



T.C. Ölçme, Seçme ve Yerleştirme Merkezi

KAMU PERSONEL SEÇME SINAVI
ÖĞRETMENLİK ALAN BİLGİSİ TESTİ
YABANCI DİL (İNGİLİZCE) ÖĞRETMENLİĞİ
20 AĞUSTOS 2016

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 **Alan Bilgisi** ve **Alan Eğitimi Testi** bulunmaktadır.
2. Bu test için verilen cevaplama süresi **75 dakikadır (1 saat, 15 dakika)**.
3. Bu testte yer alan her sorunun sadece bir doğru cevabı vardır. Bir soru için birden çok cevap yeri işaretlenmişse o soru yanlış cevaplanmış sayılacaktır.
4. İşaretlediğiniz bir cevabı değiştirmek istediğinizde, silme işlemini çok iyi yapmanız gerektiğini unutmayınız.
5. Bu test puanlanırken **doğru cevaplarınızın sayısından yanlış cevaplarınızın sayısının dörtte biri çıkarılacak ve kalan sayı ham puanınız olacaktır**.
6. Cevaplamaya istediğiniz sorudan başlayabilirsiniz. Bir soru ile ilgili cevabınızı, cevap kâğıdında o soru için ayrılmış olan yere işaretlemeyi unutmayınız.
7. Sınavda uyulacak diğer kurallar bu kitapçığın arka kapağında belirtilmiştir.

Bu testte 50 soru vardır.

1. - 4. sorularda, cümlede boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. In recent years, the growth of English has been further ---- by a startling expansion in the quantity and speed of international communication.
- A) suppressed B) reversed
C) accelerated D) excluded
E) restricted
2. The conditions ---- which speaking occurs play a major role ---- determining the degree of fluency a speaker may be capable of.
- A) by / upon B) through / about
C) of / at D) for / with
E) under / in
3. ---- the challenging bombardment of continually changing and advancing technologies and programs, it is difficult for educators to feel competent in directing the uses of computers in their schools.
- A) In spite of B) Regardless of
C) Due to D) As opposed to
E) By means of
4. Compared to most other countries, curriculum and pedagogy in Russia ---- by an exceptional degree of continuity over time, and between the mid-1930s and the early 1990s, minor changes ---- incrementally through planned development.
- A) will be marked / had arisen
B) have been marked / arose
C) were marked / would have arisen
D) would be marked / have arisen
E) had been marked / are arising
5. Which of the following sentences does not contain a reduced relative clause?
- A) The ice skater taking part in the show was from Australia.
B) Any coins found on this site must be handed to the police.
C) As they reach the end of their first years, children make specific attempts to imitate speech sounds they hear around them.
D) Following the earlier morpheme order studies by Dulay and Burt, Krashen claimed we acquire language rules in a natural order.
E) Those interested in learning English abroad can ask for further information from the coordinator.

6. In which of the following sentences the use of 'it' **cannot** be regarded as non-referential?

- A) It is about 100 miles to Boston.
- B) It is never crowded at the Pontiac Hotel.
- C) The last time I saw the newspaper, it was in the living room.
- D) It gets a little noisy, especially when everyone is warming up.
- E) It was a very blustery autumn day.

7. Which of the following sentences includes a grammatical error because the phrasal verb is inseparable?

- A) Why did she turn your invitation down?
- B) Can you look the opening times up on the website?
- C) We walked along the beach, breathing the sea air in.
- D) We're going to bring the matter forward at the meeting.
- E) I came an interesting article across last night.

8. In the early 1980s, the world was introduced to the personal computer and it soon became a familiar household item.

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

- A) Preposition
- B) Adjective
- C) Determiner
- D) Possessive pronoun
- E) Adverb

9. Performative utterances do not report anything that can be regarded as true or false. If a person makes an utterance of this sort, we can say that he or she is doing something rather than merely saying something. That is, the uttering of the sentence is an action. In these sentences, the action is named by the verb, which is called *performative verb*.

With reference to the given information, which of the following sentences **does not** contain a performative verb?

- A) I promise to be there.
- B) I warn you not to come any closer.
- C) I suggest that you leave.
- D) I order you to be quiet.
- E) I see you can write well.

10. determiner + premodifier + head + postmodifier

Which of the following phrases has the above structure?

- A) A red car for boys
- B) The beautifully dancing flag
- C) Two-storey houses with a large balcony
- D) Some relatively interesting ideas
- E) Excellent books by the same author

11. A topic sentence states the main idea of a paragraph. It briefly indicates what the paragraph is going to be about. It neither gives any specific details nor is too general.

According to the information above, which of the following can be the best topic sentence?

- A) The North American Catawba Indians see the rainbow as a bridge between heaven and Earth.
- B) A rainbow seen from an airplane is a complete circle.
- C) Many cultures interpret rainbows in positive ways.
- D) Rainbows appear only when the sun shines through rain.
- E) There is a belief that you can find a pot of gold at the end of a rainbow.

12.

| Task |
|--|
| Rewrite the author's meaning in your own words. Include all or almost all of the ideas that are in the original. Change the sentence structure and substitute synonyms where possible to avoid plagiarism. |

Which of the following are necessary to complete the given task?

- A) Quotation and Citation
- B) Free-writing and Proofreading
- C) Paraphrasing and Summarizing
- D) Prewriting and Revising
- E) Brainstorming and Clustering

13. A teacher asks his or her students to write an essay on one of the topics below:

- Think of a time when you achieved a personal goal. Write about the story of how you reached your goal.
- Suppose you woke up one morning to a world with no human beings around, no electricity, and no water. Write about this experience for future generations.
- Think about an event that happened at school, which you will always remember. Write about what happened.

What kind of an essay does the teacher ask the students to write?

- A) Narrative
- B) Process
- C) Compare and Contrast
- D) Cause and Effect
- E) Argumentative

14. - 16. soruları aşağıdaki parçaya göre cevaplayınız.

The more pragmalinguistic and sociopragmatic knowledge a learner has and the more accurately the two are mapped onto each other, the more likely it is that the learner will be successful in cross-cultural communication. However, is it easier for some people to acquire this knowledge than for others? In other words, is there a predisposition, even an aptitude, for successful cross-cultural performance? Because much pragmalinguistic competence is reinforced by general L2 knowledge, learners with a high L2 aptitude often have an easier time building their pragmalinguistic competence. Sociopragmatic competence, on the other hand, has much to do with interpersonal relations, understanding why people react the way they do, and fundamentally caring about what other people think. Some learners are extremely good at establishing a friendly relationship despite limited general L2 competence, mostly because they interact in a way that is felt to be positive and engaging. For example, Richard Schmidt's case study using a native speaker of Japanese, Wes, in 1983, showed that despite substantial gaps in his general command of English, Wes was quite successful in his English-language interactions thanks to his polite manner.

14. It is clear from the passage that people can be quite successful in cross-cultural communication if ----.

- A) they have an innate, natural predisposition towards establishing harmonious relationships with speakers of their first language
- B) their general L2 knowledge is sufficient enough to communicate effectively, irrespective of certain personality traits
- C) their pragmalinguistic and sociopragmatic knowledge are closely intertwined with each other
- D) their L2 aptitude is high enough to enable them to engage in interactions using the target language
- E) they have developed pragmalinguistic competence despite lacking sociopragmatic competence

15. According to the passage, those with a high L2 aptitude ----.

- A) tend to have few problems with sociopragmatic competence
- B) can easily develop sociopragmatic and pragmalinguistic competence at the same time
- C) think that sociopragmatic competence is not as essential as pragmalinguistic competence
- D) are utilized in studies to answer questions about pragmalinguistic competence
- E) tend to acquire pragmalinguistic competence with less effort

16. The author gives Wes, whose first language is Japanese, as an example in order to ----.

- A) prove that one can face several communication problems while speaking a foreign language if he or she does not have a high L2 aptitude
- B) reveal that equal blending of sociopragmatic and pragmalinguistic knowledge is required if one aims to improve his or her communicative skills
- C) show that Japanese people are highly competent in establishing effective interpersonal relations and thus developing sociopragmatic competence
- D) stress the importance of developing social skills such as displaying favourable behaviours, which help to communicate competently in the target language
- E) highlight that pragmalinguistic competence is relatively easier to develop than sociopragmatic competence

17. Judith:

– When we talk about someone as being a fluent speaker of French or when we say she speaks the language fluently, what do we mean by that?

Patrick:

– If you ask me, for someone who speaks a language with a certain speed, we can say this person is a fluent speaker.

Judith:

– Aren't there any criteria other than speaking fast?

Patrick:

– ----

Judith:

– Now I get it, pausing is equally important.

Which of the following completes the dialogue?

- A) Yes, but even proficient speakers need to stop from time to time to draw breath.
- B) In fact, in terms of how listeners rate a speaker's fluency, the frequency of pausing is more important than the length of the pauses.
- C) No, for example, abnormally fluent speakers such as horse-race commentators hardly ever hesitate and take only minimal pauses for breath.
- D) Yes, speakers use a number of tricks to disguise pauses with pause fillers like *uh*, *um* and *er*.
- E) Yes, pauses, which should be used appropriately, determine the degree of the speaker's fluency.

18. Maggie:

– I'm frustrated by my students' overuse of dictionaries, especially electronic dictionaries.

Steven:

– I had the same problem in the past. But I found a way to show them when dictionary use is acceptable and when it is not useful.

Maggie:

– Really? Will you share your method with me?

Steven:

– ----

Which of the following completes the dialogue?

- A) We should be sympathetic to our students' desire to understand every word since most people learning a foreign language have such a tendency.
- B) The most useful dictionaries for teachers to use are advanced learners' dictionaries that include example sentences, as well as information about the form and use of words.
- C) When students encounter an unknown word, they can be encouraged to guess its meaning based on the sentence it belongs to, otherwise they can use their dictionaries to learn its meaning.
- D) They need to understand that if they rely heavily on dictionaries when they ought to be listening, they lose the benefit of hearing English spoken naturally.
- E) Electronic dictionaries are useful when students are looking for a word they don't know, but these dictionaries give very little information about how to use a word.

19. Carole:

- Can you say that a particular approach to language learning leads to a better learning process?

Andrew:

– ----

Carole:

- But all approaches share the same ultimate objective, which is to improve students' learning process.

Andrew:

- However, some may promote grammatical knowledge, while others enhance communicative knowledge. Therefore, the exact need of a student is crucial for choosing the right approach.

Which of the following completes the dialogue?

- A) The students' learning styles influence teachers' decisions about the way to teach as they learn best when they get used to having a particular instruction.
- B) The methodological decision is critical, but what's more important is how the preferred approach is applied.
- C) I don't think there is a perfect approach, because all approaches complement one another by minimising their weaknesses.
- D) The approach that puts the learners in the centre of the learning process and encourages them to be autonomous seems to be more effective.
- E) Different approaches may improve special language skills, and each may also create diverse qualities of language knowledge.

- 20.** Physical as well as symbolic tools are artefacts created by human cultures over time and are made available to succeeding generations, which can modify these artefacts before passing them on to future generations.

Which of the following is a restatement of the given sentence?

- A) Artefacts created by human cultures over time are both physical and symbolic tools, and they are transferred to later generations that need to modify them before giving them up to future generations.
- B) Artefacts, which are both physical and symbolic tools, are gradually created by human cultures and are transferred to the following generations, which may alter them before they are handed down to future generations.
- C) Future generations have a responsibility to adopt and further develop physical and symbolic tools called artefacts, which were created by previous generations over time.
- D) Human cultures, over a long period of time, create physical and symbolic tools referred to as artefacts, and they pass them on to next generations, which may modify or keep them in their initial forms.
- E) Artefacts, which have long been created both physically and symbolically by human cultures, are important for coming generations that have to hand them down to future generations.

21. Assessment should not be a diagnosis for success or failure, but a means of determining the needs and goals of children.

Which of the following is a restatement of the given sentence?

- A) Assessment can help us recognise children's needs and goals, but whether they succeed or fail should also be questioned.
- B) Assessment should be based on the needs and goals of children, and it should also reflect their success or failure.
- C) Assessment can be used to detect whether children are succeeding or failing rather than to define their needs and goals.
- D) Assessment should be a way of discovering children's needs and goals instead of serving as a tool for finding out whether they succeed or fail.
- E) In order to assess children's success or failure effectively, one should first realise their needs and goals.

22. Because of the complexity of second language acquisition, it is not possible to investigate it from a single perspective. Research in second language varies according to the circumstances under which the research is conducted. Circumstances vary firstly in relation to the context in which second language acquisition is taking place. ---- Secondly, the circumstances will also vary depending on whether the language being learned is a second or foreign language. Thirdly, they may vary according to the age and other characteristics of the learners.

Which of the following completes the paragraph?

- A) There is not a single research approach for the study of all second language acquisition phenomena.
- B) Research on language acquisition performed in natural environments will be different from that conducted in the classroom.
- C) Information on second language acquisition may be gathered through a variety of means such as observation, testing and interviews.
- D) The study of the phenomena associated with second language learning must necessarily be multifaceted and multidisciplinary.
- E) Second language acquisition research should take account of knowledge and research methodologies from areas such as linguistics and psychology.

27. Which of the following movements in theatre is Samuel Beckett's *Waiting for Godot* known for?

- A) Absurdist theatre B) Epic theatre
C) Realism D) Kitchen-sink drama
E) Futurism

28. Which of the following is a form of fantasy in which facts, assumptions, or hypotheses form the basis, by logical extrapolation, of adventures in the future, in other dimensions in time, or on other planets?

- A) Gothic novel B) Myth
C) Legend D) Science-fiction
E) Metafiction

29. Sea nymphs hourly ring the knell:
Ding-dong.
Hark! Now I hear them.
Ding-dong, bell.

Which of the following is an example of onomatopoeia in the poem *Full Fathom Five* by William Shakespeare?

- A) Bell B) Ding-dong
C) Knell D) Sea nymphs
E) Hark

30. Which of the following is the part of a work of literature in which the audience is given the essential background information?

- A) Rising action B) Falling action
C) Exposition D) Climax
E) Resolution

31. Which of the following is not written by Charles Dickens?

- A) *The Picture of Dorian Gray*
B) *Oliver Twist*
C) *A Tale of Two Cities*
D) *Hard Times*
E) *Great Expectations*

32. Which of the following author-work pairs belongs to the Age of Reason?

- A) George Bernard Shaw - *Pygmalion*
B) Thomas Hardy - *Far from the Madding Crowd*
C) Geoffrey Chaucer - *The Canterbury Tales*
D) James Joyce - *Ulysses*
E) Alexander Pope - *Essay on Man*

33. Which property of human language concerns the fact that there is no end to the novel utterances humans can produce?

- A) Duality B) Arbitrariness
C) Creativity D) Cultural transmission
E) Displacement

34. For which of the following purposes is Minimal Pair Test conducted in phonological analysis?

- A) To learn the place of articulation of the phonemes in a word
- B) To find out whether the consonant phonemes in a word are voiced or voiceless
- C) To learn the manner of articulation of the phonemes in a word
- D) To determine the phonemes of a particular language
- E) To understand which organs in the vocal tract serve to produce a particular phoneme

35. Which of the following word-formation rules is used to produce such words as "brunch, motel, smog, and cranapple"?

- A) Blending
- B) Clipping
- C) Generification
- D) Abbreviation
- E) Back-formation

36. Which of the following sentences does not have a structural ambiguity?

- A) Old men and women were accompanied by the staff.
- B) I know a man with a daughter who has already applied to join us.
- C) Two hours later, he decided on the boat.
- D) The hot sun melted the ice.
- E) Smoking cigarettes can be sickening.

37. At Christmas, Jane gave her brothers wonderful gifts and they all received them with joy.

Which semantic relationship is exemplified by the underlined words in the given sentence?

- A) Homonymy
- B) Relational oppositeness
- C) Hyponymy
- D) Anomaly
- E) Gradable antonymy

38. Which of the following cannot be described as a characteristic of a vernacular variety?

- A) It is the most colloquial variety in a person's linguistic repertoire.
- B) It refers to an ethnic or tribal language used in a multilingual speech community.
- C) It is often used for a relatively narrow range of informal functions.
- D) It is the language of solidarity between people from the same social or cultural group.
- E) It is generally written and has undergone some degree of regularisation or codification.

39. *Paul:*

– I don't think I can manage the task alone. Can you help me?

Sarah:

– Why not?

What is the function of the question asked by Sarah in the given dialogue?

- A) Responding positively to a suggestion
- B) Asking for permission
- C) Seeking another's opinion
- D) Challenging another's opinion
- E) Making a suggestion

44. • Students read large amounts of material which is within their level of comprehension.
- The teacher encourages students to choose what they want to read and to read for pleasure.
 - Learners' overall language proficiency (e.g., spelling, grammar, vocabulary, and text structure) is enhanced.

Which of the following reading types owns the features listed above?

- A) Extensive reading B) Interactive reading
C) Perceptive reading D) Intensive reading
E) Strategic reading

45. In which of the following options are the learning style and its definition wrongly matched?

- A) *Global-oriented*: The learner prefers strategies such as guessing, which help him or her focus on the big picture.
- B) *Analytic*: The learner prefers strategies such as contrastive analysis, rule learning, and dissecting words and phrases.
- C) *Inductive*: The learner prefers to start with examples and to make generalizations about the patterns in the examples.
- D) *Auditory*: The learner prefers to practice aloud, listen to lectures and audiotapes, and learn by hearing.
- E) *Visual*: The learner shows a preference for demonstrations and physical activities involving bodily movement.

46. A *blueprint* is a detailed plan that provides the basis for developing an entire test.

According to the definition given above, which of the following is not taken into consideration when creating a blueprint?

- A) The number of the tasks
B) The sequence of the tasks
C) The relative importance of the tasks
D) Washback effect of the tasks
E) Task specifications

47. Which of the following syllabuses is organized around communicative acts such as introducing oneself and other people, exchanging personal information, giving commands, and apologizing?

- A) Content-based syllabus
B) Structural syllabus
C) Notional-functional syllabus
D) Lexical syllabus
E) Genre-based syllabus

48. For young learners' classes, which of the suggested activities does not match with the given intelligence type?

- A) Bodily-kinaesthetic intelligence / Use the alarm clock and tell me when you wake up in the morning
- B) Visual-spatial intelligence / Describe what you see in the poster
- C) Interpersonal intelligence / Work in groups of 3 and prepare a travel brochure
- D) Intrapersonal intelligence / Now imitate me
- E) Logical-mathematical intelligence / List the body parts and categorise them

49. *David:*

- The zookeeper holded the baby rabbits and feeded them.

Based on the sentence David makes, what could be said about his use of English?

- A) David cannot produce sentences that are appropriate to the context in which they occur.
B) David overgeneralizes a structural rule used for specific language items.
C) David has not been able to develop discourse competence.
D) David cannot remember new lexical items because they do not carry an association to familiar meanings.
E) David cannot convey messages and negotiate meanings.

50. *Mrs Thomas:*

- How did you get this book?

Hakan:

- I library went.

Which of the following is the reason why the native speaker of Turkish makes the exemplified grammatical error in English?

- A) Hypercorrection
B) Code-switching
C) Fossilization
D) Underextension
E) Interference

2016 ÖABT
İNGİLİZCE ÖĞRETMENLİĞİ
20 AĞUSTOS 2016

- | | |
|-------|-------|
| 1. C | 26. E |
| 2. E | 27. A |
| 3. C | 28. D |
| 4. B | 29. B |
| 5. D | 30. C |
| 6. C | 31. A |
| 7. E | 32. E |
| 8. D | 33. C |
| 9. E | 34. D |
| 10. A | 35. A |
| 11. C | 36. D |
| 12. C | 37. B |
| 13. A | 38. E |
| 14. C | 39. A |
| 15. E | 40. E |
| 16. D | 41. D |
| 17. E | 42. D |
| 18. C | 43. C |
| 19. E | 44. A |
| 20. B | 45. E |
| 21. D | 46. D |
| 22. B | 47. C |
| 23. A | 48. D |
| 24. C | 49. B |
| 25. D | 50. E |

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.** Her türlü elektronik/mekanik cihazla ve çağrı cihazı, telsiz, fotoğraf makinesi vb. araçlarla; cep bilgisayarı, her türlü saat ile, kablosuz iletişim sağlayan bluetooth, kulaklık vb. her türlü bilgisayar özelliği bulunan cihazlarla; her türlü kesici ve delici alet, ateşli silah vb. teçhizatla; kalem, silgi, kalemтираş, müsvedde kâğıdı, defter, kitap, ders notu, sözlük, dergi, gazete vb. yayınlar, hesap makinesi, pergel, açıölçer, cetvel vb. araçlarla sınava girmek kesinlikle yasaktır. Sınava kolye, küpe, yüzük (alyans hariç), bilezik, broş, anahtar, anahtarlık, metal para gibi metal içerikli eşyalarla (basit başörtü iğnesi ve ince metal tokalı kemer hariç); plastik veya camdan yapılmış her türlü güneş gözlüğü ile (şeffaf/numaralı gözlük hariç), banka/kredi kartı, ulaşım kartı vb. kartlarla; yiyecek, içecek (şeffaf pet şişe içerisindeki su hariç) ve diğer tüketim maddeleri ile gelinmesi kesinlikle yasaktır. Bu araçlarla sınava girmiş adayların adı mutlaka Salon Sınav Tutanağına 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 sınava giriş belgelerinde yazılı olan araç gereçler, cihazlar vb. yukarıda belirtilen yasakların kapsamı dışında değerlendirilecektir.**
3. Bu sınav için verilen cevaplama süresi **75 dakikadır (1 saat, 15 dakika)**. **Sınav başladıktan sonra adayın sınav sonuna kadar sınav salonundan çıkmasına kesinlikle izin verilmeyecektir.** Bildirilen sürelerle aykırı davranışlardan adayın kendisi sorumludur.
4. **Sınav salonundan ayrılan aday, her ne sebeple olursa olsun, tekrar sınava 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 bulunanların ve yapılacak uyarılara uymayanların kimlik bilgileri Salon Sınav Tutanağına yazılacak ve sınavları geçersiz sayılacaktır.
7. Sınav sırasında kopya çeken, çekmeye kalkışan, kopya veren, kopya çekilmesine yardım edenlerin kimlik bilgileri Salon Sınav Tutanağına 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 2 yıl boyunca ÖSYM tarafından düzenlenen tüm sınavlara başvurusu yasaklanabilecektir. Sınav görevlileri bir salondaki sınavın, kurallara uygun biçimde yapılmadığını, toplu kopya girişiminde bulunduğu 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 kapağında bulunan ilgili 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 basım 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. Soru kitapçığının sayfalarındaki boş yerleri müsvedde için kullanabilirsiniz.
13. Soruları ve/veya bu sorulara verdiğiniz cevapları ayrı bir kâğıda yazıp bu kâğıdı dışarı çıkarmanız kesinlikle yasaktır.
14. **Sınav salonundan ayrılmadan önce, soru kitapçığınızı, cevap kâğıdınızı ve sınava giriş belgenizi salon görevlilerine eksiksiz olarak teslim etmeyi unutmayınız.**
15. Sınav süresi salon görevlilerinin "SINAV BAŞLAMIŞTIR" ibaresiyle başlar, "SINAV BİTMİŞTİR" ibaresiyle 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.