

İZMİR INSTITUTE OF TECHNOLOGY
SCHOOL OF FOREIGN LANGUAGES
2024-2025 ACADEMIC YEAR/SUMMER SCHOOL

FINAL EXAM
ANNOUNCEMENT & SAMPLE TEST ITEMS

EXAM DESIGN

The Final 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 & Upper-Intermediate), Fall & Spring Term Writing Booklets

Date	Component	Response Format	Skills Assessed	Number of Tasks / Questions	Total Mark	YOBS Mark	Allocated Time
20 August 2025	Writing	* Open-ended	Academic Essay Writing	1 task - writing an opinion essay(min. 300 words)	20	20	09.30-10.40 (70 min.)
BREAK (10.40-11.10)							
20 August 2025	Listening	* Multiple Choice (4-option)	Listening Comprehension	2 tasks 10 questions	15	15	11.10-12.10 (60 min.)
20 August 2025	Use of English	* Multiple Choice (4-option)	Grammar Knowledge	4 tasks 20 questions	15	15	
LUNCH BREAK (12.10-13.30)							
20 August 2025	Vocabulary	* Multiple Choice (4-option)	Vocabulary Knowledge	3 tasks 10 questions	10	10	13.30-14.40 (70 min.)
20 August 2025	Reading	* Multiple Choice (4-option)	Reading Comprehension	4 tasks 20 questions	20	20	

Session/Date	Component	Response Format	Skills Assessed	Number of Tasks / Questions	Total Mark	Allocated Time
SESSION IV 21 August 2025	Speaking	* Open-ended	Speaking skills  PREP SCHOOL TESTING & ASSESSMENT UNIT	3 tasks - Warm-up, structured interview, pair discussion)	20	15 min. for each pair (Pair Lists TBA)

SCORING

General Statement	<ul style="list-style-type: none">▪ Automatically marked sheets for Listening & Use of English & Vocabulary & Reading▪ Writing tasks to be marked by two instructors using an analytic scale of 25 points, which will be converted to 20 points (See Appendix 1)▪ Speaking tasks to be marked by two instructors. (See the Analytic Scale in Appendix 2)
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SAMPLE TEST ITEMS

SESSION I

PART A: WRITING (20 points)

TASK I- Writing an Opinion Essay (20 points)

Task: Write a well-developed **opinion** essay of minimum **300 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 300 words
 - Wrong body paragraph order (i.e. body paragraphs are not in the same order as the subtopics in the thesis)
 - Responses with an indentation problem (i.e. paragraphs are not separated)
- In relation to the 'Essay Writing Analytic Rating Scale', check your content, organisation, vocabulary, sentence structure, spelling, punctuation, and capitalisation in your response before you submit it.

SESSION II

PART A: LISTENING (15 points)

TASK I -Matching (7,5 points)

Sample Task 1:

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)

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

TASKS II - Listening to a Talk/a Conversation/an Interview(7,5 pts each)

Sample Task 2:

Listen to a conversation about science and women. Choose the correct option for questions 6-10. You will hear the recording twice. (5x1,5=7,5 points)

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

a) there were few science schools for women
c) women were busy with housework and children

b) people thought women were not ready
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 (6 points)

TASK SETTINGS

Purpose	To test learners' ability to recognise the correct use of vocabulary given in discrete contexts
Response Format	Multiple choice items (4-option)
Known Criteria	Answer Key [Learners know there is an answer key with which their responses will be compared.]
Weighting	All items worth 1 point (0 for incorrect response)
Number of Items	6 items  PREP SCHOOL TESTING & ASSESSMENT UNIT

Sample Test Item

Choose the correct option to complete the sentences in questions 1-6. (6x1=6 points)

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

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

TASK II – Matching Antonyms & Synonyms (4 points)

TASK SETTINGS

Purpose	To test learners' ability to recognise the antonyms or synonyms of the words given in discrete contexts
Response Format	Multiple choice items (4-option)
Known Criteria	Answer Key [Learners know there is an answer key with which their responses will be compared.]
Weighting	All items worth 1 point (0 for incorrect response)
Number of Items	4 items

Sample Test Item

Choose the correct option that is the SYNONYM of the underlined word in the given sentences in questions 7-8. (2x1=2 points)

7. You can rely on Jack to get the job done in the shortest time and in the best way.

a) convince **b) trust** c) consider d) expect

9. Choose the correct option that is the ANTONYM of the underlined word in the given sentences in questions 9-10. (2x1=2 points)

9. Don't worry about the homework. I can lend you my notes.

a) provide **b) borrow** c) take d) return

PART B: READING COMPREHENSION SKILLS (20 points)

TASK I - 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 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 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

11. The correct heading for paragraph A is _____.

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

TASK II - Sentence Insertion (5 points)

Sample Task

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 fits best gap 16 is ____.

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

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 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 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.

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

SESSION III: SPEAKING SKILLS (20 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. (20 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 (2 mins. for notetaking, 3-4 min. for interaction)

You and your partner are going to talk about popular tourist destinations.

Think about the sorts of places that are popular with tourists. Discuss together why tourists prefer going to places like these. Take turns to talk to each other and ask questions. You may use your own ideas or the ideas below.

* prices

*accommodation

*sandy beaches

*cultural activities

IMPORTANT REMINDERS

- Students will take the Final Exam **in the classrooms announced by YDYO** at the specified time presented above.
- Students are required to check their classes on YDYO website before the exam and 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 following the announcements about the exam entirely (i.e. announcements for the exam venue, time, speaking exam pairings and interview sessions.)
- The written exam will be administered in **three sessions**. Please see the table in the "**Announcement & Sample Test Items**" document (p. 1) for the details.
- **Students who are late for the 4th session which is 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 with a student from the following pair in the same class.
- Students must note that the Speaking session of the Final Exam will be recorded.
- Students can take the written exams (writing, Use of English and Vocabulary& Reading Sessions) if they are not more than 10 minutes late, but **no additional time will be provided**. However, it must be noted that **latecomers will not be admitted to exam venues for the Listening session.** Accordingly, **examtakers cannot leave the exam venues in the first 10 minutes of each session and during the entire Listening session.**

- **Students can only leave the exam venues after handing in their exam documents. 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 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.
- 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.
- 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 cannot keep papers, notebooks, etc., on their desks for note-taking purposes in any part of the exam.
- 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) to make sure they are correct.
- When students start the exam, it means they agree that their health condition is suitable for taking the exam.
- 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 to 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. **Please note that optical forms without proper marking of names, surnames, school number and classes will not be evaluated.**
- 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. In that case, they 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 the 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 3 work days** 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 as the exam starts with the listening part. They will be admitted to their classrooms **in the first 10 minutes of Part B (after the listening is over)**, but **no additional time** will be provided.
- Students **cannot leave** their classrooms **while listening is in progress in Part A and in the first 10 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

- **Students who are late for the 4th session which is 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 with a student from the following pair in the same class.

APPENDIX 1: [APPENDIX 1_2024-2025 Final Exam Essay Writing Analytic Scale_25 pts_.pdf](#)

APPENDIX 2: [APPENDIX 2_2024-25 IZTECH Speaking Analytic Rating Scale B2_20 pts..pdf](#)