

**İZMİR INSTITUTE OF TECHNOLOGY SCHOOL OF FOREIGN LANGUAGES
2023-2024 ACADEMIC YEAR/SUMMER SCHOOL**

**FINAL EXAM /ALL LEVELS
ANNOUNCEMENT & SAMPLE TEST ITEMS**

EXAM DESIGN

The Summer School Exam sessions will take place on the day and at the time determined by the School of Foreign Languages. Therefore, no change in date or time can be requested due to any excuse.

Exam Coverage: English File 4th Edition (Elementary & Pre-Intermediate &Intermediate), Fall & Spring Term Writing Booklets

Date	Component	Response Format	Skills Assessed	Number of Tasks / Questions	Total Mark	YOBs Mark	Allocated Time
15 August 2024	Writing	* Open-ended	Academic Essay Writing	1 task – writing an opinion essay(min. 350 words)	25	25	09.30-10.40 (70 min.)
BREAK (10.40-11.10)							
15 August 2024	Use of English	* Multiple Choice (4-option)	Grammar Knowledge	4 tasks 20 questions	15	15	11.10-12.10 (60 min.)
15 August 2024	Listening	* Multiple Choice (4-option)	Listening Comprehension	2 tasks 10 questions	10	10	
LUNCH BREAK (12.10-13.30)							
15 August 2024	Reading	* Multiple Choice (4-option)	Reading Comprehension	3 tasks 15 questions	15	15	13.30-14.30 (60 min.)
15 August 2024	Vocabulary	* Multiple Choice (4-option)	Vocabulary Knowledge	1 task 10 questions	10	10	

Session/Date	Component	Response Format	Skills Assessed	Number of Tasks / Questions	Total Mark	Allocated Time
SESSION IV 16 August 2024	Speaking	* Open-ended	Speaking skills	3 tasks – Warm-up, structured interview, pair discussion)	25	15 min. for each pair 09.30-12.30 (120 Min)

SCORING

General Statement

- Automatically marked sheets for Reading & Use of English & Listening
- Writing tasks to be marked by two instructors using an analytic scale of 25 points (See Appendix 1) *
- Speaking tasks to be marked by two instructors. The assessor will use an analytic scale and the interviewer will use a holistic scale. (Scales to be announced.)

SAMPLE TEST ITEMS

SESSION I

PART A: WRITING (25 points)

TASK I- Writing an Opinion Essay (25 points)

Task: Write a well-developed **opinion** essay of minimum **350 words** in **four or five** paragraphs.

Topic: "Do you think it is a good idea for students to get a job?"

Support your opinion with specific reasons and details.

IMPORTANT NOTES:

- **Plagiarised responses will be marked '0' points.**
- **'Off-topic' (completely irrelevant) responses will be marked '0' points.**
- **1 point will be deducted from the total mark in cases below:**
 - Responses below 350 words
 - Essays with no title
 - Wrong body paragraph order
 - Responses with an indentation problem
- **In relation to the 'Essay Writing Analytic Rating Scale', check content, organisation, vocabulary, sentence structure, spelling, punctuation, and capitalisation in your response before you submit it.**

SESSION II

PART A: LISTENING (10 points)

TASKS I /II -Multiple Choice (5 points)

Sample Item:

Listen to a conversation about science and women. Choose the correct option for questions 1-5. You will hear the recording twice. (5x1=5 points)

1. In the past, women didn't study science because _____.

- a) there were few science schools for women
- b) people thought women were not ready
- c) women were busy with housework and children
- d) women were not sent to school

PART B: USE OF ENGLISH (15 points)

TASK I- Gap Fill (7,5 points)

Sample Item:

Choose the correct option to complete the sentences in questions 11-20. (10x0,75=7,5 points)

11. This is the _____ pizza I _____.

- a) worst/have ever had
- b) worse/am having
- c) bad/had
- d) badly/will have

TASK II- Sentence Completion (2,25 points)

Sample Item:

Choose the correct option to complete the sentences in questions 21-23. (3x0,75=2,25 points)

21. I will get my mom some flowers _____.

- a) although she doesn't like them much
- b) since she was a flower shop owner
- c) , and they aren't fresh
- d) , so she got very happy

TASK III- Dialogue Completion (1,5 points)

Sample Item:

Choose the correct option to complete the dialogues in questions 24-25. (2x0,75=1,5 points)

24. George: _____

Michael: So do I.

George: Perhaps, we should complain to the chef.

- a) This rice of mine is too oily.
- b) I think this fish tastes a bit strange.

- c) I just love the taste of the chips, do you?
- d) Do you know the name of this dish?

TASK IV- Error Identification (3,75 points)

Sample Item:

In questions 26-30, there are four CAPITALISED words/phrases. One of them contains a grammatical mistake. Choose the option that shows the mistake. (5x0,75=3,75 points)

26. Last year, we **a)** 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.

SESSION III

PART A: VOCABULARY (10 points)

TASK I-Gap Fill (10 points)

Sample Item:

Choose the correct option to complete the sentences in questions 1-10. (10x1=10 points)

1. Don't worry about the homework. I can _____ you my notes.

- a) borrow **b)** lend c) take d) help

PART B: READING COMPREHENSION SKILLS (15 points)

TASK I--Multiple Matching (5 points)

Sample Task:

Read the text below and choose the correct option for each question. (5x1=5 points)

Our lives change every time and we are never the same people as we were in the past. We get education, meet people, have a job or a family, so we change our preferences about our diet, interests and even career - in short, our life styles. I have four close friends and they have changed their life styles a lot.

JAMES

When I first met James, he was living with his best friend in a small flat. He was studying sports science, and he was interested in different kinds of sports. He was very careful about what he was eating, and always avoided high-calorie food. All of a sudden, he decided that sports are not his thing anymore and left college. He's now taking music and art classes. He even changed his diet and got on a lot of weight. He's not worried about his current appearance, because he found love of his life in one of those art classes, and they're planning to get married soon.

LEILA

When I first met Leila, she was living at home with her parents and doing a maths course at the local college. She had long dark curly hair and was engaged to a friend of mine called Ken. She was a really good tennis player, and cooked excellent steaks, too. Now Leila teaches maths at a local school, and she looks completely different: she has short fair hair. But she still plays tennis with her boyfriend Harry.

MIKE

When I first met Mike, he was living at home with his parents, and working in a bar. He didn't smoke (though everyone else in the bar did!) and he was engaged to a student called Zoe. I remember he was a very good footballer. Mike still works in that bar but as a boss now, and he lives in a nice family house with Zoe and their two young children. He's very busy, so I don't see him very often - but I'm sure he still plays soccer with his sweet little boys in the backyard.

ZOLTAN

When I first met Zoltan, he was working in a software company. He was living with his parents in a small flat in the city center. He was very fit and interested in sailing. It was a love at a first sight, but it didn't work out. I was very suprised when I learned that he quit his job. Now, he is working as a coach for a national sailing team. I'm happy for him because it's his dream job and passion. Now he travels a lot with his team to take part in sailing competetions all around the world.

11. Who isn't into sports anymore?

- a) James b) Leila c) Mike d) Zoltan

TASK II - Matching Heading (5 points)

Sample Task:

Read the text and match each paragraph (A-E) with the correct heading (I-VIII) in the table by choosing the correct option for questions 1-5. There are three extra headings. (5x1=5 points)

A _____

Although intelligence and the brain have been studied for a long time, there is little understanding of how the brain works to produce intelligence. This has something to do with the fact that the brain contains around 100 billion cells (about the number of stars in the Milky Way).

B _____

One of the continuing myths about the relationship between intelligence and the brain is that the brains of very clever people are somehow physically different from those of ordinary people. At the beginning of the century, an American scientist called E.A. Spitzka produced a list of the weights of the brains of important, well-known men. The heaviest brain on the list was that of Turgenev, the Russian novelist, at 2000 gr. However, the brain of another great genius, Walt Whitman, weighed only 1282 gr.

C _____

There are no significant differences between the intelligence levels of males and females. However, girls under seven score a little higher than boys in IQ tests and Marilyn vos Savant has the highest IQ recorded. Yet, men and women differ in the way they think. Generally, women are more skilled orally and men do tasks better after they see them.

D _____

Also, there are similarities between the brains of all people and computers. Computers can do complicated calculations at unbelievable speeds. But they work in a fixed way because they can't make memory connections. In fact, it is claimed that when it comes to seeing, moving and reacting, no computer can even compete with the brain power of a fly.

E _____

Most of our mental acts are deeply formed habits. Challenging your brain to do things differently helps it develop. Try changing routines as often as you can: take a bus instead of going by car, sit in a different chair. Exercise more. Good health and fitness levels gives you improved energy. Cooking is also good for mental exercise. It challenges memory and gives creative ability. Finally, don't forget to do puzzles and play games.

HEADINGS			
I.	A Shocking History	V.	The Super Machine
II.	The Battle of the Sexes	VI.	Is Bigger Better?
III.	Which Is More Important: IQ or EQ?	VII.	Make Your Brain Work
IV.	How Much Do We Know?	VIII.	Technology and Health

16. The correct heading for paragraph A is _____.

- a) I b) II c) III **d) IV**

TASKS III- Reading Comprehension (5 points)

Sample Task:

Read the text and choose the correct option for questions 21-25. (5x1=5 points)

200,000 miles from the earth, the crew of the third manned mission to the Moon faced an astronaut's worst nightmare: an explosion on the spacecraft. It is the plot of the Oscar-winning film Apollo 13, but it is also a true story of survival against the odds.

A Was it doomed from the beginning? The scientists at Houston were in charge of getting the spacecraft to the Moon and back. They had scheduled for the April 1970 lift-off for 13 minutes after the 13th hour. They had also planned the moon landing itself for the 13th day of the month. For those who believe in bad luck, perhaps the only thing missing was a Friday. Scientists aren't supposed to be superstitious, though, and despite minor problems on lift-off, Apollo 13 started its journey.

B Two days into the mission, the three-man crew faced catastrophe. They had been carrying out routine checks when there was a loud bang. Warning lights were starting to flash furiously. Looking out into space, they could see a trail of gas - the spacecraft was leaking oxygen. They sent out a short message to the scientists back on Earth: "Houston we've had a problem here!" At first, they thought that a meteor had hit them, but they later found out that a short-circuit had caused an oxygen tank to explode. Whatever the cause, they knew there was no time to lose. Their electricity supply in the command module depended on that oxygen and pretty soon they will run out of both.

C The only solution was to *conserve* oxygen by moving from the command module into the lunar module - the section of the spacecraft that would have landed on the Moon. Now though, they were using it as a kind of lifeboat. With its own power supply, oxygen and water, the three men could survive in the lunar module and return to Earth. There was another problem though. In an enclosed space like a lunar module, the carbon dioxide the crew was breathing out was dangerous. The equipment to clear the air of carbon dioxide was only built for two people. Now **it** had to cope with three. Amazingly, crew managed to put together an adapter that reduced the carbon dioxide to a safe level.

D There was one final *obstacle*. The lunar module wasn't strong enough to re-enter the Earth's atmosphere, so the crew had to transfer back into the damaged command module. To everyone's relief, the crew of Apollo 13 splashed down safely in the South Pacific Ocean on April 17th. It was a space flight that would go down in history. Although the crew didn't land on the Moon, NASA still considers the mission a success. The Apollo 13 disaster was proof that their highly-trained astronauts could deal with anything that could go wrong.

21. The text is mainly about _____.

- a) the bad effect of the number 13
- b) an explosion on a spaceship
- c) the Oscar-winning film Apollo 13
- d) a journey to the Moon

SESSION III: SPEAKING SKILLS (25 points)

TASK 1- Warm-up Questions *Task 1 will not be assessed.*

Sample Question (1 min. per student)

What's your department?

Task 2 and Task 3 will be assessed. (25 points)

TASK 2 -Individual Interview Questions

Sample Question (2 min. per student- *Each student will be asked two questions.*)

Who is the most self-confident person you know? Give examples of his/her behaviour.

TASK 3 - Pair Discussion Questions

Sample Question (1 min. for notetaking, 4 min. for interaction)

You're going to talk about popular tourist destinations.

Think about the sorts of places that are popular with tourists. Discuss together by using the prompts below why tourists prefer going to places like these. You may add your own ideas if you like.

* prices

*accommodation

*sandy beaches

*cultural activities

IMPORTANT REMINDERS

GENERAL REMINDERS

- Students are required to have ID cards to be able to take the exam. Without the ID card with the photograph on, it will not be possible for students to take the exam.
- Students are responsible for following the announcements about the exam entirely for the exam venue, time, speaking exam pairings and interview sessions.
- Students who are late for the speaking exam will not be able to take the exam.
- Students whose pairs do not arrive on time for the speaking exam will take the exam in groups of three with the following pair in the same class.
- Students must note that the Speaking session will be recorded.
- Students are required to check their classes on YDYO website before the exam and they must be ready in their classes 10 minutes before the start of the exam.
- Students can take the written exams (writing, Use of English and Vocabulary & Reading Sessions) late if it is not more than 15 minutes. Latecomers will not be admitted to exam venues for the Listening session.
- Students need to comply with the warnings of the proctors during the session. Therefore, students who do not comply with the specified rules forfeit the right to take the exam.
- Students are not allowed to use extra resources (dictionaries, printed materials, etc.) during the exam session.

- Students are required to provide and check all the necessary information on the exam booklets and optical forms (i.e., names, surnames, school numbers and exam classes).
- Students themselves will be responsible for any errors in the answers (wrong marking of the answer, wrong marking of the student number, missing marking, not finishing or not being able finish the exam within the specified time, etc.) Thus, they must check the accuracy of the markings before handing in their exam documents. It must be noted that it will not be possible for students to get back the exam documents after they hand them in.
- If it is detected that a student has attempted to cheat in any way, his/her exam will be nullified. Additionally, disciplinary and legal actions will be taken for those students.
- Students have the right to object to their exam results only in suspicious cases of miscalculation. Then students must submit a petition of objection to the SFL Student Affairs Office within 7 working days. Students cannot object to the grades given by the instructor(s) for a re-evaluation.
- Students who cannot attend an exam held on the official date due to any health problems are entitled to be given a make-up exam (see Article 2.4.7 in Student Handbook) provided that they submit an official medical report. In order for students to be able to take make-up exams, the medical report must be taken from an official medical institution and submitted to Student Affairs Office with a written petition **within the first 3workdays** after the exam.

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SCHOOL OF FOREIGN LANGUAGES
ESSAY WRITING ANALYTIC RATING SCALE / STUDENT'S COPY (25 pts.)

CONTENT & ORGANISATION (15 pts.)	INTRODUCTION (2 pts.)	2	the topic is introduced with general information which is properly narrowed down to focused information	
		1	the topic is introduced with some general information but there may not be a smooth transition to focused information OR the introduction may be too specific and/or short	
		0	no introduction / does not communicate OR not enough to evaluate	
	THESIS (2 pts.)	2	the thesis statement presents the controlling idea with a reference to the subtopics/reasons	
		1	the thesis statement presents the controlling idea but does not refer to the subtopics/reasons	
		0	no thesis statement or the thesis statement does not present the controlling idea	
	BODY (8 pts.)	CONTENT	4	the thesis and the topic sentences are supported with relevant main points including well-focused details / examples
			3	all main points support the thesis and the relevant topic sentence, but one or two details/examples are underdeveloped
			2	most main points support the thesis and the relevant topic sentence, but one main point may be irrelevant and / or several details/examples are underdeveloped / irrelevant
			1	the thesis is supported inadequately with frequently repeated / irrelevant / underdeveloped main ideas and / or details/examples
			0	ideas considered partly relevant OR not enough to evaluate
		ORG	4	task requirements are fully met / fluent expression of well-organised ideas / a wide range of accurate cohesive devices
			3	task requirements are partially met / a few ideas may not be smoothly connected / an adequate range of cohesive devices with one or two errors
			2	task requirements are partially met / some ideas may be disconnected or loosely-organised / a limited range of cohesive devices with several errors
	CONCLUSION (3 pts.)	3	the conclusion is signalled with a transition phrase, and the subtopics are summarised or the thesis is restated, and finalised with a comment	
		2	the subtopics are summarised or the thesis is restated, but the conclusion may not be signalled with a transition phrase or there may not be a final comment	
1		one or two of the subtopics may be missing in the summary or the restatement of the thesis may be in very similar words		
0		no conclusion / does not communicate OR not enough to evaluate		
LANGUAGE USE (8 pts.)	VOCABULARY (4 pts.)	4	a wide range of appropriate vocabulary with one or two errors	
		3	an adequate range of appropriate vocabulary with several errors	
		2	a limited use of vocabulary with repetitions and/or frequent errors that may impair communication at times	
		1	very poor and repetitive vocabulary and major errors that seriously hinder communication	
	SENTENCE STRUCTURE (4 pts.)	4	effective use of simple grammatical structures but there may be one or two errors in complex constructions	
		3	effective use of simple grammatical structures with one or two errors but several errors in complex constructions	
		2	good use of simple grammatical structures with one or two errors but major or frequent errors in complex constructions	
		1	major or frequent errors in simple and/or complex grammatical structures	
		0	dominated by errors and thus does not communicate OR not enough to evaluate	
MECHANICS (2 pts.)	2	one or two errors in spelling, punctuation and capitalisation		
	1	several errors in spelling, punctuation and capitalisation		
	0	frequent errors in spelling, punctuation and capitalisation, making the text ineligible to grade		

IMPORTANT NOTES:

1. Half marks will not be given.
2. Discrepancy of more than **3 points** between two raters requires reassessment/negotiation.
3. ‘The fully met task requirements’ in ‘body’ part of the essay include:
 - a. 2 or 3 body paragraphs
 - b. a topic sentence in each body paragraph
 - c. at least 2 major supporting ideas in each body paragraph
 - d. at least 1 supporting detail for each major supporting sentence
4. Check the table below for additional notes on marking:

<i>PROBLEM</i>	<i>MARKING</i>
Plagiarism See example cases of plagiarism below: <ol style="list-style-type: none"> a. Copying parts or sentences from internet sources or any printed sources b. Copying parts or sentences from another student 	The response will be marked ‘0’ points out of 25.
‘Off-topic’ response	The response will be marked ‘0’ points out of 25.
A response below <u>350 words</u> <u>The response is in the essay format but shorter than the minimum word limit.</u>	1 point will be subtracted from the overall mark.
Ineligible for grading <u>The response is not in the essay format and too short.</u>	The response will be marked ‘0’ points out of 25.
No title	1 point will be subtracted from the overall mark.
Paragraph(s) not indented	1 point will be subtracted from the overall mark.
Paragraph order	1 point will be subtracted from the overall mark if the body paragraphs are not ordered in the same order as the sub-topics (if explicitly given) in the thesis statement.

APPENDIX 2. SAMPLE ESSAY WRITING FORMAT

Name Surname

Student Number

Class

END OF THE EXAM