



**İZMİR YÜKSEK TEKNOLOJİ ENSTİTÜSÜ**  
**YABANCI DİLLER YÜKSEKOKULU**  
**TEMEL İNGİLİZCE BÖLÜMÜ**  
**2025-2026 AKADEMİK YILI**  
**7 AĞUSTOS 2025 YETERLİK SINAVI**  
**BİLGİLENDİRME KİTAPÇIĞI/ÖĞRENCİ KOPYASI**



### SINAV HAKKINDA GENEL BİLGİ

- 7 Ağustos Yeterlik Sınavı oturumları Yabancı Diller Yüksekokulu'nun belirlediği gün ve saatte yapılacaktır. Bu nedenle herhangi bir mazeret nedeni ile tarih ve saat değişikliği talep edilemez.
- Tüm sınav oturumları kampüste Yabancı Diller Yüksekokulu binalarında yüz yüze yapılacaktır.

### SINAV TASARIMI

|                                |                                                                                                                                                       |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Test Türü</i>               | Yeterlik Sınavı                                                                                                                                       |
| <i>Dil Seviyesi</i>            | Avrupa Dilleri Ortak Çerçeve Programı - B2 seviyesi                                                                                                   |
| <i>Test Bileşenleri Sayısı</i> | 5                                                                                                                                                     |
| <i>Soru Sayısı</i>             | 70 + 1 Kompozisyon Yazımı                                                                                                                             |
| <i>Ayrılan Süre</i>            | 205 dakika                                                                                                                                            |
| <i>Soruların Ağırlığı</i>      | Kelime Bilgisi, İngilizce Kullanımı ve Okuma bölümlerindeki tüm sorular eşit ağırlıktadır (her biri 1 puan), Dinleme bölümü soruları ise 1,5 puandır. |
| <i>Sonuç Açıklama</i>          | 100 üzerinden tek sınav puanı                                                                                                                         |

- Sınav 3 oturumda yürütülecektir. Sınav detayları aşağıda sunulmuştur:

| Tarih / Oturum              | Sınav Bileşeni     | Cevap Türü                        | Ölçülen Beceri     | Bölüm / Soru Sayısı          | Toplam Puan | Ağırlık | Süre                       |
|-----------------------------|--------------------|-----------------------------------|--------------------|------------------------------|-------------|---------|----------------------------|
| 7 Ağustos 2025              | Yazma Becerileri   | * Açık uçlu                       | Kompozisyon Yazımı | 1 bölüm – Fikir Yazısı Yazma | 25          | %25     | 10.00-11.10<br>(70 dakika) |
| I. OTURUM                   |                    |                                   |                    |                              |             |         |                            |
|                             |                    |                                   |                    |                              |             |         |                            |
| ARA<br>(11.05-11.25)        |                    |                                   |                    |                              |             |         |                            |
| 7 Ağustos 2025              | Dinleme Becerileri | * Çoktan seçmeli<br>(4 seçenekli) | Dinleme-Anlama     | 2 bölüm<br>10 soru           | 15          | %15     | 11.25-12.30<br>(65 dakika) |
| II. OTURUM                  | Dil Kullanımı      | * Çoktan seçmeli<br>(4 seçenekli) | Dil Bilgisi        | 4 bölüm<br>30 soru           | 30          | %30     |                            |
| ÖĞLE ARASI<br>(12.30-13.30) |                    |                                   |                    |                              |             |         |                            |
| 7 Ağustos 2025              | Sözcük Bilgisi     | * Çoktan seçmeli<br>(4 seçenekli) | Sözcük Bilgisi     | 1 bölüm<br>10 soru           | 10          | %10     | 13.30-14.40<br>(70 dakika) |
| III. OTURUM                 | Okuma Becerileri   | * Çoktan seçmeli<br>(4 seçenekli) | Okuma-Anlama       | 4 bölüm<br>20 soru           | 20          | %20     |                            |

## PUANLAMA

|                |                                                                                                                                                                                                                                                                                                                                                         |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Genel Açıklama | <ul style="list-style-type: none"> <li>Dinleme-Anlama / Okuma-Anlama / Dilbilgisi /Sözcük Bilgisi bölümlerinde optik form kullanılır.</li> <li>Yazma bölümlerinin değerlendirilmesi 20 puanlık (25 puana çevrilecektir) analitik bir değerlendirme ölçeği ile iki öğretim görevlisi tarafından yapılacaktır. (Ek 1'i inceleyiniz/Appendix 1)</li> </ul> |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SESSION I: WRITING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>TASK - Writing an Opinion Essay (25 points)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Sample Item:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Task:</b> Write a well-developed <b>opinion essay</b> of <b>minimum 300 words</b> in <b>four or five paragraphs</b>. (25 points)</p> <p><b>Topic:</b> <i><u>"Do you think it is a good idea for students to get a job?"</u></i></p> <p style="padding-left: 40px;">Support your opinion with specific reasons/ points and details.</p> <p><b>IMPORTANT NOTES:</b></p> <ul style="list-style-type: none"> <li>• The cases of cheating will be marked '0' points.</li> <li>• 'Off-topic' (completely irrelevant)/No task achievement responses will be marked '0' points.</li> <li>• 1 point will be deducted from the total mark in cases below:             <ul style="list-style-type: none"> <li>○ Responses below 300 words</li> <li>○ Responses with no paragraphs (response written as a connected text)</li> </ul> </li> <li>• 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.</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SESSION II</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>PART A: LISTENING (15 points)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>TASK I-Listening to a Talk / a Conversation / an Interview (7,5 points)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Sample Item:</b></p> <p><b>Listen to a conversation about science and women.</b> Choose the correct option for questions 1-5. You will hear the recording <u>twice</u>. (5x1,5=7,5 points)</p> <p>1. In the past, women didn't study science because _____.</p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> a) there were few science schools for women</li> <li>b) people thought women were not ready</li> <li>c) women were busy with housework and children</li> <li>d) women were not sent to school</li> </ul> |

|                                      |
|--------------------------------------|
| <b>TASK II-Matching (7,5 points)</b> |
| <b>Sample Task</b>                   |

Listen to five people talking about music. Match the speakers (1-5) with the statements (A-E). Use the letters only once. You will hear the recording twice. (5x1,5=7,5 points)

|     |           |          |                                                                           |
|-----|-----------|----------|---------------------------------------------------------------------------|
| 6.  | Speaker 1 | <b>B</b> | A. The speaker has always been interested in music from a very young age. |
| 7.  | Speaker 2 | <b>C</b> | B. The speaker loves listening to, but not playing music.                 |
| 8.  | Speaker 3 | <b>A</b> | C. The speaker has a family member who is a professional in music.        |
| 9.  | Speaker 4 | <b>E</b> | D. The speaker loves all types of music without any exceptions.           |
| 10. | Speaker 5 | <b>D</b> | E. The speaker's love of music started at a later stage in his/her life.  |

## PART B: USE OF ENGLISH (30 points)

### TASK I - Gap Fill (15 points)

Sample Item:

Choose the correct option to complete the sentences in questions 11-25. (15x1=15 points)

11. This is the \_\_\_\_\_ pizza I \_\_\_\_\_.
- a)** worst/have ever had      **b)** worse/am having have      **c)** bad/had      **d)** badly/will

### TASK II - Error Identification (7 points)

Sample Item:

In questions 26-32, there are four CAPITALISED words/phrases. One of them contains a grammatical mistake. Choose the correct option that shows the mistake. (7x1=7 points)

26. In this framework, it explores the interconnection and bidirectional relationship **a)** BETWEEN human and nature, and at the same time deals **b)** OF various problems **c)** SUCH as the climate crisis as a problem **d)** THROUGH the concept of ecosophia, i.e. ecological wisdom.

### TASK III - Dialogue Completion (3 points)

Sample Item:

Choose the correct option to complete the dialogues in questions 33-35. (3x1=3 points)

33 **Jenny:** Can you give me some advice on choosing a program for my master's degree?

**Sylvia:** \_\_\_\_\_

**Jenny:** What do you mean by that? Money?

**Sylvia:** Well, that too. But more important will be time, energy, and effort.

- a) Would you like some other things?
- b) Yes, but I need to know how much you are ready to give.
- ☒ c) Well, it depends on whether you can afford it or not.
- d) Forget it! You're sufficiently well qualified as you are.

#### TASK IV - Sentence Completion (5 points)

##### Sample Item:

Choose the correct option to complete the sentences in questions 36-40. (5x1=5 points)

36. Above all his many talents, Ray Charles, had the ability to interpret and sing songs in such a way \_\_\_\_\_.

- a) of being the person most responsible for developing soul music
- ☒ b) that he became one of the most successful African-American artists of the 20<sup>th</sup> century
- c) to be compared to his contemporaries
- d) when he was carrying the feelings in his words to listeners

### 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 (20 points)

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

##### Sample Task:

Read the text and choose the correct option for questions 11-15. (5x1=5 points)

##### Your Beautiful Caribbean Holiday

It is said that for every individual dream of faraway sands there is a perfectly matching Caribbean Island. For centuries the Caribbean has enchanted and captivated the traveller with the combination of perfect beaches of dazzling white sands, palm trees shaking in the soft winds and a pace of life that is decidedly relaxed. We have selected four of the most popular islands: St. Lucia, Antigua, Jamaica and Barbados.

##### I. St. Lucia

A mystical island of volcanic mountains, St. Lucia is a charmed and charming place. Its scenic grandeur is second to none: secret bays of deep sand, sky-high mountain sides covered in dense forestry and whole valleys of banana groves make for dramatic scenery and yet they are upstaged for sheer rarity by its most famous landmark- the twin volcanic cones, called the Pitons. With a history as complex as its tropical greenery and perhaps the friendliest people in the Caribbean, it's difficult to know if they are a product of the island or the vital ingredient that makes it what it is. Either way, they welcome the visitor with a

refreshing enthusiasm- and a spicy traditional cuisine. St. Lucia is undeveloped (as are its roads and services!) and while it remains unspoilt, it may spoil you for anywhere else.

## II. Antigua

It's said that Antigua has a beach for every day of the year and its rocky coastline of deep inlets, long peninsulas and natural harbours certainly supports the theory. However, it's a legend that is difficult to prove, for visitors to the island are so quickly intoxicated with the gentle pace, infectious calm and general contentment, that no-one is inclined to do a count. One thing is certain, the coral island of Antigua has the finest shores of pink-white sand in all the Caribbean. Apart from the beach, there is plenty of sightseeing as Antigua's unsophisticated charm is spellbinding. In the capital, St. Johns, wooden balconies a century old overhang the street and the market is a battlefield where gossip is exchanged with goods.

## III. Jamaica

As colourful as its history, as lively as its local reggae rhythm, and as scenic as any island you will find, Jamaica's magical magnet draws eager visitors to its shores in ever-increasing numbers. Woodland and waterfalls, history and tradition, sun and sports, modern Jamaica has it all. The sugar-white sands of the north coast resorts are legendary and bordered with offshore coral reefs, providing a wide choice of water-based activity, from snorkelling to jet skiing, scuba diving to parasailing. The landscape too, more than simply beautiful, lends itself to recreation. You can climb the water-smoothed steps of Dunn's River Falls, play golf on a number of world class courses, go rafting on the Rio Grande. So much more than sun and sand, Jamaica is the Caribbean encapsulated, a rich reserve of holiday resorts.

## IV. Barbados

As British as cricket and afternoon tea, as historic as piracy on the high seas, as exotic as calypso and coral reefs, as Caribbean as you could wish, Barbados is a matchless mix of sunshine, sport and sophistication. The sunniest in a sea of tropical treasures, Barbados is blessed with beautiful beaches, where, centuries ago, smugglers and pirates used to land. The fashionable west coast is caressed by the cool Caribbean, while the eastern shoreline is battered by the crashing Atlantic surf. Those who enjoy land sports are well looked after, with championship golf and floodlit tennis courts and on warm Barbados evenings the 'millionaires' playground' of the West Indies comes alive with the characteristic music of steel bands, the cool sound of jazz and the more relaxed Latin American rhythms. Yet the island preserves a certain charm, gentility and sophistication, in classical colonial plantation mansions, in old-world values of courtesy and dress code and the time-honoured tradition of taking life slowly, so it lasts longer... Decide that 'rushing' is just something they make baskets from and you're well on the way to discovering the Barbados spirit.

Which island would you recommend for a holiday maker who...

11) enjoys different kinds of music?

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

12) enjoys eating peppery food?

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

13) wants to meet the local population?

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

14) wants to do a lot of water sports?

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

15) wants to see the best pink-white sand?

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

### TASK II - Heading Match (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 16-20. 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**

### TASK III - Text Completion (5 points)

Sample Task:

Five sentences have been removed from the text below. For questions 21-25, choose the correct option to complete the text (I-VIII). There are three extra options. (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. One thing shouldn't be forgotten. 21) \_\_\_\_\_.

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. 22) \_\_\_\_\_.

All films need good photography to help develop the story. 23) \_\_\_\_\_. 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.

24) \_\_\_\_\_. 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 and is the person who finds the money to finance the whole film. 25) \_\_\_\_\_. 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.                                           |

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

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

#### TASKS IV - ~~V~~ - Reading Comprehension (5 points)

Sample Task:

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 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.

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

## ÖNEMLİ HATIRLATMALAR

### GENEL HATIRLATMALAR

- Öğrencilerin sınavdan önce **YDYO web sitesinden** sınav salonlarını kontrol etmeleri ve **sınav başlama saatinden 10 dakika önce** sınav salonunda hazır bulunmaları gerekmektedir.
- Öğrencilerin sınava girebilmeleri için **resimli kimlik kartlarını** (nüfus cüzdanı, ehliyet, pasaport vb.) yanlarında bulundurmaları gerekmektedir. Fotoğraflı kimlik belgesi olmayan öğrenciler sınava alınmayacaktır.
- Sınava giren **öğrencilerin cep telefonu ve akıllı saat vb. dijital araç gereçlerini gözetmen masasına bırakmaları** gerekmektedir.
- Öğrenciler, sınav salonu, saati ve kuralları için sınavla ilgili duyuruları eksiksiz takip etmekle yükümlüdür.
- Sınav için gerekli olan kurşun kalem, silgi, kalemtraş gibi kırtasiye malzemelerinin getirilmesi öğrencilerin sorumluluğundadır. **Malzeme paylaşımına izin verilmeyecektir.**
- **Sınav başladıktan sonra sınav salonundan ayrılan öğrenciler tekrar sınavlarına devam edemezler.** Bu nedenle önceden gerekli hazırlıkları yaparak sınav yerlerine gitmeleri gerekmektedir.
- Öğrenciler sınav salonundan ancak **sınav belgelerini teslim ettikten sonra ayrılabilirler.**
- Sınavla ilgili **duyuruları eksiksiz takip etmek ve sınav sırasında gözetmenlerin uyarılarına uymak** öğrencilerin sorumluluğundadır. Bu nedenle belirtilen kurallara uymayan öğrenciler sınav hakkını kaybederler.
- Sınav sırasında **ekstra kaynak** (sözlük, basılı materyal vb.) **kullanılmasına izin verilmez.**
- Öğrenciler sınava başladıklarında sağlık durumlarının sınava girmeye uygun olduğunu kabul etmiş sayılırlar.
- Öğrenciler, **adlarını, soyadlarını, okul numaralarını ve sınav salon numaralarını doğru olarak girmekle yükümlüdürler.**
- **Cevaplardaki hatalardan** (yanlış işaretleme, eksik işaretleme, bitirmeme, sınavı belirtilen sürede bitirememe vb.) **öğrencilerin kendileri sorumlu olacaktır.** Bu nedenle, öğrenciler cevapların doğruluğunu kontrol etmeli ve tüm alanların gerektiği şekilde doldurulduğundan emin olmalıdırlar. Sınav evraklarını teslim ettikten sonra geri almanın mümkün olmayacağı unutulmamalıdır.
- Öğrenciler not almak için sıralarında kâğıt, defter vb. bulunduramazlar.
- Herhangi bir şekilde **kopya çekmeye teşebbüs ettiği tespit edilen öğrenci** için tutanak tutulup sınav puanı iptal edilir. Ayrıca bu öğrenciler hakkında **yasal işlemler uygulanacaktır.**
- Gözetmenler, öğrencinin/öğrencilerin sınav sırasında şüpheli bir eylemde bulunduklarını fark etmeleri halinde sınavlarını iptal etme hakkına sahiptir.
- Öğrencilerin **sınav sonuçlarına yalnızca şüpheli yanlış hesaplama durumlarında itiraz etme hakkı vardır.** Öğrenci, itiraz dilekçesini sınav sonuçlarının açıklanmasını takip eden **7 iş günü içerisinde** YDYO Öğrenci İşleri Ofisi'ne veya e-posta eki olarak ydyo@iyte.edu.tr adresine iletmelidir.
- Yeterlik sınavı için bütünleme sınavı yoktur.

- Kurumlararası yerleřtirme puanıyla geiř yapan adayların sınav sonuçları **14.08.2025** tarihinde <https://ydyo.iyte.edu.tr/> adresinden duyurulacaktır.

#### **I. OTURUM – Yazma Becerileri**

- Ge kalan ğrenciler, ilk 10 dakikada sınav salonlarına alınacaktır.
- ğrenciler, ilk 10 dakika sınav salonundan ıkamazlar.

#### **II. OTURUM – Dinleme Becerileri & Dil Kullanımı**

- Sınav dinleme bölümü ile başladıėı için ge kalanlar sınav salonlarına alınmayacaktır. Dinleme bittikten sonra ilk 10 dakika içinde salona alınacaklar, ancak ek süre verilmeyecektir.
- ğrenciler dinleme yapılırken ve oturumun ikinci bölümünün ilk 10 dakikasında sınav salonundan ayrılamazlar.

#### **III. OTURUM – Sözcük Bilgisi & Okuma Becerileri**

- Ge kalan ğrenciler, ilk 10 dakikada sınav salonlarına alınacaktır.
- ğrenciler, ilk 10 dakika sınav salonundan ıkamazlar.

## APPENDIX 1

Students' responses will be marked out of **20** points using the following analytic scale, and then will be converted to **25** points in Microsoft Excel. The scale includes the following components:

### İZMİR INSTITUTE OF TECHNOLOGY SCHOOL OF FOREIGN LANGUAGES

#### ESSAY WRITING ANALYTIC RATING SCALE (*Designed for Proficiency Tests*) / STUDENT'S COPY (20 pts.)

|                                     |                                                                                         |         |                       |                                                                                                                                                                                                                                   |
|-------------------------------------|-----------------------------------------------------------------------------------------|---------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT & ORGANISATION<br>(10 pts.) | INTRODUCTION<br>(2 pts.)                                                                |         | 2                     | the topic is introduced with general information which is properly narrowed down to focused information including a direct statement of personal opinion                                                                          |
|                                     |                                                                                         |         | 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 OR there is not a direct statement of personal opinion |
|                                     |                                                                                         |         | 0                     | no introduction / does not communicate OR not enough to evaluate                                                                                                                                                                  |
|                                     | BODY<br>(6 pts.)                                                                        | CONTENT | 3                     | the opinion is supported with relevant ideas including well-focused details/examples                                                                                                                                              |
|                                     |                                                                                         |         | 2                     | most ideas support the stated opinion but there are several undeveloped and/or irrelevant and/or missing ones                                                                                                                     |
|                                     |                                                                                         |         | 1                     | the opinion is supported inadequately with frequently repeated/irrelevant/undeveloped ideas                                                                                                                                       |
|                                     |                                                                                         |         | 0                     | ideas considered partly relevant OR not enough to evaluate                                                                                                                                                                        |
|                                     |                                                                                         | ORG     | 3                     | fluent expression of well-organised ideas / an adequate range of cohesive devices with one or two errors                                                                                                                          |
|                                     |                                                                                         |         | 2                     | some ideas may be disconnected or loosely-organised / a limited range of cohesive devices with several errors                                                                                                                     |
|                                     |                                                                                         |         | 1                     | ideas disconnected or poorly organised / non-fluent / a very limited range of cohesive devices with frequent errors                                                                                                               |
|                                     |                                                                                         |         | 0                     | no organisation OR not enough to evaluate                                                                                                                                                                                         |
|                                     | CONCLUSION<br>(2 pts.)                                                                  |         | 2                     | the ideas stated in the body are effectively summarised including a restatement of the opinion and/or a final comment                                                                                                             |
|                                     |                                                                                         |         | 1                     | the conclusion may be too short or repetitive/ the summary may not be well-organised/ there may be new ideas                                                                                                                      |
|                                     |                                                                                         |         | 0                     | no conclusion / does not communicate OR not enough to evaluate                                                                                                                                                                    |
| LANGUAGE USE<br>(8 pts.)            | VOCABULARY<br>(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<br>STRUCTURE<br>(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<br>(2 pts.) |                                                                                                                                                                                                                                   |
| 1                                   | several errors in spelling, punctuation and capitalisation                              |         |                       |                                                                                                                                                                                                                                   |
| 0                                   | frequent errors in spelling, punctuation and capitalisation, making the text ineligible |         |                       |                                                                                                                                                                                                                                   |

## IMPORTANT NOTES:

1. Please check the table below for notes on marking:

| <b>PROBLEM</b>                                                                                                                                                                                  | <b>MARKING</b>                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cheating</b><br>See example cases of cheating below:<br><br>a) Copying parts or sentences from internet sources or any printed sources<br>b) Copying parts or sentences from another student | The response will be marked <b><u>'0' points</u></b> out of 20.                                                                                                                                               |
| <b>'Off-topic' response / No task achievement</b>                                                                                                                                               | The response will be marked <b><u>'0' points</u></b> out of 20.                                                                                                                                               |
| <b>A response below <u>300 words</u></b>                                                                                                                                                        | <b>1 point</b> will be deducted from the total mark.<br><br>• Please note that additional points may be deducted if other task requirements are not fully met (e.g. well-developed ideas) due to fewer words. |
| <b>No paragraphs (response written as a connected text)</b>                                                                                                                                     | <b>1 point</b> will be deducted from the total mark.                                                                                                                                                          |