

**İZMİR INSTITUTE OF TECHNOLOGY  
SCHOOL OF FOREIGN LANGUAGES  
2024-2025 ACADEMIC YEAR/FALL TERM**

**FALL TERM EXAM MAKE-UP/LEVEL 2  
ANNOUNCEMENT & SAMPLE TEST ITEMS**

**EXAM DESIGN**

The Fall Term 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 (Pre-intermediate)** Files 1-12 (Lessons A-B-C) including Practical English 1-6 and Revise & Check 1-12 & **English File (Intermediate)** Files 1- 5 (Lessons A-B) including Practical English 1-3 and Revise & Check 1- 4 **Supplementary Booklets** (Pre-Intermediate & Intermediate (the first 5 files))

**Writing Booklet** (Chapters 1-3)

Session/Date	Component	Response Format	Skills Assessed	Number of Tasks / Questions	Total Mark	YOBS Mark	Allocated Time
<b>SESSION II</b> <b>28 Feb 2025</b> <b>Friday</b>	Writing	* Open-ended	* Writing a paragraph	<b>1 task:</b> Writing a paragraph (min. 120 words)	20	12	10.00-10.45 (45 min.)
<b>BREAK</b> <b>(10.45-11.15)</b>							
<b>SESSION III</b> <b>28 Feb 2025</b> <b>Friday</b>	Listening & Use of English	* Multiple Choice (4-option)	* Listening Comprehension * Grammar Knowledge	<b>2 tasks:</b> 10 questions <b>4 tasks:</b> 20 questions	30	18	11.15-12.15 (60 min.)
<b>BREAK</b> <b>(12.15-13.30)</b>							
<b>SESSION IV</b> <b>28 Feb 2025</b> <b>Friday</b>	Vocabulary & Reading	* Multiple Choice (4-option)	* Vocabulary Knowledge * Reading Comprehension	<b>1 task:</b> 10 questions <b>4 tasks:</b> 20 questions	30	18	14.45-15.55 (70 min.)



Session/Date	Component	Response Format	Skills Assessed	Number of Tasks / Questions	Total Mark	YOBS Mark	Allocated Time
SESSION I 28 Feb 2025 Friday	Speaking	* Open-ended	Speaking	3 tasks – Warm-up, structured interview, pair discussion)	20	12	09.15-10.00 (15 min. per pair)

## SCORING

General Statement	<ul style="list-style-type: none"> <li>* Automatically marked sheets for Listening/Language Use/Reading /Vocabulary tasks</li> <li>* Writing tasks to be marked by the class instructor using an analytic scale of 20 points (please see 2024-25 Paragraph Writing Analytic Rating Scale for All Levels).</li> <li>* Speaking tasks to be marked by two instructors. The assessor will use an analytic scale of 15 points and the interviewer will use a holistic scale of 5 points (please see Speaking Analytic Rating Scale for A2+).</li> </ul>
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## SAMPLE TEST ITEMS

### SESSION I

#### PART A: WRITING (20 points)

#### TASK I- Writing a Paragraph (20 points)

#### Sample Item:

**Task:** Write a well-developed academic paragraph of minimum 120 words on one of the topics below. (20 points)

**Topic:** “What are the advantages of shopping online?”

“How to get ready for a party”

Support your opinion with specific points 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 120 words
  - Responses with an indentation problem (i.e., the paragraph is not indented/there is more than one paragraph)

Please check topic sentence, content, organisation, conclusion, vocabulary, sentence structure, spelling, punctuation, and capitalisation in your response before you submit it.



## SESSION II

### PART A: LISTENING (10 points)

#### TASK I-Listening to a Talk / a Conversation / an Interview (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

#### TASK II-Matching (5 points)

**Sample Task**

Listen to five people talking about music. Match the speakers (1-4) with the statements (A-E). You can use one letter more than once. You will hear the recording twice. (5x1=5 points)

A. Naomi      B. Charles      C. Susan      D. Richard

6.	The speaker has always been interested in music from a very young age.	<b>B</b>
7.	The speaker loves listening to, but not playing music.	<b>C</b>
8.	The speaker has a family member who is a professional in music.	<b>A</b>
9.	The speaker loves all types of music without any exceptions.	<b>D</b>
10.	The speaker's love of music started at a later stage in his/her life.	<b>A</b>



**PART B: USE OF ENGLISH (20 points)**

**TASK I- Gap Fill (10 points)**

**Sample Item:**

Choose the correct option to complete the sentences in questions 11-20. (10x1=10 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 (3 points)**

**Sample Item:**

Choose the correct option to complete the sentences in questions 21-23. (3x1=3 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 (2 points)**

Choose the correct option to complete the dialogues in questions 24-25. (2x1=2 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 (5 points)**

In questions 26-30, there are four CAPITALISED words/phrases. One of them contains a grammatical mistake. Choose the option that shows the mistake. (5x1=5 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. (5x1=5 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      ☒ lend      c) take      d) help

### PART B: READING COMPREHENSION SKILLS (20 points)

#### TASK I-Matching Heading (5 points)

Sample Item:

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 11-15. 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 Turgenyev, 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

11. The correct heading for paragraph A is \_\_\_\_\_.

- a) I      b) II      c) III      ☒ IV



### TASK II-Sentence Insertion (5 points)

#### Sample Item:

Five sentences have been removed from the text below. For each question (16-20), choose the correct option (I-VIII). There are three extra sentences which you do not need to use. (5x1=5 points)

When a film is successful, it's usually the actors who get all the attention in the media, but at the Oscars this is different. The actors are just one part of what makes a film successful. Behind the scenes there is a hard-working team that makes it all happen. 16) \_\_\_\_\_

One of the most important people behind the scenes is the director. The director's job is to give directions to the actors and the film crew. 17) \_\_\_\_\_ A director needs to work closely with lots of other people behind the scenes.

All films need good photography to help develop the story. 18) \_\_\_\_\_ He or she makes sure that the photography supports the story. He or she has a lot of responsibility and leads the teams in charge of lighting and cameras.

19) \_\_\_\_\_ He or she is the person who needs to understand exactly what the director wants and design the most suitable costumes. The costumes have to be comfortable so the actors can move easily, but at the same time they need to match the characters the actors are playing. It's a job that requires imagination, research and you have to know how to make things!

It could be said that the most important person in the creation of a film is the producer. Without a producer there would be no film at all! The producer steers the film through all its stages. 20) \_\_\_\_\_ During the whole filming process, it is the producer's job to make sure that everything goes well.

SENTENCES	
I. As the person who finds the money to finance the whole film, he or she also works closely with many other people behind the scenes.	V. Another essential person that we often forget about is the costume designer – the person who designs what the actors wear.
II. They are just as important as the big stars, and the Oscars recognise many of these people who we never usually consider.	VI. Film making is not a job, profession, field or career.
III. Directing a film is very stressful work.	VII. However, he or she doesn't work alone.
IV. The cinematographer is the person who is in charge of shooting the film.	VIII. Designing film costumes is very different from the work of fashion designers.

16. The sentence that best fits gap 16 is \_\_\_\_.

- a) I      ☒ II      c) III      d) VI



### TASK III – Multiple Matching (5 points)

#### Sample Task:

Read the text below and choose the correct option for each question 21-25. (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 surprised 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 competitions all around the world.

21. Who isn't into sports anymore?

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





### TASK IV-Reading Comprehension (5 points)

**Sample Item:**

**Read the text and choose the correct option for questions 26-30. (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 13<sup>th</sup> hour. They had also planned the moon landing itself for the 13<sup>th</sup> 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 shortcircuit 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.

26. 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
27. The word '*conserve*' in paragraph C is closest in meaning to \_\_\_\_\_.  
a) store  
b) preserve  
c) produce  
d) separate
28. The astronauts survived by \_\_\_\_\_.  
a) using the lunar module as a lifeboat  
b) adapting to less oxygen  
c) repairing the command module  
d) creating a new oxygen supply
29. The word '*it*' in paragraph C refers to \_\_\_\_\_.  
a) another problem  
b) carbon dioxide level  
c) the equipment  
d) the crew with a lifeboat
30. The word '*obstacle*' in paragraph D is closest in meaning to \_\_\_\_\_.  
a) responsibility  
b) similarity  
c) safety  
d) difficulty





## SESSION IV

## SPEAKING

**TASK I- Warm-Up (2 minutes: 1 min. per student)****Sample Item:**

What's your department?

**TASK II – Structured Interview – (Written Stimulus) (Student-Interviewer) (4 minutes: 2 min. per student)****Sample Item:**

**In this part, I am going to ask you each two questions. I'd like you to explain your answers in detail.**

1. Would you like to live in the countryside? Please state your reasons.
2. What are your free time activities? Please explain in detail.

**TASK III – (Pair Discussion Questions) (5-6 minutes: 2 min. for note-taking, 3-4 min. for interaction)****Sample Item:**

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

\*cultural activities



## IMPORTANT REMINDERS

- Students will take the Term Exam **in the classrooms announced by the administration on [ydyo.iyte.edu.tr](http://ydyo.iyte.edu.tr) at the specified time presented above.**
- Students must be ready in their classes **10 minutes before** the exam time.
- Students are required to have **ID cards** (ID card, driving license, passport, etc.) to be able to take the exam. Without an ID card with the photograph on, it will not be possible for students to take the exam.
- Students are **responsible for providing their name, surname, school number, and class** correctly on their optical forms. **Please note that optical forms without proper marking of names, surnames, school number and classes will not be evaluated.**
- It is the responsibility of students to bring **stationery items** such as pencils, erasers, and sharpeners required for the exam. Students **will not be allowed to exchange** these materials during the exam.
- Students **are not allowed to use extra resources** (dictionaries, printed materials, etc.) during the exam.
- Students **cannot keep papers, notebooks, etc., on their desks** for note-taking purposes in any part of the exam.
- **Students are required to leave their muted mobile devices (smart phones and watches) on their proctor's desk before the start of each session** in the exam and get them back after submitting their exam papers. For convenience purposes, tablets can be kept in bags.
- The exam will be administered in **four sessions**. Please see the table in the “**Announcement & Sample Test Items**” document (p. 1) for the details.
- Students who leave the exam venue **cannot be readmitted** to continue their exam. Therefore, they must go to the exam venues by making the necessary preparations in advance.
- Students can only leave the exam venues **after handing in their exam documents**.
- Latecomers will be admitted to their classrooms in **the first 10 minutes of the exam sessions except for the Listening Part**, but **no additional time** will be provided. (Please see the detailed notes below)
- Accordingly, students **cannot leave** the classrooms **in the first 10 minutes** of the quiz.
- It is the responsibility of students to **follow the announcements about the exam** entirely and **comply with the warnings of the proctors** during the exam. Therefore, students who do not comply with the specified rules forfeit the right to take the exam.
- When students start the exam, it means they agree that their health condition is suitable for taking the exam.
- The students themselves will be **responsible for any errors** in the answers (wrong marking of the answer, missing marking, not finishing or not being able finish the exam within the specified time, etc.) Thus, they must check the accuracy of the marking before handing in their exam documents. It must be noted that it will not be possible to get back the exam documents after handing them in.



- Proctors have the right to cancel the exam of the student(s) on the condition that they notice that they are engaged in any suspicious action during the exam.
- If it is detected that **a student has attempted to cheat** in any way, his/her exam score will be cancelled. 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 the student must submit a petition of objection to the SFL Student Affairs Office or send it as an email attachment to [ydyo@iyte.edu.tr](mailto:ydyo@iyte.edu.tr) **within 7 work days** following the announcement of exam results.
- 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 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 three workdays after the exam.**

#### SESSION I-Writing

- Latecomers will be admitted to the exam venues **in the first 10 minutes**, but **no additional time** will be provided.
- Students cannot leave their classroom **in the first 10 minutes**.

#### SESSION II-Listening & Use of English

- Latecomers will not be admitted to the exam venues in as the exam starts with the listening part. They will be admitted to their classrooms **in the first 5 minutes after the listening is over**, but **no additional time** will be provided.
- Students **cannot leave** their classrooms **while listening is in progress and in the first 5 minutes of Part B**.

#### SESSION III-Vocabulary & Reading

- Latecomers will be admitted to the exam venues **in the first 10 minutes**, but **no additional time** will be provided.
- Students cannot leave their classroom **in the first 10 minutes**.

#### SESSION IV-Speaking



- The interview slots and pair lists will be announced on Teams by the advisors. Students must carefully check all the announcements prior to the interviews. The interviews will take place **in the regular classrooms that will be announced in advance.**
- The interviews will be carried out by two instructors.
- Students should be present at school **15 minutes before and 15 minutes after** their interview slots.
- **Latecomers will NOT be admitted to the exam venues.**
- Pens/pencils and paper will be provided during the exam by the instructors for note-taking purposes.
- If one of the students does not arrive on time, the interview will start with the next pair on the list (e.g., if one of the students from Pair 1 does not show up, the interview will start with Pair 2). If both of the students in the next pair (i.e., Pair 2) arrive early, the interview may start early.
- One of the students whose interview is over (e.g., one of the students from Pair 2) will stay in the classroom to accompany the student whose pair has not arrived (e.g., one of the students from Pair 1). In this case, only the first performance of the student will be graded.

**Good luck in your exams!**

