatively to second language speakers. Despite the fact that native speakers can interact with those who have learned a different variety of the same language, in some situations, accent still serves as the basis for discrimination. As a result, many second language learners may be motivated to approximate a particular target language accent in their pronunciation.

**6. Which of the following statements can be made based on the passage?**

- A) English native speakers' perceptions of foreign accents are more positive when they are compared to the native speakers of most other languages.
- B) A non-native speaker may not always build a good relationship with a native speaker even though he/she has a native-like accent.
- C) Native speakers' perceptions of foreign accents have indeed nothing to do with their ability to understand non-native utterances.
- D) A foreign accent may evoke negative responses and discrimination even when intelligibility is not reduced.
- E) Intelligibility is as important as having a native-like accent for a great majority of learners.

**7. As it is clearly stated in the passage, foreign accents ----.**

- A) can stimulate native speakers to enhance their ability to understand non-native utterances
- B) do not always limit a native speaker's understanding of a non-native utterance
- C) determine whether a non-native speaker will be willing to interact with a native speaker
- D) are usually not understood by native speakers although they do not adopt a negative stance towards them
- E) result from high exposure to different varieties of the same language

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

- A) Perceptions of comprehensibility have a bigger role than perceptions of foreign accents in negative attitudes towards non-native speakers.
- B) Non-native speakers do not often need to communicate frequently with native speakers to acquire a particular target language accent.
- C) Reduced intelligibility due to a foreign accent is the main area of focus in pronunciation research.
- D) It is challenging to totally eliminate accent-based discrimination, as non-native speakers often cannot acquire a native-like accent.
- E) Non-native speakers might benefit from achieving a certain native-like accent for particular reasons.

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

The role of reading in society is quite complex, so a few comments are needed to situate the role of reading and student learning. A major goal for many educational institutions around the world is to promote literacy abilities, and we often hear of efforts to eliminate illiteracy altogether. Many of us take this perspective for granted and seldom consider critically the role of literacy in societies around the world. In fact, the universal eradication view is somewhat simplistic. While we believe that all societies value the same educational goals, in some societies, people can achieve societal success with minimal levels of literacy, or they do not even need literacy to function well in their lives. Therefore, literacy itself is not a singular notion that operates uniformly in all societies. On the other hand, there are many types of literacy abilities (e.g. reading, writing, reading and writing together, interpreting documents, integrating visual representations with prose text, working with multiple texts), much as there are many types of reading abilities and ways of reading. There are conflicting ideas regarding literacy and how it is acquired or can be improved. Nevertheless, it is obvious that a large majority of individuals need literacy to further their goals and better their lives.

**9. Why does the author consider the universal eradication view on illiteracy as somewhat simplistic?**

- A) Eliminating illiteracy throughout the world is not an attainable goal because a great number of people undervalue the role of reading in improving their living standards.
- B) Despite the general tendency to accept the significance of literacy, efforts to eliminate illiteracy fall far short of most societies' expectations.
- C) Attempts to eliminate illiteracy overlook the fact that in certain societies it is possible to operate efficiently with low levels of literacy or without it.
- D) There is an inclination among many educational institutions to ignore the similarities between reading abilities and literacy abilities.
- E) The assumption that the role of reading in society is complex may fail to reflect the whole truth regarding literacy abilities.

**10. Which of the following conclusions could be reached based on the passage?**

- A) The primary purpose of educational institutions should be to eliminate illiteracy at an international level.
- B) While there are many types of literacy abilities and reading abilities, there is a single solution to the problem of illiteracy around the world.
- C) As each society has their own educational goals and strategies to tackle illiteracy, they greatly differ from each other in the level of literacy they can achieve.
- D) The concept of literacy has a unique nature in different societies and embraces a wide range of abilities.
- E) Universal success in eradicating illiteracy cannot be achieved unless those in illiterate societies have better living conditions.

**11. What is the main purpose of the author?**

- A) To present ways to promote literacy throughout the entire world
- B) To draw attention to the complexity of the literacy phenomenon
- C) To resolve the conflicts among educational institutions regarding the eradication of illiteracy
- D) To clarify the differences between literacy abilities and reading abilities
- E) To stress that societal success cannot be achieved without literacy abilities

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

A workshop is a short-term learning activity where specific knowledge and skills are learned or an existing skill is improved. In a workshop, participants are expected to learn something new that they can later apply in their professional life. They can also get hands-on experience related with a particular topic, as workshops provide participants with an opportunity to try out new methods and fail in a safe environment. The topic of a workshop could be one that participants have relevant experience in and present ideas that they can draw on, or there might be cases where participants have little experience of the topic but show a strong interest in learning more about it. Workshops are best suited to a limited number of participants because an effective workshop requires the facilitator to interact with participants, giving them an opportunity to present their ideas and suggestions and providing them with feedback on problems and solutions. A workshop can be satisfactorily run for as few as six participants and as many as thirty. Once numbers exceed thirty, there is a danger that it will revert to a lecture-type format and lose its value as a workshop. The goal is to form groups in which the group members collectively have the knowledge and experience needed to complete the tasks that have been set. If group size is too large, there is a tendency for some members to be silent participants. Groupwork often requires that one member of the group be a group leader and one be a recorder. These roles can be rotated around the group during the workshop. The facilitator's job is to check that each group keeps to the task and gets through it in the time assigned and to make sure that everyone has a chance to participate.

**12. It is stated in the passage that workshops ----.**

- A) can vary in length based on the topic, though they are usually of limited duration
- B) are generally targeted at topics about which participants have in-depth knowledge
- C) give participants both the freedom and chance to learn through practical activities
- D) should be designed in a lecture-type format when there are more than thirty participants
- E) could end in failure unless participants immediately implement the skills they are learning

**13. According to the passage, what is the drawback of the workshops consisting of large numbers of participants?**

- A) It becomes highly challenging to form groups and determine who will take on the role of group leader or recorder in each group.
- B) The participants may have disagreements over the ideas they put forward since they could differ from each other in how they interpret a certain topic.
- C) The tasks that have been set may not be completed successfully due to the limited time frame and distinct characteristics of group members.
- D) Some of the participants might be reluctant to interact with others, thus decreasing the rate of active participation.
- E) It is almost impossible for the participants to record all of the ideas and suggestions put forward by each member.

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

- A) To discuss whether the number of participants in a workshop should be restricted or not
- B) To elaborate on what kind of issues participants wish to explore in a workshop
- C) To highlight that workshops familiarise participants with the situations they will confront in real life
- D) To describe workshops in detail, putting special emphasis on their advantages and planning
- E) To explain how participants can benefit from workshops to build a prolific career



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

A convincing amount of research shows that it is not enough to be merely committed to the students' academic progress, but teachers also need to have high expectations for what their students can achieve. For example, in one of the most famous experiments in educational psychology, conducted in 1968, psychologists Robert Rosenthal and Lenore Jacobson administered an intelligence test to primary school children at the start of the academic year. Teachers were told that the purpose of this test was to predict which students would bloom intellectually during the academic year. The researchers, however, deceived the teachers: instead of providing them with the true test scores, they randomly labelled 20 percent of the sample as potential 'intellectual bloomers'. The results of the experiment were quite remarkable, attracting considerable attention among many scholars: by the end of the year, there were significant differences between the randomly chosen bloomers and the rest of the students. Rosenthal and Jacobson explained the emerging difference by arguing that the (false) information about the students created differential teacher expectations about them and these expectations acted as self-fulfilling prophecies in that students lived up to them. In other words, if you believe that your students can reach high levels of achievement, there is a good chance that they will too. However, stigmatising them as 'low-achievers' may adversely impact their performance.

**15. Why did Rosenthal and Jacobson misinform the teachers about the results of their experiment?**

- A) They did not want to trigger negative attitudes in intellectual bloomers towards low-achievers.
- B) They aimed to prove that the scores of intelligence tests are not reliable enough to determine potential intellectual bloomers.
- C) They wanted to see what expectations teachers would have about randomly chosen bloomers and whether these expectations would relate to their success.
- D) They could not be sure of the results of 20 percent of the participants and did not declare who were the actual intellectual bloomers.
- E) They intended to reveal that low-achievers can improve their performance during the academic year despite low expectations about them.

**16. What might be the reason why the author particularly focuses on Rosenthal and Jacobson's explanations at the end of the passage?**

- A) To show how teachers can help those with poor performance by integrating them into groups including intellectual bloomers
- B) To stimulate teachers to have high expectations about their students so that they can promote better learners' performance
- C) To prove how students with low performance on intelligence tests can later turn into intellectual bloomers through effective strategies
- D) To highlight that higher intelligence scores do not necessarily indicate higher academic success, contrary to what most teachers believe
- E) To emphasise that some students can achieve great success at the end of the academic year although their teachers have low expectations about them

**17. Which of the following questions cannot be answered according to the passage?**

- A) Could teachers' expectations about their students' academic progress have an impact on their real performance?
- B) Is there any compelling evidence confirming whether teachers should have high expectations about their students' academic success?
- C) Are students who are called as low-achievers less likely to attain academic success?
- D) Is it likely that those who are labelled as intellectual bloomers by their teachers at the start of the academic year may fail at the end of the year?
- E) Did the results of the experiment conducted by Rosenthal and Jacobson spark great interest?

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

Professor David Little, a fellow emeritus of Trinity College Dublin, defines learner autonomy in relation to particular tasks, highlighting that learner autonomy consists of the ability to use particular knowledge and apply certain skills to new tasks, situated in contexts different from the learning context and under new conditions. When learners have become flexible and adaptive learners in this sense, they can be considered autonomous learners, namely when they are able to perform tasks (i) without assistance, (ii) beyond the immediate context in which they acquired the knowledge and skills, (iii) and flexibly, taking account of the special requirements of particular circumstances. Autonomous learners understand the purpose of their learning programme, explicitly accept responsibility for their own learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness, using their metacognitive abilities. They are able to develop an independent, proactive approach to their studies, thus learning depends on the activity and initiative of the learner, more than on any input transmitted to the learner by a teacher or a textbook. Since they are highly committed to their own learning, the problem of motivation is readily solved.

**18. According to the passage, which of the following is true about autonomous learners?**

- A) Autonomous learners function best when they are confronted with tasks that resemble those they perform in classroom settings.
- B) When they are adapting their skills and knowledge to new circumstances, autonomous learners may deviate from pre-planned learning goals.
- C) Despite lacking certain knowledge or skills, autonomous learners can perform a task successfully with the help of the teacher or textbook.
- D) Autonomous learners can transfer their knowledge and skills to new environments where they are expected to perform tasks that they are not familiar with.
- E) When autonomous learners fail in performing a certain task, they may need external motivation to fulfill the requirements of that task.

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

- A) Learners often hesitate to take responsibility for their own learning, both in terms of what they learn and how they learn.
- B) Learners should seek further help from their teachers to become more aware of the obstacles and rewards in their own learning process.
- C) In order to help learners to develop autonomy, teachers should try to overcome motivational setbacks in the classroom.
- D) The willing, active and reflective involvement in one's own learning and the capacity of self-management represent the essence of learner autonomy.
- E) Contextual variations, which enforce new academic requirements, might be a hindrance for learners in self-regulating their own learning.

**20. What is the passage mainly about?**

- A) What it takes to be an autonomous learner
- B) The role of teachers in the development of learner autonomy
- C) Knowledge and experiences that can be gained outside the classroom
- D) The importance of metacognitive abilities to achieve educational goals
- E) The challenges in self-regulated learning



21. Some types of relative clauses do not function as postmodifiers of nouns. They can modify an entire clause or even a series of clauses, and they are called 'sentential relatives'.

**In which of the following sentences does the relativizer 'which' form a sentential relative clause?**

- A) Professors have a variety of responsibilities, which generally fall within one of three main areas: research, teaching, and service.
- B) Translation is a rapidly expanding academic field of study, which now includes a substantial body of theoretical writing.
- C) Cognitive therapy deals with cognitive distortions, which may take the form of abnormal beliefs and inappropriate inferences about others' actions.
- D) Some plants are long-day plants, which means they need 12 or more hours of sunlight daily in order to initiate flowering.
- E) Childhood experiences and problems in psychological maturation can foster eating disorders, which often appear in adolescence.

22. **In which of the following sentences is the participle clause used to express 'condition'?**

- A) Being highly confident about the results, he invested a lot of money in the project.
- B) Walking home, I noticed the leaves were starting to change colour.
- C) Weather permitting, we'll do some gardening.
- D) Seeing her there, I asked if she would attend the meeting.
- E) Hoping to learn from our mistakes, we tried again.

23. **In which of the following sentences does 'it' not function as an empty subject?**

- A) Let's start to pack up. It's going to take at least 50 kilometres to go to that place I've told you about.
- B) It's always good to see some familiar faces and enthusiastic people at conferences.
- C) It's past midnight and we can't find any place to eat in this small city.
- D) Because every heater was working at once, it got hotter and hotter every minute.
- E) The next time I see your room, it had better be tidied up and cleaned; otherwise, I won't let you go out with your friends.

24. *Janet:*

- Come and have a look at this! The dress that my sister ordered last week has arrived.

*Martha:*

- It's really beautiful. She's right to pride herself on dressing elegantly.

*Janet:*

- We often share our clothes with each other, but they don't look great on me as they do on her.

**Which type of pronoun is not seen in the given dialogue?**

- A) Relative  
B) Reciprocal  
C) Demonstrative  
D) Reflexive  
E) Indefinite

25. It came as quite a surprise. Almost nobody could eat what they were given. One of the guests was deeply concerned that she would need medical help, and she left the party very quickly.

Which of the following grammatical categories is **not** modified by an adverb in the given text?

- A) A pronoun  
B) A noun phrase  
C) Another adverb  
D) A cardinal number  
E) An adjective

26. Surface-structure features of a text link different parts of sentences or larger units of discourse. These include sequential indicators, logical connectors, and linguistic devices such as conjunctions and pronouns that tie the sentences together. Thanks to these surface-structure features, sentences are connected, organised or composed in such a way that readers could interpret each sentence with the help of other sentences. Furthermore, sentences within a text should be ordered in a logical sequence so that the whole text fosters unity and integrity.

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

- A) Denotation and Connotation  
B) Cohesion and Coherence  
C) Arbitrariness and Creativity  
D) Implicature and Presupposition  
E) Register and Domain

27. Which of the following words does **not** include a long vowel?

- A) food  
B) peace  
C) house  
D) board  
E) pearl

28. He took a photo of his car and put an ad on a popular website to sell it quickly.

Which of the following word-formation processes is used in the underlined words?

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

29. NP → (Det) (AdjP) N (PrepP)

Which of the following noun phrases has the structure illustrated above?

- A) many people from different countries  
B) dark clouds over the mountains  
C) her pink dress with black stripes  
D) the best-selling contemporary novels  
E) special precautions against fire

30. Complementaries display a type of oppositeness of meaning, illustrated by pairs such as *single/married* and *husband/wife*. *Single* is said to be the complementary of *married* and vice versa. In such a relationship, the assertion of one of the items implies the denial of the other (i.e., the entity cannot be both at once). In addition, the relation of 'complementarity' is characterised by the lack of any gradability between the items.

**Based on the given information, which of the following pairs can be classified as a pair of complementary antonyms?**

- A) close / distant                      B) big / small  
C) wide / narrow                        D) young / old  
E) dead / alive

31. Over the last couple of centuries, many speakers of Irish, Scottish Gaelic and Welsh have transferred to England, and consequently to English, primarily in order to get work. They need English both for their job success and for their social well-being.

**Which of the following refers to the process explained in the given paragraph?**

- A) Pidginisation  
B) Language shift  
C) Codification  
D) Language maintenance  
E) Language revival

32. *Matthew:*

– So, can you come over here again right now?

*Ann:*

– Well, I have to go to Edinburgh today, sir.

*Matthew:*

– How about this Friday?

*Ann:*

– I'm sorry, I can't say for sure. Would you mind if I informed you later?

**Which of the following pragmatic inferences cannot be made based on the given dialogue?**

- A) In requesting, Matthew thinks it might be possible for Ann to come.  
B) The given dialogue may not be the end of the conversation between Matthew and Ann, nor the beginning.  
C) Matthew is acknowledged by Ann to have a higher social status than her.  
D) When Matthew repeats his request for some other time, he believes that Ann will probably reject it.  
E) Matthew is requesting Ann to see him at or soon after the time of speaking.

33. The underlined words in the dialogue below indicate that the hearer is responding to the given information, thus supplying the speaker with direct feedback.

Alice:

- Our bodies can be younger or older than our actual age.

Kelsey:

- Yeah, some people look really younger than they are.

Alice:

- Well, this is called biological age, which could be different than chronological age.

Kelsey:

- I see. I think it depends on diet and lifestyle choices.

Alice:

- Sure. Maintaining a healthy diet and avoiding stress are key elements that contribute to ageing gracefully.

**Which of the following discourse markers are exemplified in the given dialogue?**

- A) Ellipses  
B) Hedges  
C) Back-channels  
D) Anaphoric references  
E) Subordinators

34. It refers to the facilitation of recognition of a word that results from prior exposure to a word related to it in meaning. A listener will be faster at making a lexical decision on the word *doctor* if s/he has just heard *nurse* than if s/he just heard an unrelated word such as *flower*. This effect might arise because related words are linked to each other in the mental lexicon. Strong effects are seen with words that fall into the same lexical set (chair-table), antonyms (tall-short), and superordinate-hyponym pairs (bird-robin).

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

- A) Affixation  
B) Conceptualisation  
C) Hemispherical specialisation  
D) Syntactic parsing  
E) Semantic priming

ÖSYM

Bu soruların telif hakları ÖSYM'ye aittir. Sorular ÖSYM'nin yazılı izni olmaksızın hiçbir kişi, kurum veya kuruluş tarafından kullanılamaz.

Speech	Interpretation
<i>Peter:</i> – Yes... Wednesday... Dad and Peter... hospital... nine o'clock... doctors... ah... teeth...	The patient attempts to describe an appointment for dental surgery.
<i>Rose:</i> – Well this is... mother is away here working her work out to get her better but when she's looking, the two boys looking in the other part. One their small tile into her time here. She's working another time because she's getting too...	The patient tries to describe a picture of a family in a kitchen.

In which of the following options are the language disorders that the patients have correctly given?

Peter	Rose
A) Wernicke's aphasia	Anomia
B) Broca's aphasia	Dysgraphia
C) Broca's aphasia	Dyslexia
D) Broca's aphasia	Wernicke's aphasia
E) Wernicke's aphasia	Dyslexia

36. Below are the lines from Sir Thomas Wyatt's *In Mourning Wise*, which commemorates the five men who were executed as Anne Boleyn's lovers: her brother Lord Rochford, the courtiers Henry Norris, Francis Weston and William Brereton, and the court musician Mark Smeaton.

In mourning wise since daily I increase,  
Thus should I cloak the cause of all my grief;  
So pensive mind with tongue to hold his peace  
My reason sayeth there can be no relief:  
Wherefore give ear, I humbly you require,  
The affect to know that thus doth make me moan.  
The cause is great of all my doleful cheer  
For those that were, and now be dead and gone.

Which of the following types of poem is exemplified above?

- A) Pastoral  
B) Elegy  
C) Epistle  
D) Mock Epic  
E) Didactic

ÖSYM

Bu soruların telif hakları ÖSYM'ye aittir. Sorular ÖSYM'nin yazılı izni olmaksızın hiçbir kişi, kurum veya kuruluş tarafından kullanılamaz.

37. It is mostly the main character in a literary work whose actions and ideals would not generally be regarded as elegant or brave, though the character may still be portrayed sympathetically by the author. He or she is given the vocation of failure; a type who is incompetent, unlucky, or clumsy. Instead of manifesting nobility or dignity, the character exhibits qualities such as cowardice and dullness, but it should not be confused with a villain, who tries to create chaos. The well-known representatives are Don Quixote in Cervantes's *Don Quixote: Man of La Mancha*, an eccentric Spaniard whose imagination leads him to see harmless objects as enemies to be fought, as in his tilting at windmills, and Leopold Bloom in Joyce's *Ulysses*, who displays decent humanity and foolishness with unparalleled depth and wanders from one place to another but his adventures are not distinctly courageous.

**Which of the following is the type of such characters described above?**

- A) Antagonist                      B) Choral  
C) Antihero                         D) Foil  
E) Confidante

38. Which of the following novelist-novel pairs is **not** correct?

- A) Jane Austen – *The Importance of Being Earnest*  
B) David Herbert Lawrence – *Sons and Lovers*  
C) George Eliot – *Middlemarch*  
D) Virginia Woolf – *To the Lighthouse*  
E) Joseph Conrad – *Heart of Darkness*

39. The chief emphasis of this literary movement was upon freedom of individual self-expression: spontaneity and originality became the new standards in literature. It rejected the rationality of the Enlightenment and highlighted the emotional directness of personal experience and the boundlessness of individual imagination and aspiration. The emotional and intellectual freedom of the individual is elevated over the traditional norms and strictures of society. One of the prominent representatives of the movement, John Keats, said that "If poetry comes not as naturally as the leaves to a tree, it had better not come at all." Another important figure, William Wordsworth, believed in the doctrine that poetry was "emotion recollected in tranquillity" by specifying that a poet's spontaneity is the result of a prior process of deep reflection.

**Which of the following literary movements does the discussion above represent?**

- A) Pre-Raphaelitism              B) Romanticism  
C) Modernism                        D) Naturalism  
E) Realism

40. The beginning of the Victorian Period is frequently dated 1830, or alternatively 1832 (the passage of the first Reform Bill), and sometimes 1837 (the accession of Queen Victoria), and it extends to the death of Victoria in 1901. Much writing of the period, whether imaginative or didactic, in verse or in prose, dealt with or reflected the pressing social, economic, religious and intellectual issues and problems of that era.

**Which of the following author-novel pairs does **not** belong to the Victorian Period?**

- A) Thomas Hardy – *Tess of the d'Urbervilles*  
B) Jonathan Swift – *Gulliver's Travels*  
C) Charles Dickens – *A Tale of Two Cities*  
D) William Makepeace Thackeray – *Vanity Fair*  
E) Emily Brontë – *Wuthering Heights*



41. He feeds upon her face by day and night,  
And she with true kind eyes looks back on him  
Fair as the moon and joyful as the light;  
Not wan with waiting, not with sorrow dim

Which of the following figures of speech is used in the underlined line from Christina Rossetti's *In an Artist's Studio*?

- A) Metonymy  
B) Allusion  
C) Symbol  
D) Oxymoron  
E) Simile
42. Mr Black thinks using tongue-twisters can help his young elementary learners to master some linguistic features and asks them to repeat the tongue-twister *Peter Piper* as many times as possible.

**Peter Piper**

Peter Piper picked a peck of pickled pepper  
A peck of pickled pepper Peter Piper picked  
If Peter Piper picked a peck of pickled pepper  
Where's the peck of pickled pepper Peter Piper picked?

Which of the following could be the primary purpose of using the tongue-twister above?

- A) To practise collocating words  
B) To discriminate between different vowel sounds  
C) To learn about structural variations  
D) To study frequent spelling and punctuation errors  
E) To focus on different parts of speech

43. After using a story for her 6th graders, Ms Davis asks the following questions:

- Were you able to predict the ending?
- What do you think was the best part of the story?
- What was the most important point in the story?

Which of the following do these questions focus on?

- A) Plot  
B) Characters  
C) Setting  
D) Style  
E) Mood

44. An English teacher begins to tell her students the following story and carefully monitors if it could maintain their interests so that she can decide to tell the rest of the story or stop:

"This story starts on a nice Monday morning. Who's the story about? Who can we see in the picture? Yes, Fred and Sue. It's a nice, sunny Monday morning and Sue and Fred are... Where are they? In the forest. Right. They're in the forest. And what are they doing? They're picking berries. So, it's a nice, sunny Monday morning, and Fred and Sue are in the forest picking berries. What happens next? Well..." and so the story continues.

Which of the following is not seen in this storytelling activity?

- A) Presenting multimodal information to facilitate comprehension  
B) Using shorter sentences to ensure clarity of the message  
C) Taking into account learners' cognitive capacity  
D) Using repetition to compensate for the lack of permanence in spoken language  
E) Eliciting genre-related background knowledge to enhance comprehension

45. An EFL teacher is quoted as saying the following about the use of literary texts in English language teaching:

"I definitely support the use of literary texts in English language teaching and learning. I use such texts that have been produced in the normal course of language use rather than the ones contrived for language teaching, where the emphasis is on grammatical form at the expense of meaning and context."

**Which of the following concepts related to language teaching through literature does the teacher emphasise?**

- A) Motivation  
B) Focus on form  
C) Authenticity  
D) Idiomaticity  
E) Intercultural competence
46. The teacher reads aloud a passage on the subject of emotional intelligence twice at a normal speed, and learners write down as many words as they can identify while listening. They are also required to take notes on the use of different linguistic forms (i.e. relative clauses, passive verb forms, and transition signals). They then work in small groups in order to reconstruct the text by using their notes. This technique is useful for vocabulary acquisition and involves reflecting on the way grammar works in context, thus reinforcing form/function relationships.

**Which of the following techniques is the teacher using during the lesson?**

- A) Role play  
B) Dictogloss  
C) Story completion  
D) Ordering scrambled sentences  
E) Question-and-answer exercise

47. In the table below, principles of some certain methods/approaches are given:

Methods & Approaches	Principles
X	<ul style="list-style-type: none"> <li>It integrates the learning of language into the learning of academic subjects, such as history or geography.</li> <li>Learners work with cognitively demanding language within the context of authentic tasks, and they are given multiple opportunities to use the new language they acquire as they read, discuss, and write about specific topics.</li> <li>Vocabulary is easier to acquire when there are contextual clues to help convey meaning.</li> </ul>
Y	<ul style="list-style-type: none"> <li>Speech is more basic to language than the written form, and speaking and listening skills are prioritised.</li> <li>The teacher presents grammatical points through examples, hence employing inductive teaching of grammar.</li> <li>Errors must be corrected immediately because they lead to the formation of bad habits.</li> </ul>

**Which of the following completes the table correctly?**

	X	Y
A) Community Language Learning		Communicative Language Teaching
B) Task-based Approach		The Grammar-Translation Method
C) The Direct Method		Desuggestopedia
D) Content-based Instruction		The Audio-Lingual Method
E) The Natural Approach		Total Physical Response

48. Which of the following activities is **not** expected to be performed by a teacher who uses **Communicative Language Teaching**?

- A) Showing a series of pictures to students and asking them to predict what comes next after each picture
- B) Asking students to bring the biography of a famous singer to class and introduce that singer to their peers
- C) Engaging students in a computer game where they interact with each other to find treasures hidden in an old house
- D) Getting students to talk about their dreams and persistently correcting them when they make an error
- E) Forming pairs and assigning students different roles to play, such as doctor-patient and boss-employee

49. There is a great deal of difference between the way words are pronounced in isolation and their pronunciation in the context of connected speech. Regarding this fact, Mr Roach shows the following phrases to his intermediate-level students:

- my turn /maɪ tɜ:n/ (the aɪ diphthong is longer in 'my', t is fully aspirated when initial in 'turn')
- might earn /maɪt ɜ:n/ (the aɪ diphthong is shorter in 'might', t is unaspirated when final in 'might')

Which feature of pronunciation is being taught by Mr Roach through the examples above?

- A) Elision
- B) Intrusion
- C) Assimilation
- D) Dissimilation
- E) Juncture

50. An English teacher summarises his/her view of the ownership of English as follows:

"English is an international language owned by all who use it; everyone has equal rights to the language."

Which of the following in-class practices in pronunciation instruction could contradict such a perspective?

- A) Bringing in audio or video recordings of different English speakers from around the world, including those with a strong accent
- B) Constantly looking for materials with native speaker norms that could function as a good model for language learners to follow
- C) Using phoneme discrimination exercises to practice commonly confused sounds that lead to misunderstanding among speakers with different L1 backgrounds
- D) Producing practice exercises that aim to promote mutual intelligibility rather than perfect pronunciation
- E) Incorporating pronunciation activities that would contribute to the overall aim of helping learners understand any English speech

Bu soruların telif hakları ÖSYM'ye aittir. Sorular ÖSYM'nin yayımlanmış olduğu sınavlarda kullanılabilir. Soruların hiçbir şekilde kurum veya kuruluş tarafından kullanılmaması için ÖSYM'ye yazılmalıdır.

51. Teachers have to use organisational networks to provide learners with new vocabulary. Below are examples of different methods of vocabulary organisation:

- shopping bag – cashier – change – trolley
- body – arms/legs – fingers/toes
- food – vegetable – cabbage
- hot/cold – happy/sad

Which of the following methods of vocabulary organisation is **not** exemplified in the list above?

- A) Presenting hierarchies with hyponyms
- B) Forming groups of thematically-related words
- C) Listing words with similar morphological properties
- D) Introducing words through antonymy
- E) Establishing relations of wholes to parts

52. The following sample sentences provide register-related information for a set of three words, all meaning 'to say that something is annoying or not satisfactory'.

- I **complained** to the airline company about the loss of my luggage but they couldn't help me.
- Everybody is always **moaning** about the rising cost of living.
- She is always **bellyaching** about the house being untidy but she never does anything about it.

Which of the following could be the primary purpose of a teacher who focuses on these sentences?

- A) To teach how to make a distinction between transitive and intransitive verbs
- B) To illustrate how morphological analysis can be used in vocabulary guesswork
- C) To give several example sentences to help learners identify different parts of speech
- D) To raise learners' awareness of level of formality in vocabulary use
- E) To teach learners the concepts of cohesion and coherence within a text

ÖSYM

Bu soruların telif hakları ÖSYM'ye aittir. Sorular ÖSYM'in yazılı izni olmaksızın hiçbir kişi, kurum veya kuruluş tarafından kullanılamaz.

53. An EFL teacher realises that one of her students is making a grammatical error while interacting with a classmate and then reformulates the student's utterance correcting the error as in the dialogue below:

*Student 1:*

– Why you don't drink milk?

*Teacher:*

– Why don't you drink milk?

*Student 2:*

– It tastes sour.

**What kind of oral corrective feedback is exemplified in the given dialogue?**

- A) Peer correction
- B) Recast
- C) Clarification request
- D) Metalinguistic explanation
- E) Elicitation

54. *Teacher:*

– What does Mike look like?

*Student:*

– He has a brown hair.

*Teacher:*

– Good. Anything else?

*Student:*

– He has a big eyes.

*Teacher:*

– Thank you!

**Why would the teacher in the dialogue above avoid any kind of corrective feedback on the student's errors?**

- A) Feedback might interfere with the mastering of adjectives and personal pronouns.
- B) The teacher wants the student to focus on accuracy.
- C) Feedback may not offer the student any clue as to what is wrong.
- D) This type of error does not lead to fossilisation.
- E) The focus is on meaning rather than form.

55. **Which of the following is not a post-reading activity that can be used when teaching reading skills?**

- A) Asking questions to check their comprehension
- B) Asking students to summarise the text
- C) Asking students to write a critical review of the text
- D) Asking students to guess the content of the text
- E) Asking students to discuss whether they agree with the author's opinion

56. Below are some prompts used by an EFL teacher in various reading activities:

- I. When did Abraham Lincoln die?
- II. Is the author's tone critical or supportive?
- III. What is Michael's e-mail address?
- IV. How many times does the word *theirs* occur in the text?
- V. What is the main topic of the third paragraph?

**Which of the prompts address 'skimming'?**

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

57. In his pre-intermediate class, Mr Turnbull asks students to note down people's names, dates and locations while listening to a radio news broadcast.

**What listening subskill does the given activity target?**

- A) Listening for gist
- B) Inferential listening
- C) Listening for specific information
- D) Extensive listening
- E) Listening for the speaker's purpose

58. Which of the following listening activities may **not** be appropriate for learners with low proficiency levels?

- A) Answering true/false questions
- B) Finding items described in a photograph
- C) Inferring opinions across a whole text
- D) Completing a timetable or a chart
- E) Filling out gaps in the tapescript

59. Teaching her intermediate-level students, Mrs Green notices her students are not fluent enough when forming questions. To enhance their fluency, she uses the following task in which students mingle in the classroom and ask questions to each other:

Find someone who...	Name	Follow-up Question	Answer
has been to China			
has travelled by plane			
has never eaten avocado			
has played tennis			

**Which of the following language functions is practised in this activity?**

- A) Talking about personal experiences
- B) Expressing past habits
- C) Making future arrangements
- D) Making predictions about past events
- E) Giving information about hobbies



60. Mrs Larson uses the following task in her intermediate class:

TASK: CATALOGUE SHOPPING
You want to place a catalogue order. Your partner is a telephone salesperson. You look at the catalogue page, and your partner looks at the price page. Choose two items you want to buy and make a phone call to ask for their price. Make sure your partner takes your order correctly by confirming what he or she has said.

**What kind of task is this speaking activity?**

- A) Opinion-gap                      B) Discussion  
C) Guessing                            D) Information-gap  
E) Reasoning-gap
61. In this stage, learners experience the mental processes of gathering and organising ideas on a given task. The common activities include making mind maps, using a diagram of ideas, brainstorming and cubing.

**Which of the following stages of writing is described in the given text?**

- A) Pre-writing                        B) First Draft  
C) Reviewing                        D) Editing  
E) Final Draft

62. ...As I carried the coconut home, I could hear liquid sloshing about inside. I could see three things that looked like eyes, on one end. When I got it home, I wasn't sure what part you were supposed to eat...

**Which of the following essay types might this excerpt have been taken from?**

- A) Narrative and Descriptive  
B) Expository and Compare-Contrast  
C) Argumentative and Opinion  
D) For-or-against and Problem-Solution  
E) Cause-effect and Persuasive

63. Which of the following does **not** exemplify a negotiated syllabus?

- A) An hour each Friday afternoon is used for activities that learners want to do.  
B) Students decide on the components and percentage weightings of assessment.  
C) Teachers collaboratively decide what criteria students will use to assess each other's work.  
D) The teacher lists parts of the course on the board and students discuss what should be removed and what should be added.  
E) The teacher asks students if they want to do individual work, pairwork or groupwork.

64. A curriculum designer is working on a project to revise and redesign an ESP course for young adults. At this stage, she is making a number of decisions about the following issues:

- choosing language items to be taught
- making a list of the language items in the order in which they will be taught

Which of the following components of curriculum design are the decisions mentioned above **most** related to?

- A) Goals and aims
- B) Format and presentation
- C) Content and sequencing
- D) Evaluation cycle
- E) Monitoring and assessment

65. Which of the following is a characteristic of scripted conversations in textbooks that distinguishes them from authentic ones?

- A) Phrases and utterances are often repeated or reformulated during the conversation.
- B) Speakers usually interrupt each other and speak at the same time.
- C) A number of utterances are incomplete or are often completed by the other speaker.
- D) There are too many non-content words such as *oh*, *uhh*, and etc., which serve to indicate surprise or incomprehension.
- E) Conversation is generally smooth and trouble-free, and does not involve lots of gap-fillers.

66. Which of the following **cannot** be a possible consequence of over-dependence on coursebooks?

- A) Lack of spontaneity
- B) Reduced level of creativity
- C) Unclear or inadequate instructions
- D) Suppression of flexibility
- E) Less time dedicated to individual needs

67. Formative assessment is the process of collecting, synthesising and interpreting information for the purpose of improving student learning while instruction is taking place. It is the assessment for improvement, not grading.

Which of the following cases **cannot** be an example of formative assessment?

- A) The teacher reviews students' homework or products made in the class to diagnose problems they may be developing and help them overcome these problems.
- B) The teacher evaluates students' term papers and places them into different groups based on their scores.
- C) The teacher uses assessment information from students' book reports to suggest ways to better their writing skills.
- D) The teacher uses a checklist to assess her students' oral presentation skills and tells them the skills for which they need further practice, such as fluency and accuracy.
- E) The teacher underlines students' grammatical errors in their quiz sheets and then provides them with corrective feedback to promote their linguistic competence.

Test Type	Item Type	Explanation
X	Y	The candidate listens to a lecture and writes a response essay.

Which of the following completes the table correctly?

\_\_\_\_\_ X \_\_\_\_\_ Y

- A) Discrete-point Closed-ended
- B) Discrete-point Open-ended
- C) Discrete-point Short answer
- D) Integrative Closed-ended
- E) Integrative Open-ended
69. Which of the following activities may **not** be appropriate for a group of young learners of English under the age of 7?
- A) Students listen to a short story and put the given pictures in order according to the story.
- B) Students try to identify the characters of a story by looking at the pictures.
- C) Students mime certain actions or events described in a story.
- D) Students guess the end of a story and draw pictures about their guesses.
- E) Students read a short story aloud and translate certain words and phrases into their L1.

70. **Step 1.** TPR (Total Physical Response) as a warm up.  
**Step 2.** Watch a video.  
**Step 3.** Teach the target words. (The names of toys in the video: truck, airplane, ball, teddy bear, doll, etc.)  
**Step 4.** Play a guessing game. (The teacher puts some toys into a box. A student comes to touch it and others guess what it is. Purpose: practise saying the names of toys)  
**Step 5.** Teach and practise a chant. (It's a car. It's a car. What a beautiful car.)  
**Step 6.** Pairwork. (Practise the dialogue: Student 1: Look, I have a truck. Student 2: Oh, what a beautiful truck!)  
**Step 7.** Performance. (Pairs come to the front and present their dialogue to the class.)

Which of the following is **not** true about the presentation of the activities in a young learners' English class?

- A) There is some peer interaction although it might be mechanical.
- B) The element of joy seems to be one of the main components of the class.
- C) A variety of activities are offered to engage the learners in the lesson.
- D) Activities involve receptive language skills rather than productive ones.
- E) Audiovisual materials and realia are used in the lesson.

71. When preparing a lesson plan for a class of young learners, which of the following instructional activities may not be appropriate for this group of learners?

- A) A groupwork during which learners will prepare a poster about a particular theme, such as 'Saving water, saving Earth'
- B) A video of a song to use as a post activity in which learners dance and sing in chorus
- C) A grammar activity where learners inductively figure out the structural rules of different tenses
- D) A drama activity in which learners will act out the characters of the story they previously read
- E) A card game in which students turn over the cards faced down on the table and use the word written on the card in a sentence

72. Which of the following cannot be considered as a characteristic of child-directed speech?

- A) Slower rate of delivery and stress on key words
- B) Higher pitch and more varied intonation
- C) Detailed explanations about ill-formed utterances
- D) Conversations on the child's immediate environment
- E) Frequent repetitions and paraphrases

73. Case 1:

An L1 structure is used inappropriately in the L2, as in the addition of Spanish plural -s to a modifier in number agreement with the noun: *lenguajes modernas* to *moderns languages*.

Case 2:

The learner extends the use of an L2 grammatical rule beyond its accepted use. She adds the regular past tense ending -ed morpheme to an irregular verb and produces the form *bringed* in English in place of *brought*.

In which of the following options are the reasons of errors in the cases above correctly given?

- | <u>Case 1</u>         | <u>Case 2</u>      |
|-----------------------|--------------------|
| A) Motherese          | Fossilisation      |
| B) Interference       | Overgeneralisation |
| C) Code-switching     | Underextension     |
| D) Overgeneralisation | Code-switching     |
| E) Underextension     | Interference       |

Bu soruların telif hakları ÖSYM'ye aittir. Sorular ÖSYM'nin yazılı izni olmaksızın hiçbir kişi, kurum veya kuruluş tarafından kullanılamaz.

74. *Murat:*

- Yesterday, I must call the police because I lost my passport.

*Carole:*

- Oh! I'm sorry to hear that. I hope they'll find it soon.

**Which of the following explanations describes the error that the Turkish native speaker makes in the given dialogue?**

- A) The speaker should have used a modal indicating possibility, not obligation.
- B) The speaker is not able to use word-classes in a correct order.
- C) The speaker applies a L1 rule to a L2 structure, which dramatically reduces the comprehensibility of his utterance.
- D) The speaker does not know that a different structure must be used in L2.
- E) The speaker lacks syntactic knowledge about subject-verb agreement in L2.
75. According to Stephen Krashen, the language acquisition process has to do with the learner's motivation, self-confidence, and/or anxiety level. He proposes that learners who are anxious, unmotivated or lacking self-confidence will experience a mental block, which will impede language from being understood and retained.

**Which of the following hypotheses is explained above?**

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

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## 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, kalemıraş, kitap, ders notu, sözlük, dergi, gazete ve benzeri yayınlar, cetvel, pergel, açıölçer 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 sürelerle 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 kâğıdınıza 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.*