



BTÜYDS REHBERİ

Bursa Teknik Üniversitesi Yabancı Dil Sınavı

Bu rehber, sınava girecek adayları bilgilendirmek amacıyla hazırlanmıştır. BTÜ Yabancı Diller Yüksekokulu, BTÜYDS içerisinde yer alacak soruların sayısı, tipi ve içerikleri ile ilgili değişiklik yapma hakkını saklı tutar.

12.09.2022



ÖNEMLİ NOT:

BTÜYDS, Bursa Teknik Üniversitesi Yabancı Diller Yüksekokulu tarafından uygulanan Yabancı Dil Sınavının genel adıdır. İngilizce Mütercim ve Tercümanlık gibi bilim alanı belli bir yabancı dille ilgili olan lisans programı öğrencilerine ve diğer zorunlu veya isteğe bağlı İngilizce hazırlık sınıfının olduğu lisans programı öğrencilerine farklı seviyelerde BTÜYDS uygulanır. Bu rehberde, İngilizce Mütercim ve Tercümanlık gibi bilim alanı belli bir yabancı dille ilgili olan lisans programı öğrencilerine yönelik uygulanan BTÜYDS, BTÜYDS-YDB (Yabancı Dil Bölümleri) olarak adlandırılmıştır.

Bu rehber iki bölümden oluşmaktadır. Birinci bölümde, zorunlu (%30) veya isteğe bağlı İngilizce hazırlık sınıfının olduğu lisans programı öğrencileri ile lisansüstü öğrencilere yönelik BTÜYDS'ye ait bilgiler yer almaktadır. İkinci bölümde, İngilizce Mütercim ve Tercümanlık gibi bilim alanı belli bir yabancı dille ilgili olan lisans programı öğrencilerine yönelik BTÜYDS-YDB'ye ait bilgiler yer almaktadır.



1. BÖLÜM

Zorunlu (%30) veya isteğe bağlı İngilizce hazırlık sınıfının olduğu lisans programı öğrencileri ile lisansüstü öğrencilere yönelik BTÜYDS

Sınav Hakkında Genel Bilgi

BTÜYDS, adayların İngilizce yeterliğini belirlemek amacıyla hazırlanmış iki aşamalı ve üç oturumlu bir sınavdır. Sınavda ölçülen dil becerisi bölümlerinin, iki aşamalı sınavın tamamı içerisindeki ağırlık oranları aşağıdaki tabloda gösterilmiştir.

1. Aşama %46		2. Aşama %54	
1. Oturum	Dil Bilgisi %10	2. Oturum	Dinleme %18
	Kelime Bilgisi %18		Yazma %18
	Okuma %18	3. Oturum	Konuşma %18

BTÜYDS sınavında kullanılan soru ve ölçme dağılım oranları YDYO tarafından belirlenir ve YDYO gerektiğinde değişiklik yapma hakkını saklı tutar.

Birinci aşamada Dil Bilgisi, Okuma ve Kelime Bilgisi bir arada olarak 100 puan üzerinden değerlendirilmektedir. Adayların ikinci aşamaya geçebilmeleri için birinci aşamada 100 puan üzerinden en az 50 puan almaları gerekmektedir. Birinci aşama sonucunda 50 ve üzeri puan alamayan adaylar sınavın ikinci aşamasına alınmazlar. **(Yüksek Lisans yapmak amacıyla BTÜYDS sınavına girecek adaylar sadece birinci oturuma katılırlar.)**

Birinci Aşama – 1. Oturum

Birinci Aşama Sınavı “Dil Bilgisi” için 18, “Okuma” için 31, “Kelime Bilgisi” için 31, toplamda 80 soru içermektedir; sınav süresi 150 dakikadır.

İkinci Aşama – 2. ve 3. Oturum

İkinci Aşama “Dinleme”, “Yazma” (2. oturum) ve “Konuşma” (3. oturum) bölümlerinden oluşur. Dinleme bölümü iki farklı dinleme parçası ile toplam 15 sorudan oluşmakta ve sınav süresi 30 dakikadan daha uzun olmamaktadır. Dinleme sınavından sonra ara verilmeden Yazma bölümüne geçilmektedir.

Yazma bölümü iki soru içerir ve süresi 70 dakikadır. Aday bu süre içerisinde iki sorudan yalnızca birini seçer ve cevaplar. Bu durumda İkinci Aşama toplamda ara vermeksizin 100 dakika sürmektedir.



Konuşma bölümünde ise üç soru tipi mevcuttur. Bu bölümün süresi her bir aday için yaklaşık 10 dakikadır.

Aşağıda verilen soru örnekleri, sınava girecek adayları bilgilendirmek amacıyla hazırlanmıştır. BTÜ Yabancı Diller Yüksekokulu, BTÜ YDS içerisinde yer alacak soruların sayısı, tipi ve içerikleri ile ilgili değişiklik yapma hakkını saklı tutar.

Dil Bilgisi Bölümü & Örnek Sorular

80 soruluk Birinci Aşama sınavının 18 sorusu Dil Bilgisi bölümünden oluşmaktadır. Bu bölümde adayların İngilizce Dil Bilgisi konularındaki yeterliklerini ölçen sorular bulunmaktadır.

Choose the answer which BEST completes each sentence.

- The lawyer_____the judge had an argument during the trial may soon lose his license.
a) that
b) who
c) with whom
d) with who
- Situated on the old Silk Road from China to Europe, one of the old inns _____open for tourists.
a) is
b) are
c) have been
d) has
- Noam Chomsky, whose theories focused_____language acquisition, contributed_____the academic field now known as applied linguistics.
a) on / to
b) in / of
c) Ø / on
d) to / Ø
- _____the popularity of their shop, they weren't making any money.
a) On account of
b) Even though
c) Therefore
d) In spite of

Cevaplar: 1.c / 2.a / 3.a / 4.d



Kelime Bilgisi Bölümü & Örnek Sorular

80 soruluk Birinci Aşama sınavınının 31 tanesi Kelime Bilgisi (*phrasal verbs, verbs, adjectives, nouns, adverbs*) sorularından oluşmaktadır.

Choose the answer which BEST completes each sentence.

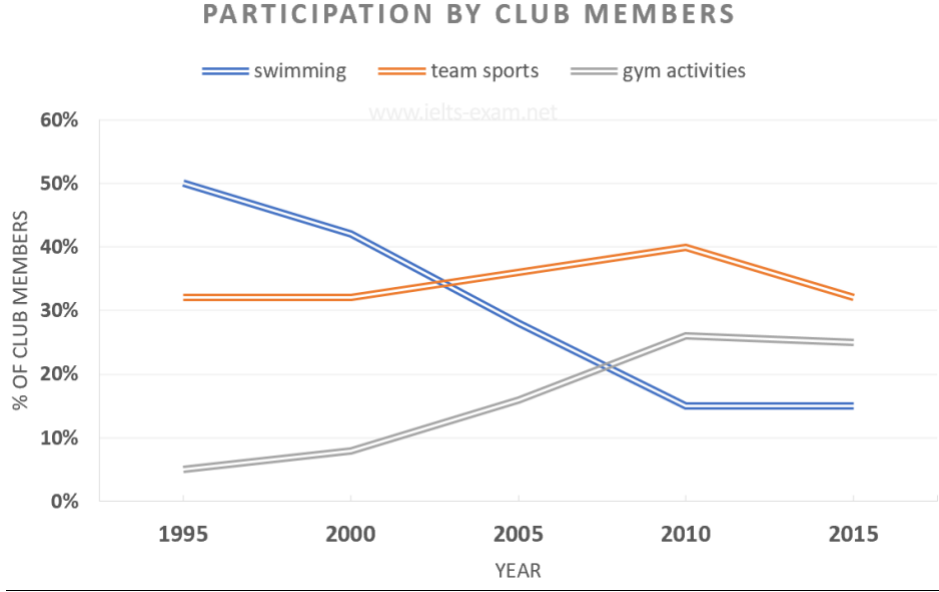
1. She _____ the expense by saying that the costly carpet would last longer than a cheaper one.
a) purchased
b) rationalized
c) specified
d) predicted
2. He _____ his speech thanking the conference Secretary General for the support.
a) invoked
b) simulated
c) concluded
d) released
3. For further information, please refer to the _____ brochure.
a) relevant
b) inevitable
c) voluntary
d) mutual
4. Although the two buildings are in separate locations, the museum they are part of is a single _____.
a) incidence
b) notion
c) substitute
d) entity

Cevaplar: 1.b / 2.c / 3.a / 4.d

Okuma Bölümü & Örnek Sorular

80 soruluk Birinci Aşama sınavının 31 tanesi “Okuma” sorularından oluşmaktadır. Bu bölümde yer alan üç soru tipi ve örnek soruları aşağıda listelenmiştir:

1. Verilen grafik hakkında soruları cevaplama (*Graph Comprehension*)
2. Verilen paragrafı en uygun tamamlayan cümleyi bulma (*Paragraph Completion*)
3. Verilen metin hakkındaki soruları cevaplama (*Text Comprehension*)



Choose the answer which best describes the graph above.

1. Which of the following phrases best paraphrase the title of the graph?
 - a) the number of people who take part in club activities
 - b) different kinds of activities which are offered by the sport club
 - c) the club members and their favorite free time activities
 - d) the amount of cost which is required by the sport club
2. Which of the following is **TRUE** about swimming?
 - a) The number of participants remained stable between 2010-2015.
 - b) Participation in swimming increased considerably in 2000.
 - c) People preferred joining swimming more than other activities in 2010.
 - d) The number of participants reached a peak in 2010.

Cevap: 1.a / 2.a



Choose the answer which BEST completes the given paragraph.

1. An increasing number of scholars have sought to study and measure the impact of social media. A 2010 study by the University of Maryland suggested that social media services may be addictive. _____ It has been observed that Facebook is now the primary method for communication by college students in the United States. According to Nielsen, global consumers spend more than six hours on social networking sites.
- There is an increasing trend towards using social media monitoring tools that allow marketers to search, track, and analyze conversation on the web.
 - Using social media services may even lead to a "fear of missing out," also known as the phrase "FOMO" by many students.
 - Social media have also been recognized for the way they have changed how public relations professionals conduct their jobs.
 - Several colleges and universities in United States have even introduced classes on best social media practices.
2. _____ After they fill up their 40-pound jars with water, many people who live in villages far away from clean drinking supplies have to carry their water many miles to their homes. They may even have to make multiple trips in a single day to bring enough water for their families. Traveling back and forth from their water source every day can require many hours and take them away from the things they love to do. Imagine if in order to survive you no longer had time to go to school or meet with friends because you needed to spend most of your day fetching water.
- The consequence of drinking unsafe water is serious health risks.
 - Some non-governmental organizations are working with local communities around the world to raise money and build new water supply systems.
 - Keeping the water supply healthy is a never-ending mission.
 - Collection of water from distant sources is a major challenge in many developing communities.

Cevap: 1.b / 2.d

Read each passage below and choose the answer which BEST completes each sentence or BEST answers each question.

Most of us tend to think of production when we think of mass media industries. After all, it is the output of this production - the papers we read, the cable TV shows we watch - that grab our attention, make us happy or angry, interested or bored. Moreover, most public discussion about mass communication tends to be about production. The latest gossip about that actor will be in what film, the angry comments a mayor makes about the violence on local TV news, the newest CDs by an up-and-coming group - these are the kinds of topics that focus our attention on the making of content, not its distribution or exhibition.

Media executives know; however, the production is only one step in the difficult and risky process of getting a mass media idea to an audience. Distribution is the delivery of the produced material to the point where it will be shown to its intended audience. The activity takes place out of public view. NBC acts as a distributor when it disseminates television programming via satellite to TV stations. When Philadelphia Newspapers Inc. delivers its Philadelphia Inquirer to city newsstands, when Twentieth Century Fox moves its movies to the United Artists Theaters, and when Sony Music sends its newest releases to Sam Goody and Musicland stores, they are involved in distribution to exhibitors.

1. **What is the main idea of this passage?**
 - a) Production is more interesting than distribution.
 - b) Distribution must always come before production.
 - c) Distribution is equally as important as production.
 - d) Distribution and exhibition work together.
2. **The passage states that people tend to focus on production because_____.**
 - a) it takes place out of public view
 - b) mass media companies do not own production divisions
 - c) the output of mass media is intended to grab our attention
 - d) companies can function as both producers and distributors
3. **According to the passage, NBC is acting as a distributor when it ____.**
 - a) transfers programs to local stations
 - b) buys local stations
 - c) hires newscasters
 - d) develops new sports and news programs
4. **The passage states that distribution is_____.**
 - a) the first step in mass media production
 - b) the most talked-about step in mass media production
 - c) at least as important as production
 - d) not as important as exhibition
5. **In this passage, the word “disseminate” means_____.**
 - a) create
 - b) send out
 - c) take in
 - d) fertilize

Cevaplar: 1.c / 2.c / 3.a / 4.c / 5.b

Dinleme Bölümü & Örnek Sorular

Dinleme bölümü İkinci Aşama Sınavı içerisinde yer almaktadır. Bu bölümde, iki farklı dinleme metni mevcuttur. Adaylar, *birinci dinleme* metni hakkında sorulacak 5 soruyu önceden okurlar ve dinleme sırasında yanıtlarlar. Daha sonra, *ikinci dinleme* metni hakkında sorulacak 10 soruyu önceden okurlar ve dinleme sırasında yanıtlarlar. Adaylar her dinleme metnini iki kere dinleyecektir.

LISTENING 1: Listen to the dialogue. Choose the best option according to the listening. (10 points for each correct answer.)

TAPESCRIPT

Lisa: Hi. This is Lisa. I'm doing a project on accents for my sociolinguistics course, so I'm interviewing some of my friends from grad school. This is my friend Peter. Peter, can you give me a little background on where you grew up?

Peter: I'm from St. Vincent, in the Caribbean. That's what we call home. And I've lived in the States, here in North Carolina, for six years.

Lisa: So do you feel that you have an accent?

Peter: Well, I wasn't aware of my accent until I came here. Obviously, growing up in St. Vincent, no one told me I had an accent because we all spoke the same.

Lisa: So, how did you feel about your accent when you came here?

Peter: Well, when I came here, many people commented on my accent. So I started to be aware of it. I still get comments all the time. I mean they always say, things ... things like ...

Lisa: Like? Like, what do they say?

Peter: Oh, just, I mean, people say, "Oh, I love your accent. It's so musical. Keep talking."

Lisa: So, you're saying that they like your accent?

Peter: Yes, but I also remember - when I first came - I felt that I spoke so slowly, everyone else spoke much fasterSome people stereotyped me because of that. I could tell that they were thinking, "He's not very bright." You know, "He speaks so slowly," you know, "so he must be thinking slowly, too." So that made me feel pretty self-conscious. Also, whenever I opened my mouth I could see people thinking, "I wonder where he's from," and that would be the first question: "Where are you from?" And then I'd have to go into this long explanation about my background I got tired of it.

Lisa: But wasn't that a good way to meet people?

Peter: Hmm. Maybe But there's a difference between meeting people and making friends. I mean here I was", a first-year student, meeting lots of people, but I always felt that the other students didn't really understand who I was. It made me feel like like I didn't fit in.

Lisa: So did you try to fit in?

Peter: Yeah, I did. Not intentionally. It's funny how that happens, but I'd hear myself saying, "first" instead of "first."

Lisa: Oh, OK ...

Peter: And I'd try to speak quickly. Oh.....and I'd try to use the slang that everyone else used. A lot of the slang was different ...

Lisa: But... but you don't have an American accent now. What happened?

Peter: Well, I started to feel differently when I moved to the International House.

Lisa: The International House?

Peter: Yes, this house on campus where foreign students lived. I started going to parties there and I really felt like I fit in because everyone had a different accent. They didn't stereotype me, and everyone accepted everyone else's accent. Hmm I guess that's the main thing. When people accept you, then you can speak the way you want.

Lisa: I see... So do you think your accent has changed at all?

Peter: It's really strange because I go back home, and my friends say to me, "But Peter, you lived abroad all these years and you don't even have an American accent! You speak exactly the same!"

Lisa: So it sounds like you want to keep your accent.

Peter: I do now. It's part of who I ampart of my identity. But of course, you know, I'm also older now. I'm not trying to fit in with a crowd, so I'm comfortable with the way I speak.



- 1) **Lisa is interviewing Peter_____.**
 - a) to do a project on one of her classes
 - b) to learn about St. Vincent
 - c) to help him about his accent
 - d) to learn about sociolinguistics
- 2) **Which of the following is true?**
 - a) He came to the States when he was 6.
 - b) He wasn't aware of his accent before he came to the US.
 - c) People understood where he was from easily.
 - d) People made fun of him because he spoke slowly.
- 3) **When he first came to the United States, Peter felt that other students_.**
 - a) were not very intelligent
 - b) spoke slowly while they were talking to him
 - c) thought he was not very clever
 - d) wanted to make friends with him
- 4) **Peter liked living at International House because nobody_.**
 - a) had any stereotypes about each other's accent.
 - b) used slang a lot
 - c) studied on the same campus
 - d) helped him change his Accent
- 5) **Now Peter_____his accent.**
 - a) has greatly improved
 - b) still has problems with
 - c) is trying to change
 - d) is comfortable with

Cevaplar: 1.b / 2.c / 3.c / 4.a / 5.d

LISTENING 2: Listen to the lecture. Choose the best answer.

(5 points for each correct answer.)

TAPESCRIPT

Professor: Good buildings should inspire strong emotional responses. Think about the Taj Mahal, serene and relaxed. Who could fail to feel peace and calm when looking at it? In comparison, the Sydney Opera House with its elegant sail-shaped roofs projects a livelier, energetic feeling. So, what aspects of a building inspire these feelings? Three factors which appear to strongly affect this are form, texture, and scale. Today I'm going to talk a little about each.

So, let's begin with form. Let's look at two examples. First, a building from the so-called "modern" era, a typical skyscraper - the MLC Centre in Sydney. It's pretty rectangular, isn't it? And what emotions does it inspire? Interest? Boredom? Anger - at how something so ugly could be allowed? Perhaps it's so plain you just feel nothing? Let's compare it with the Sydney Opera House. These buildings were both designed at around the same time, but they could hardly be more different from one another. The curved roofs of the Opera House form a far more interesting shape. And the shape actually means something - the curved roofs remind us of the sails of the yachts on Sydney Harbor. I think that explains why people feel so much more affectionate toward the Opera House! A lovely building, isn't it? Now, which building would you be most proud to work in?

OK. Now, here's another building - the Chrysler Building, in New York City, which, incidentally, is still the world's tallest brick building. Just like the MLC Centre, it's an office building. Now, the MLC Centre is just a plain block, a box. But look at the variety on the Chrysler Building - far more curves, complex shapes at the top... in short, more interest! There's far more to look at in the older building, isn't there?

That leads us to our next theme, texture. It is often said that older buildings look much better than modern ones. So let's examine that opinion in terms of texture. First, here's Durham Cathedral in England, which is a great example of a European cathedral. Durham's a wonderful place to visit by the way. It's a great little town, very friendly. I spent some time there a few years ago. Really enjoyed it! And here's Todai-ji in Japan, one of the most famous temples in that country. Now, the texture of the buildings is far richer and more detailed than on most modern buildings, isn't it? There's still some repetition, but there's also a lot more variety. And there are no large areas with the same monotonous texture. Having the same texture all over just inspires boredom. I believe this is a key point that many modern architects have forgotten.

OK. The third factor, as I mentioned, is scale. Think about a small house and a large one on the same street. Which one would you prefer to live in? Which one projects the best image? And would the Taj Mahal create such strong emotions if it were only 12 feet high? That's not to say that big is necessarily beautiful, just that the emotional response is different. Architects of older religious buildings knew the effect of scale on emotional response very well. A sense of power and importance is one reason that towers are so popular in these buildings, and why temples, mosques, and churches often dominate their towns.

So, to conclude, we have looked at three of the things that allow an architect to affect people's emotional responses to buildings. I say again - people's emotional response is often the most important thing to think about when considering a building's appearance. Get that right, and you'll have a building that people remember and like. Alright, our time is up. For next time, please read chapter...



1) What is the lecturer's thesis?

- a) Classic architecture is more aesthetically pleasing than modern architecture.
- b) The majority of the world's most popular buildings are large-scale, modern structures.
- c) Good architecture should provoke powerful emotional responses.
- d) The appearance of a building is influenced by people's emotional response to it.

2) No-one can feel the peace and calm when looking at the Taj Mahal.

- a) True
- b) False

3) Form, texture and scale are some of the factors that inspire strong emotional responses towards buildings.

- a) True
- b) False

4) Which building could be described as having "monotonous texture"?

- a) MLC Center
- b) Chrysler Building
- c) Durham Cathedral
- d) Todai-ji Temple

5) Which building is NOT used as an example of form?

- a) MLC Centre
- b) Sydney Opera House
- c) Durham Cathedral
- d) Chrysler Building

6) According to the lecturer, more people like the Chrysler Building than most modern architecture because ____.

- a) it generates a positive emotional response.
- b) the texture of the building's surfaces is interesting.
- c) it's the ninth most popular building in the U.S.
- d) the whole height of the building has the same pattern.

7) The Chrysler Building and MLC Center have some common features.

- a) True
- b) False

8) If texture is varied and rich, it inspires more interest.

- a) True
- b) False

9) Chrysler Building was built between office blocks.

- a) True
- b) False

10) Which of the following statements would the lecturer agree with?

- a) Modern architects have forgotten that buildings should have repeated patterns.
- b) Building materials seen up close are more important than patterns seen from a distance.
- c) Good architecture includes both repetition of pattern and variety of texture.
- d) Large-scale buildings are always more appealing than smaller buildings.

Cevaplar: 1.c / 2.b / 3.a / 4.a / 5.c / 6.a / 7.a / 8.a / 9.b / 10.c



Yazma

Yazma bölümü İkinci Aşama Sınavı içerisinde yer almaktadır. Bu bölüm dinleme bölümünün hemen ardından sınava bir ara verilmeksizin uygulanır. Bu bölümde adaylardan kendilerine sorulan sorulardan birini seçip belirtilen uzunlukta bir kompozisyon (essay) yazarak yanıtlamaları istenir.

Task: Choose only **ONE** of the topics below and write an essay with at least four paragraphs.

Word Limit: Minimum 250 words – Maximum 350 words.

Topic: “Using a computer every day can have more negative than positive effects on children.” Do you agree or disagree with this statement?

Model Answer

Effects of Computers on Children

In today's modern world, computers are an essential part of everyday life. Around the globe, children often use computers from a very young age. Although it is important for children to participate in various well-balanced activities, in my opinion, children who use the computer daily are actually developing a critical skill for future success. The bases for my views are personal, academic, and professional.

From a personal point of view, computers are an invaluable resource to help young people explore the world around them. For example, children who use Internet to satisfy their curiosity about diverse topics are already becoming independent learners. No child with a computer is ever bored! By starting early in their lives, children feel totally at ease around computers; they are also able to take advantage of the wide range of services computers provide.

From an academic viewpoint, children have no choice but to master this technological invention. For instance, when I was in university, students brought their laptops to class to take notes, do research and exchange information. They wrote assignments, created presentations and developed databases. Children who build early confidence and experience in these abilities are at a distinct advantage over those who have not.

From a professional perspective, the computer has found a permanent place in the workplace. Today, employers still pay to provide computer training to their employees. Tomorrow, corporations will expect prospective job applicants to already possess these critical job skills. Consequently, parents who encourage their child to use the computer for a reasonable period of time daily are in fact investing in the child's future career.

In conclusion, there is no doubt that the computer as a technological tool is here to stay. The sooner children become computer-literate, the better for many aspects of their future lives.

(297 words)

Konuşma Bölümü & Örnek Sorular

İkinci Aşama'da yer alan son bölüm Konuşma'dır. Bu bölümde üç farklı soru tipi mevcuttur:

1. Isınma soruları (*Warm-up Questions*): Herhangi bir konu hakkında 1 dakika süren soru-cevap bölümüdür. **Bu sorulara verilen yanıtlar değerlendirmeye alınmamaktadır.**

Örnek:

Daily routines

- *What is your favorite day of the week? ... Why?*
- *How much time do you spend surfing on the Internet in a day?*
- *When do you go out? ... Which places do you generally visit?*
- *Do you meet your friends? What activities do you do together?*

2. Tanımlama soruları (*Description Questions*): Aday, yönlendirici sorularla birlikte kendisine yöneltilen 3 veya 4 soruyu cevaplayarak bir konu hakkında tanım yapar. Adayın bu aşamada soruları gördükten sonra bir dakika not alma süresi vardır. Not alma süresi tamamlandıktan sonra konu hakkında konuşma süresi iki dakikadır.

Örnek:

Talk about a historical place you visited

- *When you visited*
- *How you went there*
- *What you did there*

2. Görüş-Fikir Soruları (*Agree-Disagree Questions*): Aday, kendisine yöneltilen bir ifade lehinde veya aleyhinde görüşlerini açıklayacaktır. Adayın cevaplama öncesi bir dakika not alarak hazırlanma süresi vardır. Aday, bu süre içerisinde görüşünü destekleyecek iki fikir ve bu fikirleri açıklayan ikişer örnek üzerine düşünerek not alır. Konu hakkında konuşma süresi iki dakikadır.

Örnek:

Do you think that homework is a necessary tool for language learners? Include two specific reasons and two examples/details to support your explanation.

Sınav Sonuçları

Sınavın yapıldığı tarihler akademik takvimden duyurulmaktadır. Sınavın ilk aşamasının sonuçları yapıldığı gün sonuna kadar ydyo.btu.edu.tr sitesinden yayınlanır. Sonuçları görüntülemek için ydyo.btu.edu.tr sitesinde “Sınavlar/Sonuç Açıklama Sistemi” menüsünden ilgili sınav linkine tıklanmalıdır. Sonuçlar, sınav cevap kağıdına kodlanmış olan “T.C. Kimlik No” sorgusu yanıtlanarak görüntülenmektedir. Bu sonuçlar adayın ikinci aşamaya geçmeye hak kazanıp kazanmadığını gösterir. İlk aşama sonuçlarından 50 puan ve üzeri alanlar ikinci aşamaya girmeye hak kazanırlar. İkinci aşama sonuçları, sınavın yapıldığı günden sonraki üç gün içerisinde yine aynı web sitesinden yayınlanır.

Sınav Kuralları

- Kimlik kontrolü ve sınav yerleşimi için adayların sınav yerlerinde sınavdan en geç 30 dakika önce hazır bulunmaları gerekmektedir.
- Adayların yanında BTÜ kimlik kartları veya T.C. kimlik kartlarını bulundurmaları zorunludur.
- 1. Aşamada sınav başlangıç saatinden 30 dakika sonra gelen öğrenciler, sınava alınmayacaklardır ve öğrencilerin sınavdan ilk 30 dakika içerisinde çıkmaları yasaktır.
- 2. Aşamada, Dinleme sınavı esnasında sınava geç gelen öğrenciler dinleme aşaması bitinceye kadar sınıfa alınmayacaklardır. Bu öğrenciler, Yazma aşamasının ilk 10 dakikasında sınıfa girebilirler.
- Sınav esnasında akıllı cihazların (telefon, akıllı saatler ve bluetooth kulaklıklar vb.) kapatılıp gözetmene teslim edilmesi zorunludur.
- Sınav esnasında konuşmak, soru sormak veya herhangi bir nedenden dışarıya çıkmak yasaktır. Dışarı çıkan öğrenciler tekrar sınav salonuna alınmazlar.
- Sınavda kopya çekme, kopyaya teşebbüs etme, başkasının yerine sınav girme veya başkasını sınava sokma gibi eylemlerde cezai uygulamalar bulunmaktadır.



2. BÖLÜM

İngilizce Mütercim ve Tercümanlık gibi bilim alanı belli bir yabancı dille ilgili olan lisans programı öğrencilerine yönelik BTÜYDS-YDB

Sınav Hakkında Genel Bilgi

BTÜYDS-YDB, adayların İngilizce yeterliğini belirlemek amacıyla hazırlanmış iki aşamalı ve üç oturumlu bir sınavdır. Sınavda ölçülen dil becerisi bölümlerinin, iki aşamalı sınavın tamamı içerisindeki ağırlık oranları aşağıdaki tabloda gösterilmiştir.

1. Aşama %46		2. Aşama %54	
1. Oturum	Dil Bilgisi %10	2. Oturum	Dinleme %18
	Kelime Bilgisi %18		Yazma %18
	Okuma %18	3. Oturum	Konuşma %18

BTÜYDS-YDB sınavında kullanılan soru ve ölçme dağılım oranları YDYO tarafından belirlenir ve YDYO gerektiğinde değişiklik yapma hakkını saklı tutar.

Birinci aşamada Dil Bilgisi, Okuma ve Kelime Bilgisi bir arada olarak 100 puan üzerinden değerlendirilmektedir. Adayların ikinci aşamaya geçebilmeleri için birinci aşamada 100 puan üzerinden en az 50 puan almaları gerekmektedir. Birinci aşama sonucunda 50 ve üzeri puan alamayan adaylar sınavın ikinci aşamasına alınmazlar.

Birinci Aşama – 1. Oturum

Birinci Aşama Sınavı “Dil Bilgisi” için 19, “Kelime Bilgisi” için 31, “Okuma” için 30, toplamda 80 çoktan seçmeli soru içermektedir; sınav süresi 150 dakikadır.

İkinci Aşama – 2. ve 3. Oturum

İkinci Aşama “Dinleme”, “Yazma” (2. oturum) ve “Konuşma” (3. oturum) bölümlerinden oluşur. Dinleme bölümü iki farklı dinleme parçası ile toplam 15 sorudan oluşmakta ve sınav süresi 30 dakikadan daha uzun olmamaktadır. Dinleme sınavından sonra ara verilmeden Yazma bölümüne geçilmektedir.

Yazma bölümü iki soru içerir ve süresi 70 dakikadır. Aday bu süre içerisinde iki sorudan yalnızca birini seçer ve cevaplar. Bu durumda İkinci Aşama toplamda ara vermeksizin 100 dakika sürmektedir.

Konuşma bölümünde ise üç soru tipi mevcuttur. Bu bölümün süresi her bir aday için yaklaşık 10 dakikadır.

Aşağıda verilen soru örnekleri, sınava girecek adayları bilgilendirmek amacıyla hazırlanmıştır. BTÜ Yabancı Diller Yüksekokulu, BTÜYDS-YDB içerisinde yer alacak soruların sayısı, tipi ve içerikleri ile ilgili değişiklik yapma hakkını saklı tutar.

Dil Bilgisi Bölümü & Örnek Sorular

80 soruluk Birinci Aşama sınavının 19 sorusu Dil Bilgisi bölümünden oluşmaktadır. Bu bölümde adayların İngilizce Dil Bilgisi konularındaki yeterliklerini ölçen sorular bulunmaktadır.

Choose the answer which BEST completes each sentence.

1. A press conference _____ in İstanbul on World Health Day _____ the results of a survey on food safety.
a) was held / to announce
b) held / was announced
c) was being held / announced
d) was holding / announcing
2. If he had texted me sooner, _____.
a) I would be helping him now
b) I can make the necessary arrangements
c) I should give him a visit
d) I would tell him earlier than he expected

Read the text below and choose the BEST answer.

Naval architects never claim that a ship is unsinkable, but the sinking of the passenger-and-car ferry Estonia in the Baltic surely **1.** _____ have never happened. It was well-designed and carefully maintained. It carried the proper number of lifeboats. It had been thoroughly inspected the day of its fatal voyage, yet hours later, the Estonia rolled over and sank in a cold, stormy night. It went down so quickly that most of those on board, caught in their dark, flooding cabins, had no chance to save themselves: Of the people who managed to struggle overboard, only 139 survived. The rest died of hypothermia before the rescuers could pluck them from the cold sea. The final death toll amounted to 912 souls. **2.** _____, there were an unpleasant number of questions about why the Estonia sank and why so many survivors were men in the prime of life, while most of the dead were women, children and the elderly.

3. a) should
b) would
c) could
d) might
4. a) Although
b) However
c) Therefore
d) Notwithstanding

Cevaplar: 1.a / 2.a / 3.b / 4.a



Kelime Bilgisi Bölümü & Örnek Sorular

80 soruluk Birinci Aşama sınavının 30 tanesi Kelime Bilgisi sorularından oluşmaktadır.

Read the text below and choose the BEST answer.

When you picture mountain climbers scaling Mount Everest, what probably comes to mind are teams of climbers with Sherpa guides leading them to the summit, **1.** _____ oxygen masks, supplies and tents. And in most cases, you'd be right, as 97 per cent of climbers use oxygen to **2.** _____ to Everest's summit at 8,850 metres above sea level. The thin air at high altitudes makes most people breathless at 3,500 metres, and the **3.** _____ majority of climbers use oxygen past 7,000 metres. A typical climbing group will have 8–15 people in it, with an almost equal number of guides, and they'll spend weeks to get to the top after reaching Base Camp.

1. a) charged with
b) equipped with
c) interfered with
d) faced with
2. a) ascend
b) descend
c) plunge
d) soak
3. a) vast
b) massive
c) gigantic
d) broad

Choose the answer which BEST completes each sentence.

4. For further information, please refer to the _____ brochure.
a) relevant
b) inevitable
c) voluntary
d) mutual
5. Although the two buildings are in separate locations, the museum they are part of is a single _____.
a) incidence
b) notion
c) substitute
d) entity

Cevaplar: 1.b / 2.a / 3.a / 4.a / 5.d



Okuma Bölümü & Örnek Sorular

80 soruluk Birinci Aşama sınavının 30 tanesi “Okuma” sorularından oluşmaktadır. Bu bölümde yer alan üç soru tipi ve örnek soruları aşağıda listelenmiştir:

1. Paragrafı tamamlayan en uygun cümleyi bulma (*paragraph completion*)
2. Paragrafta akışı bozan cümleyi bulma (*finding irrelevant sentence*)
3. Verilen metin veya makale hakkındaki soruları cevaplama (*reading comprehension*)

Choose the answer which BEST completes the given paragraph.

1. An increasing number of scholars have sought to study and measure the impact of social media. A 2010 study by the University of Maryland suggested that social media services may be addictive_____. It has been observed that Facebook is now the primary method for communication by college students in the United States. According to Nielsen, global consumers spend more than six hours on social networking sites.
 - a) There is an increasing trend towards using social media monitoring tools that allow marketers to search, track, and analyze conversation on the web
 - b) Using social media services may even lead to a "fear of missing out," also known as the phrase "FOMO" by many students
 - c) Social media have also been recognized for the way they have changed how public relations professionals conduct their jobs
 - d) Several colleges and universities in United States have even introduced classes on best social media practices

Choose the irrelevant sentence for the options provided.

2. (I) Collection of water from distant sources is a major challenge in many developing communities. (II) After they fill up their 40-pound jars with water, many people who live in villages far away from clean drinking supplies have to carry their water many miles to their homes. (III) The main causes of water scarcity in Africa are rapid population growth and economic scarcity. (IV) Traveling back and forth from their water source every day can require many hours and take them away from the things they love to do.
 - a) I
 - b) II
 - c) III
 - d) IV

Cevap: 1.b / 2.c

Choose the answer which BEST completes each sentence or BEST answers each question.

¹Most of us tend to think of production when we think of mass media industries. After all, it is the output of this production - the papers we read, the cable TV shows we watch - that grab our attention, make us happy or angry, interested or bored. Moreover, most public discussion ⁴about mass communication tends to be about production. The latest gossip about that actor will be in what film, the angry comments a mayor makes about the violence on local TV news, the newest CDs by an up-and-coming group - these are the kinds of topics that focus our ⁷attention on the making of content, not its distribution or exhibition.

Media executives know; however, the production is only one step in the difficult and risky process of getting a mass media idea to an audience. Distribution is the delivery of the ¹⁰produced material to the point where **it** will be shown to its intended audience. The activity takes place out of public view. NBC acts as a distributor when it disseminates television programming via satellite to TV stations. When Philadelphia Newspapers Inc. delivers its Philadelphia Inquirer to city newsstands, when Twentieth Century Fox moves its movies to the United Artists Theaters, and when Sony Music sends its newest releases to Sam Goody and ¹⁵Musicland stores, they are involved in distribution to exhibitors.

1. **What is the main idea of this passage?**
 - a) Production is more interesting than distribution.
 - b) Distribution must always come before production.
 - c) Distribution is equally as important as production.
 - d) Distribution and exhibition work together.
2. **The passage states that people tend to focus on production because _____.**
 - a) it takes place out of public view
 - b) mass media companies do not own production divisions
 - c) the output of mass media is intended to grab our attention
 - d) companies can function as both producers and distributors
3. **In line 10, “it” refers to _____.**
 - a) produced material
 - b) television programmes
 - c) mass media
 - d) mass communication
4. **The word “disseminate” is closest in meaning to _____.**
 - a) create
 - b) send out
 - c) take in
 - d) fertilize

Cevaplar: 1.c / 2.c / 3.a / 4.c / 5.b

Dinleme Bölümü & Örnek Sorular

Dinleme bölümü İkinci Aşama Sınavı içerisinde yer almaktadır. Bu bölümde, **iki farklı dinleme metni** mevcuttur.

Adaylar, **birinci dinleme metni** hakkında sorulacak 5 soruyu önceden okurlar ve dinleme sırasında yanıtlarlar. Daha sonra, **ikinci dinleme metni** hakkında sorulacak 10 soru için kendilerine verilen **not kağıdında dinlerken notlar alırlar**. İki kez dinlemenin ardından öğrencilere soru kâğıdı verilir ve soruları yanıtlamaları beklenir. Soru kâğıdı adaylara verildiğinde dinleme metni tekrardan çalınmayacaktır, sorular not kağıdında alınan notlara göre cevaplandırılacaktır.

Adaylar her dinleme metnini iki kere dinleyecektir.

LISTENING 1: Listen to the dialogue. Choose the best option according to the listening. (10 points for each correct answer.)

TAPESCRIPT

Lisa: Hi. This is Lisa. I'm doing a project on accents for my sociolinguistics course, so I'm interviewing some of my friends from grad school. This is my friend Peter. Peter, can you give me a little background on where you grew up?

Peter: I'm from St. Vincent, in the Caribbean. That's what we call home. And I've lived in the States, here in North Carolina, for six years.

Lisa: So do you feel that you have an accent?

Peter: Well, I wasn't aware of my accent until I came here. Obviously, growing up in St. Vincent, no one told me I had an accent because we all spoke the same.

Lisa: So, how did you feel about your accent when you came here?

Peter: Well, when I came here, many people commented on my accent. So I started to be aware of it. I still get comments all the time. I mean they always say, things ... things like ...

Lisa: Like? Like, what do they say?

Peter: Oh, just, I mean, people say, "Oh, I love your accent. It's so musical. Keep talking."

Lisa: So, you're saying that they like your accent?

Peter: Yes, but I also remember - when I first came - I felt that I spoke so slowly, everyone else spoke much faster. Some people stereotyped me because of that. I could tell that they were thinking, "He's not very bright." You know, "He speaks so slowly," you know, "so he must be thinking slowly, too." So that made me feel pretty self-conscious. Also, whenever I opened my mouth I could see people thinking, "I wonder where he's from," and that would be the first question: "Where are you from?" And then I'd have to go into this long explanation about my background I got tired of it.

Lisa: But wasn't that a good way to meet people?

Peter: Hmm. Maybe But there's a difference between meeting people and making friends. I mean here I was", a first-year student, meeting lots of people, but I always felt that the other students didn't really understand who I was. It made me feel like I didn't fit in.

Lisa: So did you try to fit in?

Peter: Yeah, I did. Not intentionally. It's funny how that happens, but I'd hear myself saying, "first" instead of "first."

Lisa: Oh, OK ...

Peter: And I'd try to speak quickly. Oh..... and I'd try to use the slang that everyone else used. A lot of the slang was different ...

Lisa: Butbut you don't have an American accent now. What happened?

Peter: Well, I started to feel differently when I moved to the International House.

Lisa: The International House?

Peter: Yes, this house on campus where foreign students lived. I started going to parties there and I really felt like I fit in because everyone had a different accent. They didn't stereotype me, and everyone accepted everyone else's accent. Hmm I guess that's the main thing. When people accept you, then you can speak the way you want.

Lisa: I see.....So do you think your accent has changed at all?

Peter: It's really strange because I go back home, and my friends say to me, "But Peter, you lived abroad all these years and you don't even have an American accent! You speak exactly the same!"

Lisa: So it sounds like you want to keep your accent.

Peter: I do now. It's part of who I ampart of my identity. But of course, you know, I'm also older now. I'm not trying to fit in with a crowd, so I'm comfortable with the way I speak.



- 1) **Lisa is interviewing Peter_____.**
 - a) to do a project on one of her classes
 - b) to learn about St. Vincent
 - c) to help him about his accent
 - d) to learn about sociolinguistics
- 2) **Which of the following is true?**
 - a) Peter came to the States when he was 6.
 - b) Peter wasn't aware of his accent before he came to the US.
 - c) People understood where Peter was from easily.
 - d) People made fun of Peter because he spoke slowly.
- 3) **When he first came to the United States, Peter felt that other students_.**
 - a) were not very intelligent
 - b) spoke slowly while they were talking to him
 - c) thought he was not very clever
 - d) wanted to make friends with him
- 4) **Peter liked living at International House because nobody_.**
 - a) had any negative opinions about each other's accent.
 - b) used slang frequently
 - c) studied on the same campus
 - d) helped him change his Accent
- 5) **Now Peter_____his accent.**
 - a) has greatly improved
 - b) still has problems with
 - c) is trying to change
 - d) is comfortable with

Cevaplar: 1.b / 2.c / 3.c / 4.a / 5.d

LISTENING 2: Choose the best answer for the following questions by checking your notes on the outline.
(5 points for each correct answer.)

TAPESCRIPT

Professor: Good buildings should inspire strong emotional responses. Think about the Taj Mahal, serene and relaxed. Who could fail to feel peace and calm when looking at it? In comparison, the Sydney Opera House with its elegant sail-shaped roofs projects a livelier, energetic feeling. So, what aspects of a building inspire these feelings? Three factors which appear to strongly affect this are form, texture, and scale. Today I'm going to talk a little about each.

So, let's begin with form. Let's look at two examples. First, a building from the so-called "modern" era, a typical skyscraper - the MLC Centre in Sydney. It's pretty rectangular, isn't it? And what emotions does it inspire? Interest? Boredom? Anger - at how something so ugly could be allowed? Perhaps it's so plain you just feel nothing? Let's compare it with the Sydney Opera House. These buildings were both designed at around the same time, but they could hardly be more different from one another. The curved roofs of the Opera House form a far more interesting shape. And the shape actually means something - the curved roofs remind us of the sails of the yachts on Sydney Harbor. I think that explains why people feel so much more affectionate toward the Opera House! A lovely building, isn't it? Now, which building would you be most proud to work in?

OK. Now, here's another building - the Chrysler Building, in New York City, which, incidentally, is still the world's tallest brick building. Just like the MLC Centre, it's an office building. Now, the MLC Centre is just a plain block, a box. But look at the variety on the Chrysler Building - far more curves, complex shapes at the top... in short, more interest! There's far more to look at in the older building, isn't there?

That leads us to our next theme, texture. It is often said that older buildings look much better than modern ones. So let's examine that opinion in terms of texture. First, here's Durham Cathedral in England, which is a great example of a European cathedral. Durham's a wonderful place to visit by the way. It's a great little town, very friendly. I spent some time there a few years ago. Really enjoyed it! And here's Todai-ji in Japan, one of the most famous temples in that country. Now, the texture of the buildings is far richer and more detailed than on most modern buildings, isn't it? There's still some repetition, but there's also a lot more variety. And there are no large areas with the same monotonous texture. Having the same texture all over just inspires boredom. I believe this is a key point that many modern architects have forgotten.

OK. The third factor, as I mentioned, is scale. Think about a small house and a large one on the same street. Which one would you prefer to live in? Which one projects the best image? And would the Taj Mahal create such strong emotions if it were only 12 feet high? That's not to say that big is necessarily beautiful, just that the emotional response is different. Architects of older religious buildings knew the effect of scale on emotional response very well. A sense of power and importance is one reason that towers are so popular in these buildings, and why temples, mosques, and churches often dominate their towns.

So, to conclude, we have looked at three of the things that allow an architect to affect people's emotional responses to buildings. I say again - people's emotional response is often the most important thing to think about when considering a building's appearance. Get that right, and you'll have a building that people remember and like. Alright, our time is up. For next time, please read chapter...



PART II: First, listen to the lecture about “good buildings” twice and take notes to the space provided. After listening twice, you will be given the question sheet. Based on the notes you have taken, answer the questions.

LECTURE OUTLINE

Good buildings and 3 things that make them good:

- Taj Mahal
 - how a person feels in Taj Mahal:

- the Sydney Opera House
 - how it looks:

1. The Form of Buildings:

- the MLC Centre
 - shape: _____
 - emotions it inspires: _____

- the Sydney Opera House
 - shape:
 - emotions it inspires: _____

- the Chrysler Building
 - material:
 - similarity between the MLC and the Chrysler Building:
 - difference between the MLC and the Chrysler Building:

2. The Texture of Buildings:

- Older buildings look _____ than modern ones.
- Durham Cathedral:
 - where:
 - Durham:

- Todai-ji:
 - where:
- texture in both Durham Cathedral and Todai-ji:

- Having the same texture all over _____, which is a key point that _____.

3. The Scale of Buildings:

- size or emotional response:

- older religious buildings:
 - A sense of _____ and _____ are the reasons why towers are popular.
 - buildings that dominate:

1. What is the lecturer's main idea?

- a) Classic architecture is more aesthetically pleasing than modern architecture.
- b) The majority of the world's most popular buildings are large-scale, modern structures.
- c) Good architecture should provoke powerful emotional responses.
- d) The appearance of a building is influenced by people's emotional response to it.

2. No-one can feel the peace and calm when looking at the Taj Mahal.

- a) True
- b) False
- c) Not Given

3. What does the lecturer emphasize when he says, "That's not to say that big is necessarily beautiful, just that the emotional response is different."?

- a) Scale invokes different emotions.
- b) Scale is the only aesthetic factor.
- c) Scale causes no intimate response.
- d) Scale does not make much difference.

4. Which building could be described as having "monotonous texture"?

- a) MLC Center
- b) Chrysler Building
- c) Durham Cathedral
- d) Todai-ji Temple

5. Which building is NOT used as an example of form?

- a) MLC Centre
- b) Sydney Opera House
- c) Durham Cathedral
- d) Chrysler Building

6. According to the lecturer, more people like the Chrysler Building than most modern architecture because ____.

- a) it generates a positive emotional response.
- b) the texture of the building's surfaces is interesting.
- c) it's the ninth most popular building in the U.S.
- d) the whole height of the building has the same pattern.

7. The Chrysler Building and MLC Center have some common features.

- a) True
- b) False
- c) Not Given

8. If texture is varied and rich, it inspires more interest.

- a) True
- b) False
- c) Not Given

9. What is the lecturer's attitude towards emotional responses?

- a) regarding it as significant
- b) finding it worthless
- c) deeming it redundant
- d) viewing it as indecent

10. Which of the following statements would the lecturer agree with?

- a) Modern architects have forgotten that buildings should have repeated patterns.
- b) Building materials seen up close are more important than patterns seen from a distance.
- c) Good architecture includes both repetition of pattern and variety of texture.
- d) Large-scale buildings are always more appealing than smaller buildings.

Cevaplar: 1.c / 2.b / 3.a / 4.a / 5.c / 6.a / 7.a / 8.a / 9.a / 10.c

Yazma

Yazma bölümü İkinci Aşama Sınavı içerisinde yer almaktadır. Bu bölüm dinleme bölümünün hemen ardından sınava bir ara verilmeksizin uygulanır. Bu bölümde adaylardan kendilerine sorulan sorulardan birini seçip **belirtilen uzunlukta ve formatta** bir kompozisyon (essay) yazarak yanıtlamaları istenir.

Örnek:

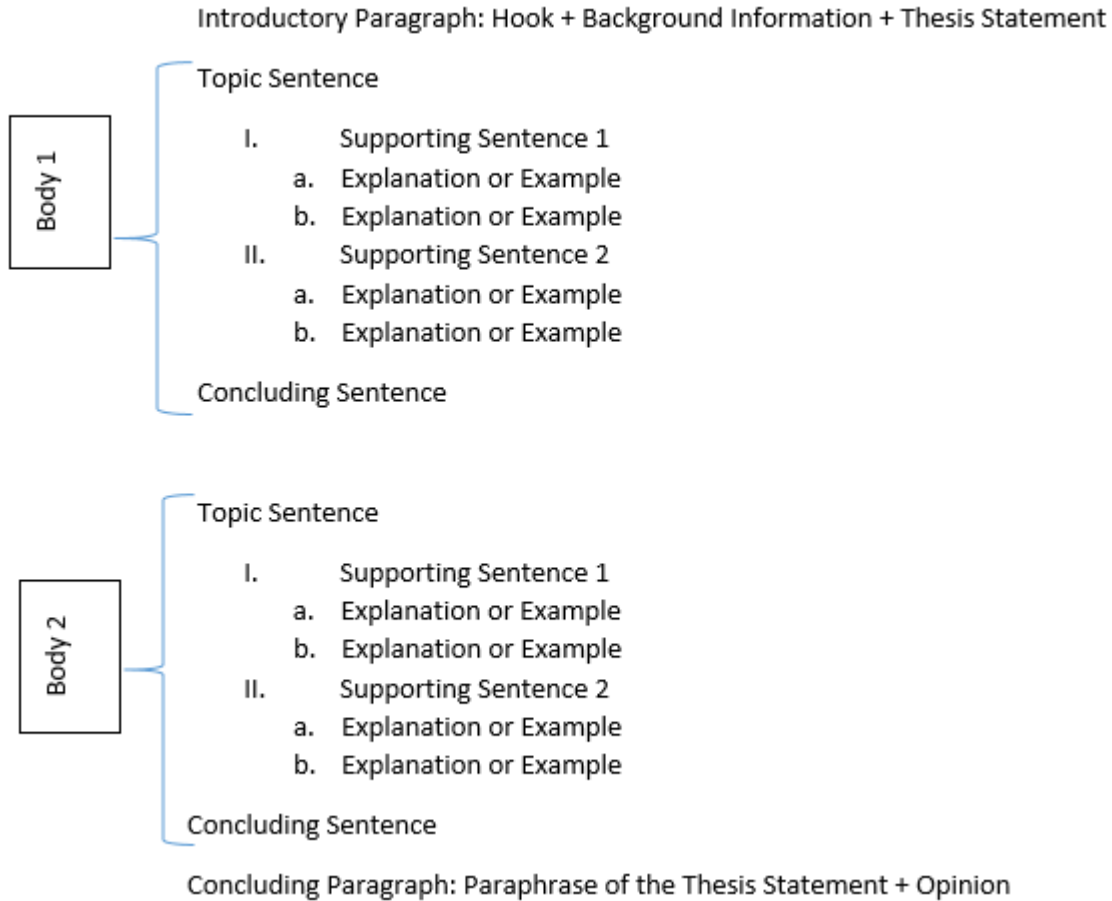
Task: Choose only **ONE** of the topics below and write an argumentative essay.

Word Limit: Minimum 500 words – Maximum 600 words.

Topic 1: “Should students be allowed to use computers when taking tests?” *Use reasons and specific examples to support your argument.*

Topic 2: “Are children more depressed nowadays than they used to be in the past?” *Use reasons and specific examples to support your argument.*

The Outline (Format)



Konuşma Bölümü & Örnek Sorular

İkinci Aşama'da yer alan son bölüm Konuşma'dır. Bu bölümde üç farklı soru tipi mevcuttur:

1. Tanımlama soruları (*Description Questions*): Aday, yönlendirici sorularla birlikte kendisine yöneltilen 3 veya 4 soruyu cevaplayarak bir konu hakkında tanım yapar. Adayın bu aşamada soruları gördükten sonra bir dakika not alma süresi vardır. Not alma süresi tamamlandıktan sonra konu hakkında konuşma süresi iki dakikadır.

Örnek: *Describe your relationship with arts.*

- *If you had a chance to be an artist, which type of art would you choose? Why?*
- *What are some challenges of the art you have chosen?*
- *What was the last time you went to a concert, museum, gallery, or play? How did you feel about that visit?*
- *Who is your favourite artist? Why?*

2. Kıyaslama ve Karşılaştırma Soruları (*Compare/Contrast Questions*): Aday, sorulan bir soru hakkında iki farklı örnek göstererek soruyu cevaplar. Adayın bu aşamada soruları gördükten sonra bir dakika not alma süresi vardır. Not alma süresi tamamlandıktan sonra konu hakkında konuşma süresi iki dakikadır.

Örnek: *What are the differences between hard-copy books and e-books? Explain the idea with at least two specific examples.*

3. Görüş-Fikir Soruları (*Agree-Disagree Questions*): Aday, kendisine yöneltilen bir ifade lehinde veya aleyhinde görüşlerini açıklayacaktır. Aday, konuya ilişkin görüşünü iki farklı örnek veya sebeple açıklar. **Adaylara bu bölümde not alma için süre verilmemektedir.** Konu hakkında konuşma süresi iki dakikadır.

Örnek: *“The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom.” Do you agree or disagree with this idea? Why or why not? Provide two reasons or two specific examples.*



Sınav Sonuçları

Sınavın yapıldığı tarihler akademik takvimden duyurulmaktadır. Sınavın ilk aşamasının sonuçları yapıldığı gün sonuna kadar ydyo.btu.edu.tr sitesinden yayınlanır. Sonuçları görüntülemek için ydyo.btu.edu.tr sitesinde “Sınavlar/Sonuç Açıklama Sistemi” menüsünden ilgili sınav linkine tıklanmalıdır. Sonuçlar, sınav cevap kağıdına kodlanmış olan “T.C. Kimlik No” sorgusu yanıtlanarak görüntülenmektedir. Bu sonuçlar adayın ikinci aşamaya geçmeye hak kazanıp kazanmadığını gösterir. İlk aşama sonuçlarından 50 puan ve üzeri alanlar ikinci aşamaya girmeye hak kazanırlar. İkinci aşama sonuçları, sınavın yapıldığı günden sonraki üç gün içerisinde yine aynı web sitesinden yayınlanır.

Sınav Kuralları

- Kimlik kontrolü ve sınav yerleşimi için adayların sınav yerlerinde sınavdan en geç 30 dakika önce hazır bulunmaları gerekmektedir.
- Adayların yanında BTÜ kimlik kartları veya T.C. kimlik kartlarını bulundurmaları zorunludur.
- 1. Aşamada sınav başlangıç saatinden 30 dakika sonra gelen öğrenciler, sınava alınmayacaklardır ve öğrencilerin sınavdan ilk 30 dakika içerisinde çıkmaları yasaktır.
- 2. Aşamada, Dinleme sınavı esnasında sınava geç gelen öğrenciler dinleme aşaması bitinceye kadar sınıfa alınmayacaklardır. Bu öğrenciler, Yazma aşamasının ilk 10 dakikasında sınıfa girebilirler.
- Sınav esnasında akıllı cihazların (telefon, akıllı saatler ve bluetooth kulaklıklar vb.) kapatılıp gözetmene teslim edilmesi zorunludur.
- Sınav esnasında konuşmak, soru sormak veya herhangi bir nedenden dışarıya çıkmak yasaktır. Dışarı çıkan öğrenciler tekrar sınav salonuna alınmazlar.
- Sınavda kopya çekme, kopyaya teşebbüs etme, başkasının yerine sınav girme veya başkasını sınava sokma gibi eylemlerde cezai uygulamalar bulunmaktadır.