

**İZMİR INSTITUTE OF TECHNOLOGY
SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF BASIC ENGLISH
2022-2023 ACADEMIC YEAR
SEPTEMBER 13 PLACEMENT & PROFICIENCY EXAM STAGE 1
TEST SPECIFICATIONS / STUDENT'S COPY**

GENERAL INFORMATION ABOUT THE EXAM

- The exam will take place on the day and at the time determined by the School of Foreign Languages (SFL). Therefore, no change in date or time can be requested due to any excuse.
- The exam will be administered **face-to-face** on campus in the SFL buildings.
- Students must be in the classrooms **ten minutes before the start time of the exam**. Please see the details below:

EXAM CONTENT				
Component	Response Format	Skills assessed	Number of Questions	Mark
Language Use	Multiple Choice (4 options)	Gap Fill	20	45
		Cloze Test	2 texts 10	
		Error Recognition	15	
Reading	Multiple Choice (3 options)	Reading Comprehension	2 texts 10	30
	Multiple Choice (4 options)	Reading Comprehension	4 texts 20	

COMPONENT	EXAM START TIME	EXAM FINISH TIME	MARK	RESPONSE FORMAT
Language Use	10.30	12.00	45	Multiple Choice
Reading			30	Multiple Choice

13 SEPTEMBER 2022
PLACEMENT & PROFICIENCY TEST /STAGE I

OVERALL DESIGN

<i>Purpose</i>	<p>To create a measure of reading comprehension skills and grammar knowledge in English in order to</p> <ul style="list-style-type: none"> • place candidates into appropriate proficiency levels corresponding to A1, A2+ and B1 of the CEFR (Common European Framework of Reference) • determine candidates' eligibility to take the second stage of the exam
<i>Intended population</i>	<p>Newly registered undergraduate/ graduate students Undergraduate / graduate students who failed the Prep Class Age: 18+ Nationality: Candidates from Turkey in a majority Non-native speakers of the target language Mostly from similar educational/social background</p>
<i>Intended decisions/ Stakes</i>	<p>The results will be used for summative purposes: Students with a score of 52 (70% success rate) and above will be eligible to take the second stage of the exam.</p> <p>Students with a score 51 and less will be placed into respective levels in the preparatory program.</p> <p>The results will determine the proficiency level a candidate will be placed into and their eligibility to proceed to the second stage of the exam.</p>
<i>Response format</i>	Selected Response Items
<i>Number of Candidates</i>	Not specified
<i>Number of Tasks</i>	8
<i>Number of items</i>	75
<i>Time Allocated</i>	90 minutes
<i>Order of items</i>	<p>Use of English items: From the easiest to the most difficult in each task</p> <p>Careful reading items: Sequential order in relation to their occurrence in the text</p>

<i>Weighting of items</i>	All items are equally weighted (1 point each)
<i>Weighting of test components</i>	Use of English: 45 test items making a %60 contribution to the total score Reading :30 test items making a %40 contribution to the total score
<i>Reporting type</i>	Single score corresponding to a proficiency level or indicating the eligibility to proceed to the second stage of the exam in accordance with the pre-determined cut-off points.

<i>Assumptions regarding the test population</i>	
<i>Background Knowledge</i>	The input is aimed to be within candidates' background knowledge but not totally given; candidates should not be able to answer questions from background knowledge without recourse to the input.
<i>Language Knowledge</i>	Lexis, structures, and functions are specified in accordance with the respective CEFR levels.

PART A: USE OF ENGLISH

TASK I

TASK SETTINGS

<i>Purpose</i>	To test candidates' ability to recognise the correct usage of verb constructions given in discrete contexts
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Candidates know there is an answer key with which their responses will be compared]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	10 items: 5 items- A1 5 items- A2+

Linguistic

<i>Lexical range</i>	Appropriate to level A1/A2+ of the CEFR
<i>Structural range</i>	Appropriate to level A1/A2+ of the CEFR [Note: Unfamiliar structures are not to be in the task]

Sample Test Item

Choose the correct option to complete the sentences.

The students _____ very tired at the moment because they played in a basketball match.

- a. were
- b. are
- c. was
- d. is

TASK II

TASK SETTINGS

<i>Purpose</i>	To test candidates' ability to recognise the correct usage of various grammatical forms and structures given in discrete contexts
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Candidates know there is an answer key with which their responses will be compared]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	10 items: 5 items- A1 5 items- A2+

Linguistic

Lexical range Appropriate to level A1/ A2+ of the CEFR

Structural range Appropriate to level A1 /A2+ of the CEFR
[Note: Unfamiliar structures are not to be in the task]

Sample Test Item

Choose the correct option to complete the sentences.

A: _____ have you got in your bag? It is very heavy.

B: Two books and a notebook for the class.

- a. How much
- b. Who
- c. What
- d. How old

TASK III

TASK SETTINGS

<i>Purpose</i>	To test candidates' ability to recognise the correct usage of verb constructions given in a connected text (cloze test structure)
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Candidates know there is an answer key with which their responses will be compared]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	5 items

Linguistic

<i>Lexical range</i>	Appropriate to level B1 of the CEFR
<i>Structural range</i>	Appropriate to level B1 of the CEFR [Note: Unfamiliar structures are not to be in the task]

Sample Test Item

Choose the correct option to complete the missing parts.

The word 'vitamin' comes from vita, the Latin word for 'life', for everyone must take a certain amount of vitamins to keep alive and in good health. Vitamins are very tiny chemical compounds, and they are found in most foods. Kazimierz Funk, Polish scientist, discovered them in 1912. After some time, companies decided 21) _____ vitamins in pill forms. Some doctors claim that...

- a. produce
- b. producing
- c. to producing
- d. to produce

TASK IV

TASK SETTINGS

Purpose	To test candidates' ability to recognise the correct usage of various grammatical forms and structures given in a connected text (cloze test structure)
Response format	Multiple choice items (4-option)
Known criteria	Answer Key [Note: Candidates know there is an answer key with which their responses will be compared]
Weighting	All items worth 1 point (0 for incorrect response)
Number of items	5 items: B1

Linguistic

Lexical range	Appropriate to level B1 of the CEFR
Structural range	Appropriate to level B1 of the CEFR [Note: Unfamiliar structures are not to be in the task]

Sample Test Item

Choose the correct option to complete the missing parts.

I recently asked my multilingual English class which board games they most enjoyed playing. Monopoly won hands down. Monopoly has been published in 43 countries and it is available in 26 languages worldwide. So, what is it about this game that makes it universally popular? The official website of the manufacturer, 26) _____ offers information, instructions and valuable advice on understanding the rules, how to improve your chances of winning the game, invites you to play online. 27) _____ this, there are several sites advising the use of Monopoly in the classroom, to teach accounting, the laws of economics and even sociology!

26.

- a. that
- b. which
- c. X
- d. what

TASK V

TASK SETTINGS

<i>Purpose</i>	To test candidates' ability to recognise the error in various grammatical forms and structures given in discrete contexts
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Candidates know there is an answer key with which their responses will be compared]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	15 items: 5 items- A1 5 items- A2+ 5 items- B1

Linguistic

<i>Lexical range</i>	Appropriate to level A1/ A2+ /B1 of the CEFR
<i>Structural range</i>	Appropriate to level A1/A2+ /B1 of the CEFR [Note: Unfamiliar structures are not to be in the task]

Sample Test Item

In each question below, there are four capitalised words/phrases. One of them contains a grammatical mistake. Choose the correct option that shows the mistake.

- a) LAST year we go to Antalya. My sister and I love b) SWIMMING. She is c) A good surfer. This year I want to surf with d) HER.

PART B: READING COMPREHENSION SKILLS**TASK VI****TASK SETTINGS**

<i>Purpose</i>	To test candidates' ability to understand gist and important details
<i>Response format</i>	Multiple choice items (3-option)
<i>Known criteria</i>	Answer Key [Note: Candidates know there is an answer key with which their responses will be compared]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of texts</i>	2
<i>Number of items</i>	10
<i>Intended operations</i>	Careful reading

TASK DEMANDS**Input (Text)**

<i>Discourse mode</i>	Short articles/Short stories Exposition/Narration
<i>Channel</i>	Written
<i>Text length</i>	150-250 words
<i>Nature of information</i>	Semi-authentic text/concrete
<i>Content knowledge</i>	Familiar topics that interest candidates but that do not overexcite or disturb

Linguistic

<i>Lexical range</i>	Appropriate to level A1 of the CEFR
<i>Structural range</i>	Appropriate to level A1 of the CEFR [Note: Unfamiliar structures are not to be in the task]

SAMPLE TASK

Read the text and choose the correct option to answer the questions 46-50. There are three options in each question.

It is interesting that very different people sometimes meet and become friends or husband and wife. Andy and Rose are married, but they are very, very different.

Andy is an English teacher, and he spends most of the day with the kids in class. In the week, he almost never goes out with his friends because he feels really tired after work. He just wants to rest in his free time. He likes restaurants but he doesn't like bars or sports centres. He doesn't dance or do sports. At weekends, he goes to concerts, and he does the shopping for the house, but he doesn't go for walks or to the gym.

Rose works in an office. She likes doing exciting things in the evenings and at weekends because her job is very boring. In most evenings, she goes to bars, or to the sports centre with her friends, but she doesn't like restaurants. At weekends, she goes for walks and to the gym. Sometimes she goes to a concert with Andy, but she doesn't go shopping at all.

46. Andy works in a/an _____.

a) office b) restaurant c) school

TASK VII**TASK SETTINGS**

<i>Purpose</i>	To test candidates' ability to understand gist and important details and/or identify the meaning of references
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Candidates know there is an answer key with which their responses will be compared]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of texts</i>	2
<i>Number of items</i>	10
<i>Intended operations</i>	Careful reading

TASK DEMANDS**Input (Text)**

<i>Discourse mode</i>	Short articles/ Short stories Exposition/ Narration
<i>Channel</i>	Written
<i>Text length</i>	250-350 words
<i>Nature of information</i>	Semi-authentic text / concrete
<i>Content knowledge</i>	Familiar topics that interest candidates but that do not overexcite or disturb

Linguistic

<i>Lexical range</i>	Appropriate to level A2+ of the CEFR
<i>Structural range</i>	Appropriate to level A2+ of the CEFR [Note: Unfamiliar structures are not to be in the task]

SAMPLE TASK

Read the text and choose the correct option to answer the questions 56-60. There are four options in each question.

I am 24 years old, and I grew up in Nishinomiya, Japan. Several years ago, I went to Negros Island in the Philippines as a 'Habitat' volunteer. This was the first of three trips I have taken to the Philippines as a volunteer. Not getting any money was not a problem for me. I think the idea of building somebody's house abroad was very exciting. The next year I returned to Negros Island as a Habitat volunteer. This time I went as a student leader with 28 classmates from Kyoto University.

Both the staff and the families on Negros Island became dear friends of the work team that I led. Meeting these people was wonderful for each of us. Their lifestyle reminded us of the meaning and value of life. The people also helped us appreciate the more valuable things in life, such as spending time with your family, friends, and neighbours; developing close relationships; helping each other; and appreciating what you have. These things are sometimes forgotten in a rich country like Japan.

We thought we came to the Philippines to help the Filipino people, but they helped us to see something valuable. They generously offered their food, space, and hearts in a way we were unaccustomed to. (Would you give up your bed for a stranger and sleep on the uncomfortable cement floor at your own house?)

When I took my third trip to the Philippines as a Habitat volunteer, I was sent to work in a house with young people from around the world. In my group, there were Americans, Indians, Koreans, Japanese and Spanish. We worked together to complete a house for a family that we met on the site. On the last day, all of us stood inside a room that we had built in just a week and had a feeling of accomplishment. Even now we keep in touch across the world. Some of us are actively involved in Habitat in different countries.

Habitat brings people together and helps us realize that people all over the world care about each other. Habitat sends the very important message that we can all be friends. Being involved with Habitat for Humanity has changed my life. I have learned that I can make a difference in the world.

56. The text is about a person who _____.

- a. moves to another country
- b. gives money to poor people
- c. builds some people's houses
- d. makes money abroad

TASK VIII**TASK SETTINGS**

<i>Purpose</i>	To test candidates' ability to understand gist and important details; make inferences and interpret complex sentences
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Candidates know there is an answer key with which their responses will be compared]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of texts</i>	2
<i>Number of items</i>	10
<i>Intended operations</i>	Careful reading

TASK DEMANDS**Input (Text)**

<i>Discourse mode</i>	Articles/ Short stories Exposition/ Narration/ Description/ Argumentation
<i>Channel</i>	Written
<i>Text length</i>	350-450 words
<i>Nature of information</i>	Semi-authentic text/concrete
<i>Content knowledge</i>	Familiar topics that interest candidates but that do not overexcite or disturb

Linguistic

<i>Lexical range</i>	Appropriate to level B1 of the CEFR
<i>Structural range</i>	Appropriate to level B1 of the CEFR [Note: Unfamiliar structures are not to be in the task]

SAMPLE TASK

Read the text and choose the correct option to answer the questions 66-70. There are four options in each question.

If you have ever been shopping and thought you were getting a bargain simply because the price appeared in red, or have left a shop because the sales assistant talked too much, you're not alone. In fact, your actions are quite typical, according to experts on customer behaviour. When it comes to shopping, experts explain that women think about everything much more carefully than men. A recent study showed that when men saw an advertisement with the prices written in red, they believed the shop was offering greater price savings than those printed in black. They felt very positive about buying the product as well. In contrast, red didn't have the same effect on female shoppers. It actually made them suspicious. Experts explain that if women see an ad in red, they question what's happening and think they have to be extra careful. 'Am I being tricked?' they will ask themselves. Women also seem to have a much better memory than men when it comes to the prices in advertisements. This could be because men don't think so hard about adverts or because they just aren't that interested. In a separate study, it was found that customers seem to prefer sales people who can correctly read moods. This is news for managers who believe that sales will increase if shop assistants are always happy and friendly to customers. Researchers believe that the findings suggest that customers don't always want sales staff to be extremely happy and chatty. Instead, we prefer staff who understand body language. The key to a successful sale, then, is reading the customer's mood and matching that mood. The experts explain that it isn't advisable to match the mood of a customer who's angry; a customer who is in a hurry or in a bad mood would rather deal with a sales person who understands them, can serve them quickly or just leave them alone – and not try to get them to chat about their family. There are of course some factors which are outside the control of shop owners – like the weather, which can really change people's moods. Experts are confident that good weather means good news for shop owners. As much as 60–80% of customer decisions are made while people are actually in a shop, rather than before or after their visit. And as more people are out during nice weather, there is a higher chance they are shopping and therefore more opportunity for shops to make a sale. Rain and snow have the opposite effect, as people prefer to stay at home.

66. According to one study, when men saw a price written in red, they _____.

- a. were not sure about the quality of the product
- b. thought the product was designed for men
- c. thought the product was on special offer
- d. were not willing to buy the product**