

İZMİR YÜKSEK TEKNOLOJİ ENSTİTÜSÜ
YABANCI DİLLER YÜKSEKOKULU
TEMEL İNGİLİZCE BÖLÜMÜ
2025-2026 AKADEMİK YILI
BAHAR DÖNEMİ
ERASMUS SINAVI SINAV YÖNERGESİ

SINAV İLE İLGİLİ GENEL BİLGİLER

- Erasmus Sınavı, Yabancı Diller Yüksekokulu tarafından belirlenen gün ve saatlerde yapılacaktır. Bu nedenle herhangi bir mazeret nedeniyle tarih ve saat değişikliği talep edilemez
- Sınav, Yabancı Diller Yüksekokulu'nda **yüz yüze olarak** gerçekleştirilecektir.
- Öğrencilerin sınav başlama saatinden **10 dakika önce** sınav dersliklerinde olması gerekmektedir. Farklı bölümlerden oluşan sınav, tek oturum olarak gerçekleştirilecektir. Sınavla ilgili detaylı bilgi aşağıda sunulmuştur:

Sınav Tarihi / Saati	Sınav Bölümleri	Ölçülen Beceriler	Sınav Formatı	Bölüm / Soru Sayısı	Toplam Puan
17 Nisan 2026 14:30-16:10 (100 dakika)	İngilizce Kullanımı	Dilbilgisi Bilgisi	Çoktan Seçmeli (4 seçenekli)	5 bölüm 31 soru	45
	Sözcük Bilgisi	Sözcük Bilgisi		2 bölüm 15 soru	15
	Okuma	Okuduğunu Anlama		4 bölüm 20 soru	40

EXAM DESIGN

OVERALL DESIGN	
<i>Purpose</i>	To assess reading, knowledge of grammar, language functions and vocabulary in English in order to select the students who are eligible for the Erasmus Programme.
<i>Test type</i>	Proficiency Test
<i>Intended population</i>	Undergraduate / Graduate students Age: 18+ Nationality: Learners from Turkey in a majority Non-native speakers of the target language Mostly from similar educational / social background
<i>Intended decisions</i>	The results will be used for proficiency purposes.
<i>Response format</i>	Multiple Choice
<i>Language Level</i>	B2 of Common European Framework (CEFR)
<i>Number of Testtakers</i>	~ 550
<i>Number of Test Components:</i>	3 (Language Use, Vocabulary and Reading)
<i>Number of Tasks</i>	11
<i>Number of items</i>	66
<i>Time Allocated</i>	100 minutes
<i>Order of items</i>	Use of English, vocabulary and reading items are in sequential order.

<i>Weighting of items</i>	Error identification, dialogue completion, and sentence completion tasks are 2 points each, while cloze test, grammar and vocabulary gap fill tasks are 1 point each. All items in the reading tasks are equally weighted (2 points each).
---------------------------	---

<i>Weighting of test components</i>	Use of English: 31 test items making a 45% contribution to the total score Vocabulary: 15 test items making a 15% contribution to the total score Reading: 20 test items making a 40% contribution to the total score
-------------------------------------	---

<i>Reporting type</i>	Single test score out of 100
-----------------------	------------------------------

ASSUMPTIONS REGARDING THE TEST POPULATION

<i>Background Knowledge</i>	The input is aimed to be within learners' background knowledge but not totally given; learners should not be able to answer questions from background knowledge without recourse to the input.
-----------------------------	--

<i>Language Knowledge</i>	Students are expected to be at B2 of Common European Framework (CEFR). [Item writer(s) will already specify the lexis, structures, and functions in accordance with the respective CEFR levels.]
---------------------------	---

<i>Lexical Range</i>	Appropriate to level B2 of the CEFR [Note: the input will NOT consist of more than 10% of words from the higher levels.]
----------------------	---

<i>Structural Range</i>	Appropriate to level B2 of the CEFR
-------------------------	-------------------------------------

<i>Functional Range</i>	Appropriate to level B2 of the CEFR
-------------------------	-------------------------------------

SCORING

<i>General Statement</i>	Automatically marked sheets
--------------------------	-----------------------------

PART A: LANGUAGE USE

TASK 1: Cloze Test

TASK SETTINGS

<i>Purpose</i>	To test learners' ability to recognize the correct use of various grammatical forms and structures given in a connected text (cloze test structure)
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	7 items

Sample Test Item

Choose the correct option to complete the missing parts (1-7) in the text below. (7 × 1 = 7 points)

Malaria, like AIDS, is killing millions. However, 1. _____ AIDS, it can be cured. Why isn't that happening? 2. _____ current trends make clear, AIDS is surpassing the Black Death as the most devastating plague 3. _____ to afflict the human race. That helps explain the sense of desperation 4. _____ permeated the 15th International Conference 5. _____ HIV and AIDS in Bangkok last week. However, in a cruel irony, all the well-deserved attention 6. _____ to AIDS over the past few years has overshadowed the rapid comeback of a second plague, malaria, which is nearly as deadly 7. _____ as the former.

1. a) similar unlike c) alike d) just as
 2. a) Since b) While As d) Although
 3. ever b) never c) also d) too
 4. a) what b) where c) whose that
 5. a) in b) of on d) away
 6. paid b) paying c) be paid d) be paying
 7. a) like as c) than d) so

TASK 2: Error Identification

TASK SETTINGS

<i>Purpose</i>	To test learners' ability to recognise the error in various grammatical forms and structures given in discrete contexts
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)

<i>Number of items</i>	7 items
------------------------	---------

Sample Test Items

In questions 8-14, there are four underlined words / phrases. One of them contains a grammatical mistake. Choose the correct option that shows the mistake. (7x2=14 points)

8. Last year, we GO to Antalya. My sister and I love b) SWIMMING. She is a good surfer. This year, I want c) TO SURF with d) HER.

TASK 3: Gap Fill

<i>Task Settings</i>	
----------------------	--

<i>Purpose</i>	To test learners' ability to recognise the correct usage of various grammatical forms and structures given in discrete contexts
----------------	---

<i>Response Format</i>	Multiple choice items (4-option)
------------------------	----------------------------------

<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
-----------------------	--

<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
------------------	--

<i>Number of items</i>	10 items
------------------------	----------

Sample Test Items

Choose the correct option to complete the sentences in questions 15-24. (10x1=10 points)

15. This is the _____ pizza I've ever had.
 worst b) worse c) bad d) badly

TASK 4: Dialogue Completion

<i>Task Settings</i>	
----------------------	--

<i>Purpose</i>	To test learners' ability to recognize the correct use of functions given in a dialogue
----------------	---

<i>Response Format</i>	Multiple choice items (4-option)
------------------------	----------------------------------

<i>Known Criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
-----------------------	--

<i>Weighting</i>	All items worth 2 point (0 for incorrect response)
------------------	--

<i>Number of items</i>	2 items
------------------------	---------

Sample Test Item

Choose the correct option to complete the dialogues in questions 25-26. (2x2=4 points)

25. 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 5: Sentence Completion

TASK SETTINGS

<i>Purpose</i>	To test learners' ability to complete the given sentences grammatically and meaningfully.
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)
<i>Number of items</i>	5 items

Sample Test Item

Choose the correct option to complete the dialogues in questions 27-31. (5x2=10 points)

27. 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 20th century
- c) to be compared to his contemporaries
- d) when he was carrying the feelings in his words to the listeners

PART B: VOCABULARY

TASK 6: Gap Fill

TASK SETTINGS

<i>Purpose</i>	To test learners' ability to recognise the correct use of vocabulary given in discrete contexts
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	9 items

Sample Test Item

Choose the correct option to complete the sentences in questions 32-40. (9x1=9 points)

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

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

TASK 7 - Matching Antonyms & Synonyms (6 points)

TASK SETTINGS

<i>Purpose</i>	To test learners' ability to recognise the antonyms or synonyms of the words given in discrete contexts
<i>Response Format</i>	Multiple choice items (4-option)

<i>Known criteria</i>	Answer Key [Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	6 items
<i>Sample Test Items</i>	
Choose the correct option that is the SYNONYM of the underlined word in the given sentences in questions 41-43. (3x1=3 points)	
41. You can <u>rely on</u> Jack to get the job done in the shortest time and in the best way. a) convince <input checked="" type="radio"/> trust c) consider d) expect	
Choose the correct option that is the ANTONYM of the underlined word in the given sentences in questions 44-46. (3x1=3 points)	
44. Don't worry about the homework. I can <u>lend</u> you my notes. a) provide <input checked="" type="radio"/> borrow c) take d) return	
PART C: READING COMPREHENSION SKILLS	
TASK 8: Multiple Matching	
TASK SETTINGS	
<i>Response format</i>	Multiple choice (4-option) [Matching the correct information for each paragraph (5 pieces of information + 5 paragraphs to match)]
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their selections will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)
<i>Number of items</i>	5
<i>Intended operations</i>	To test learners' ability to identify specific information in paragraphs

TASK DEMANDS	
Input	
Discourse mode	Articles / Short stories Exposition / Narration / Description / Argumentation
<i>Channel</i>	Written, paper-based
<i>Text length</i>	550-600 words
<i>Nature of information</i>	Semi- authentic text / concrete
<i>Content knowledge</i>	Text types familiar to students Familiar topics that interest learners but that do not overexcite or disturb
SAMPLE TASK	

For questions 47-51, answer by choosing from the sections of the article (I-IV). (5x2=10 pts.)

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 traveler 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 watersmoothed 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 foodlit 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...

47. enjoys different kinds of music?

- a) I b) II c) III IV

48. enjoys eating peppery food?

- I b) II c) III d) IV

49. wants to meet the local population?

- I b) II c) III d) IV

50. wants to do a lot of water sports?

- a) I b) II III d) IV

51. wants to see the best pink-white sand?

- a) I II c) III d) IV

TASK 9: Heading

TASK SETTINGS

<i>Response format</i>	Multiple choice (4-option) Matching the correct headings with the paragraphs.
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their selections will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)
<i>Number of items</i>	5

<i>Intended operations</i>	To test learners' ability to identify specific information in paragraphs
----------------------------	--

TASK DEMANDS	
Input	
<i>Discourse mode</i>	Articles / Short stories Exposition / Narration / Description / Argumentation
<i>Channel</i>	Written, paper-based
<i>Text length</i>	500-550 words
<i>Nature of information</i>	Semi-authentic text / concrete
<i>Content knowledge</i>	Text types familiar to students Familiar topics that interest learners but that do not overexcite or disturb
SAMPLE TASK	

Read the text and choose the suitable heading for paragraphs A-E in questions 52-56. (5x2=10 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.	What Causes the Difference?	V.	Challenging Routines
II.	The Battle of the Sexes		
III.	The Memory Problem		
IV.	How Much Do We Know?		

52. Which of the following is the correct heading for paragraph A?

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

TASK 10: Text Completion**TASK SETTINGS**

<i>Response format</i>	Multiple choice (4-option) Inserting sentences into the suitable places in the text.
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their selections will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)
<i>Number of items</i>	5
<i>Intended operations</i>	To test learners' ability to follow contextual cues in a text

TASK DEMANDS**Input**

Discourse mode	Articles / Short stories Exposition / Narration / Description / Argumentation
<i>Channel</i>	Written, paper-based
<i>Text length</i>	200-250 words
<i>Nature of information</i>	Semi- authentic text / concrete
<i>Content knowledge</i>	Text types familiar to students Familiar topics that interest learners but that do not overexcite or disturb

SAMPLE TASK

Five fragments have been removed from the text below. For each question (57-61), choose the correct answer (I-V). (5x2=10 pts.)

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. They are just as important as the big stars 57) _____.

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. Directing a film 58) _____.

A director needs to work closely with lots of other people behind the scenes.

All films need good photography to help develop the story. The cinematographer is the person 59) _____. 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.

Another essential person 60) _____. 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. As the person who finds the money to finance the whole film, 61) _____. During the whole filming process, it is the producer's job to make sure that everything goes well.

- I. he or she also works closely with many other people behind the scenes
- II. and the Oscars recognize many of these people who we never usually consider
- III. is very stressful work
- IV. who is in charge of shooting the film
- V. that we often forget about is the costume designer – the person who designs what the actors wear.

57. Which sentence best completes the blank in question 57?

- a) I II c) III d) IV e) V

TASK 11: Reading Comprehension

TASK SETTINGS

Response format

Multiple-choice (4-option)

<i>Known criteria</i>	Answer Key [Note: Students know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)
<i>Number of texts</i>	1

<i>Number of items</i>	5
<i>Intended operations</i>	To test learners' ability to: <ul style="list-style-type: none"> • derive the probable meaning of unknown words from familiar contexts • understand straightforward factual texts on familiar topics • understand which word or phrase a pronoun refers to • identify key information in a simple academic text • identify the main topic and related ideas in a structured text

TASK DEMANDS

Input

<i>Discourse mode</i>	Articles / Short stories Exposition / Narration / Description / Argumentation
<i>Channel</i>	Written, paper-based
<i>Text length</i>	600-750 words
<i>Nature of information</i>	Semi- authentic text / concrete
<i>Content knowledge</i>	Text types familiar to students Familiar topics that interest learners but that do not overexcite or disturb

SAMPLE TASK

ÖNEMLİ HATIRLATMALAR

1. Öğrencilerin sınavdan önce sınav yerlerini YDYO web sitesinden (<https://ydyo.iyte.edu.tr/>) kontrol etmeleri gerekmektedir ve sınav başlangıç saatinden en az 10 dakika önce belirtilen sınıflarda hazır bulunmaları zorunludur. Sınav yeri, saati ve kuralları ile ilgili duyuruları <https://ydyo.iyte.edu.tr/> adresinden takip etmek tamamen öğrencilerin sorumluluğundadır.
2. Öğrencilerin sınava girebilmeleri için kimlik kartlarının olması gerekmektedir. Fotoğraflı kimlik kartı olmayan öğrenciler sınava giremeyecektir.
3. Sınav, tahtada yazılı olan saatlerde başlayacak ve bitecektir (yukarıdaki tabloya bakınız).
4. Geç kalan öğrenciler sınav başladıktan sonraki ilk 15 dakika içinde sınava girebilecektir. Bu öğrencilere ek süre verilmeyecektir.
5. Sınav başladıktan sonraki ilk 15 dakika içinde öğrencilerin sınav dersliklerinden çıkmasına izin verilmez.
6. Sınav kitapçığı, İngilizce Kullanımı, Sözcük Bilgisi ve Okuma Anlama bölümlerinden oluşacaktır, cevaplar optik forma kodlanacaktır.
7. Sınav süresince, öğrenciler cep telefonlarını kapatmalı veya uçak moduna alıp sınav salonundan ayrılırken geri almak üzere gözetmen masasına bırakmalıdır.
8. Sınav için gerekli olan kurşun kalem, silgi, kalemtraş gibi kırtasiye malzemelerini getirmek öğrencilerin sorumluluğundadır. Öğrencilerin bu materyalleri sınav sırasında deęiş tokuş yapmalarına izin verilmeyecektir.
9. Öğrenciler, sınav esnasında yanlış davranışlardan ve yüksek sesle konuşmaktan kaçınmalıdır.
10. Sınav oturumu sırasında şapka, kep veya güneş gözlüğü takılmasına izin verilmez.
11. Öğrenciler soracakları bir şey olduğunda, gözetmenin onlara söz vermesini beklemelidirler.
12. Öğrencilerin sınav kitapçıkları ve optik formlar ile ilgili tüm gerekli bilgileri (ad, soyad, okul numarası ve sınav derslikleri) sağlamaları ve kontrol etmeleri gerekmektedir.
13. Sınavla ilgili duyuruların eksiksiz olarak takip edilmesi ve oturumlar sırasında gözetmenlerin uyarılarına uyulması öğrencilerin sorumluluğundadır. Bu nedenle belirlenen kurallara uymayan öğrenciler sınava girme hakkını kaybederler.
14. Öğrencilerin sınav oturumları sırasında ekstra kaynak (sözlük, basılı materyal vb.) kullanmasına izin verilmez.
15. Öğrenciler sıralarında not tutmak amacıyla kağıt, defter vb. bulunduramazlar.
16. Herhangi bir şekilde kopya çekmeye teşebbüs ettiği tespit edilen öğrencinin sınavı geçersiz sayılacaktır. Ayrıca bu öğrenciler hakkında disiplin ve yasal işlem yapılacaktır.
17. Öğrenciler doğru cevaplar için tam puan alacaktır. Yanlış cevaplanan sorular için toplam puan üzerinden puan düşülmeyecektir.
18. Öğrenciler, cevaplardaki hatalardan (yanlış cevap işaretleme, öğrenci numarasının yanlış işaretlenmesi, eksik işaretleme, sınavı bitirmeme veya belirtilen sürede bitirememe vb.) kendileri sorumlu olacaktır. Sınav belgelerini teslim etmeden önce işaretlemelerin doğruluğunu kontrol etmelidir. Sınav belgeleri teslim edildikten sonra geri alınamayacaktır.
19. Sınavın bitmesine 10 dakika kaldığında kalan süre tahtaya yazılacak ve gözetmen sözlü hatırlatma yapacaktır.

20. Sınavı tamamlayan öğrenciler, sınav belgelerini teslim ettikten sonra sınav süresinin bitmesini beklemeden sınav dersliklerinden ayrılabilirler.
21. Öğrenciler sınav belgelerini sosyal mesafe kurallarına uyarak gözetmenlere tek tek teslim edeceklerdir. Bu işlem sırasında kuyruk oluşturulmamalıdır.
22. Öğrenciler sınav kağıtlarını teslim ettikten sonra binalardan çıkmalı ve bina içerisinde beklememelidirler.
23. Erasmus sınavı için telafi sınavı yapılmayacaktır.
24. Öğrencilerin sınav sonuçlarına sadece maddi hatalar nedeniyle itiraz etme hakları vardır. Bu gibi durumlarda öğrencinin sınav sonuçlarının açıklanmasını takip eden 7 iş günü içinde YDYO Öğrenci İşleri birimine itiraz dilekçesi vermesi gerekmektedir.

İZMİR INSTITUTE OF TECHNOLOGY
SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF BASIC ENGLISH
2025-2026 ACADEMIC YEAR
SPRING TERM
ERASMUS EXAM ANNOUNCEMENT
TEST SPECIFICATIONS & SAMPLE QUESTIONS / STUDENT'S COPY

GENERAL INFORMATION ABOUT THE EXAM

- The Erasmus Exam 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.
- The exam will be administered **face-to-face** on campus in the SFL buildings.
- Students must be in the classrooms **ten minutes before the start time of the exam**. The exam will be conducted in **one session without a break** consisting of several parts. Please see the details below:

Exam Date / Time	Test Components	Skills Assessed	Response Format	Number of Tasks / Questions	Total Mark
April 17, 2026 14:30-16:10 (100 minutes)	Use of English	Grammar Knowledge	Multiple Choice (4-option)	5 tasks 31 questions	45
	Vocabulary	Vocabulary Knowledge		2 tasks 15 questions	15
	Reading	Reading Comprehension		4 tasks 20 questions	40

EXAM DESIGN

OVERALL DESIGN	
<i>Purpose</i>	To assess reading, knowledge of grammar, language functions and vocabulary in English in order to select the students who are eligible for the Erasmus Programme.
<i>Test type</i>	Proficiency Test
<i>Intended population</i>	Undergraduate / Graduate students Age: 18+ Nationality: Learners from Turkey in a majority Non-native speakers of the target language Mostly from similar educational / social background
<i>Intended decisions</i>	The results will be used for proficiency purposes.
<i>Response format</i>	Multiple Choice
<i>Language Level</i>	B2 of Common European Framework (CEFR)
<i>Number of Testtakers</i>	~ 550
<i>Number of Test Components:</i>	3 (Language Use, Vocabulary and Reading)
<i>Number of Tasks</i>	11
<i>Number of items</i>	66
<i>Time Allocated</i>	100 minutes
<i>Order of items</i>	Use of English, vocabulary and reading items are in sequential order.

<i>Weighting of items</i>	Error identification, dialogue completion, and sentence completion tasks are 2 points each, while cloze test, grammar and vocabulary gap fill tasks are 1 point each. All items in the reading tasks are equally weighted (2 points each).
---------------------------	---

<i>Weighting of test components</i>	Use of English: 31 test items making a 45% contribution to the total score Vocabulary: 15 test items making a 15% contribution to the total score Reading: 20 test items making a 40% contribution to the total score
-------------------------------------	---

<i>Reporting type</i>	Single test score out of 100
-----------------------	------------------------------

ASSUMPTIONS REGARDING THE TEST POPULATION

<i>Background Knowledge</i>	The input is aimed to be within learners' background knowledge but not totally given; learners should not be able to answer questions from background knowledge without recourse to the input.
-----------------------------	--

<i>Language Knowledge</i>	Students are expected to be at B2 of Common European Framework (CEFR). [Item writer(s) will already specify the lexis, structures, and functions in accordance with the respective CEFR levels.]
---------------------------	---

<i>Lexical Range</i>	Appropriate to level B2 of the CEFR [Note: the input will NOT consist of more than 10% of words from the higher levels.]
----------------------	---

<i>Structural Range</i>	Appropriate to level B2 of the CEFR
-------------------------	-------------------------------------

<i>Functional Range</i>	Appropriate to level B2 of the CEFR
-------------------------	-------------------------------------

SCORING

<i>General Statement</i>	Automatically marked sheets
--------------------------	-----------------------------

PART A: LANGUAGE USE

TASK 1: Cloze Test

TASK SETTINGS

Purpose	To test learners' ability to recognize the correct use of various grammatical forms and structures given in a connected text (cloze test structure)
Response format	Multiple choice items (4-option)
Known criteria	Answer Key [Note: 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	7 items

Sample Test Item

Choose the correct option to complete the missing parts (1-7) in the text below. (7 × 1 = 7 points)

Malaria, like AIDS, is killing millions. However, 1. _____ AIDS, it can be cured. Why isn't that happening? 2. _____ current trends make clear, AIDS is surpassing the Black Death as the most devastating plague 3. _____ to afflict the human race. That helps explain the sense of desperation 4. _____ permeated the 15th International Conference 5. _____ HIV and AIDS in Bangkok last week. However, in a cruel irony, all the well-deserved attention 6. _____ to AIDS over the past few years has overshadowed the rapid comeback of a second plague, malaria, which is nearly as deadly 7. _____ as the former.

1. a) similar unlike c) alike d) just as
 2. a) Since b) While As d) Although
 3. ever b) never c) also d) too
 4. a) what b) where c) whose that
 5. a) in b) of on d) away
 6. paid b) paying c) be paid d) be paying
 7. a) like as c) than d) so

TASK 2: Error Identification

TASK SETTINGS

Purpose	To test learners' ability to recognise the error in various grammatical forms and structures given in discrete contexts
Response format	Multiple choice items (4-option)
Known criteria	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
Weighting	All items worth 2 points (0 for incorrect response)

<i>Number of items</i>	7 items
------------------------	---------

Sample Test Items

In questions 8-14, there are four underlined words / phrases. One of them contains a grammatical mistake. Choose the correct option that shows the mistake. (7x2=14 points)

8. Last year, we GO to Antalya. My sister and I love b) SWIMMING. She is a good surfer. This year, I want c) TO SURF with d) HER.

TASK 3: Gap Fill

Task Settings

<i>Purpose</i>	To test learners' ability to recognise the correct usage of various grammatical forms and structures given in discrete contexts
----------------	---

<i>Response Format</i>	Multiple choice items (4-option)
------------------------	----------------------------------

<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
-----------------------	--

<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
------------------	--

<i>Number of items</i>	10 items
------------------------	----------

Sample Test Items

Choose the correct option to complete the sentences in questions 15-24. (10x1=10 points)

15. This is the _____ pizza I've ever had.
 worst b) worse c) bad d) badly

TASK 4: Dialogue Completion

Task Settings

<i>Purpose</i>	To test learners' ability to recognize the correct use of functions given in a dialogue
----------------	---

<i>Response Format</i>	Multiple choice items (4-option)
------------------------	----------------------------------

<i>Known Criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
-----------------------	--

<i>Weighting</i>	All items worth 2 point (0 for incorrect response)
------------------	--

<i>Number of items</i>	2 items
------------------------	---------

Sample Test Item

Choose the correct option to complete the dialogues in questions 25-26. (2x2=4 points)

25. 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 5: Sentence Completion

TASK SETTINGS

<i>Purpose</i>	To test learners' ability to complete the given sentences grammatically and meaningfully.
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)
<i>Number of items</i>	5 items

Sample Test Item

Choose the correct option to complete the dialogues in questions 27-31. (5x2=10 points)

27. 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 20th century
- c) to be compared to his contemporaries
- d) when he was carrying the feelings in his words to the listeners

PART B: VOCABULARY

TASK 6: Gap Fill

TASK SETTINGS

<i>Purpose</i>	To test learners' ability to recognise the correct use of vocabulary given in discrete contexts
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	9 items

Sample Test Item

Choose the correct option to complete the sentences in questions 32-40. (9x1=9 points)

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

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

TASK 7 - Matching Antonyms & Synonyms (6 points)

TASK SETTINGS

<i>Purpose</i>	To test learners' ability to recognise the antonyms or synonyms of the words given in discrete contexts
<i>Response Format</i>	Multiple choice items (4-option)

<i>Known criteria</i>	Answer Key [Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	6 items
<i>Sample Test Items</i>	
Choose the correct option that is the SYNONYM of the underlined word in the given sentences in questions 41-43. (3x1=3 points)	
41. You can <u>rely on</u> Jack to get the job done in the shortest time and in the best way. a) convince <input checked="" type="radio"/> trust c) consider d) expect	
Choose the correct option that is the ANTONYM of the underlined word in the given sentences in questions 44-46. (3x1=3 points)	
44. Don't worry about the homework. I can <u>lend</u> you my notes. a) provide <input checked="" type="radio"/> borrow c) take d) return	
PART C: READING COMPREHENSION SKILLS	
TASK 8: Multiple Matching	
TASK SETTINGS	
<i>Response format</i>	Multiple choice (4-option) [Matching the correct information for each paragraph (5 pieces of information + 5 paragraphs to match)]
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their selections will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)
<i>Number of items</i>	5
<i>Intended operations</i>	To test learners' ability to identify specific information in paragraphs

TASK DEMANDS	
Input	
Discourse mode	Articles / Short stories Exposition / Narration / Description / Argumentation
<i>Channel</i>	Written, paper-based
<i>Text length</i>	550-600 words
<i>Nature of information</i>	Semi- authentic text / concrete
<i>Content knowledge</i>	Text types familiar to students Familiar topics that interest learners but that do not overexcite or disturb
SAMPLE TASK	

For questions 47-51, answer by choosing from the sections of the article (I-IV). (5x2=10 pts.)

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 traveler 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 watersmoothed 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 foodlit 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...

47. enjoys different kinds of music?

- a) I b) II c) III IV

48. enjoys eating peppery food?

- I b) II c) III d) IV

49. wants to meet the local population?

- I b) II c) III d) IV

50. wants to do a lot of water sports?

- a) I b) II III d) IV

51. wants to see the best pink-white sand?

- a) I II c) III d) IV

TASK 9: Heading

TASK SETTINGS

<i>Response format</i>	Multiple choice (4-option) Matching the correct headings with the paragraphs.
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their selections will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)
<i>Number of items</i>	5

<i>Intended operations</i>	To test learners' ability to identify specific information in paragraphs
----------------------------	--

TASK DEMANDS	
Input	
<i>Discourse mode</i>	Articles / Short stories Exposition / Narration / Description / Argumentation
<i>Channel</i>	Written, paper-based
<i>Text length</i>	500-550 words
<i>Nature of information</i>	Semi-authentic text / concrete
<i>Content knowledge</i>	Text types familiar to students Familiar topics that interest learners but that do not overexcite or disturb
SAMPLE TASK	

Read the text and choose the suitable heading for paragraphs A-E in questions 52-56. (5x2=10 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.	What Causes the Difference?	V.	Challenging Routines
II.	The Battle of the Sexes		
III.	The Memory Problem		
IV.	How Much Do We Know?		

52. Which of the following is the correct heading for paragraph A?

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

TASK 10: Text Completion

TASK SETTINGS

<i>Response format</i>	Multiple choice (4-option) Inserting sentences into the suitable places in the text.
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their selections will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)
<i>Number of items</i>	5
<i>Intended operations</i>	To test learners' ability to follow contextual cues in a text

TASK DEMANDS

Input

Discourse mode	Articles / Short stories Exposition / Narration / Description / Argumentation
<i>Channel</i>	Written, paper-based
<i>Text length</i>	200-250 words
<i>Nature of information</i>	Semi- authentic text / concrete
<i>Content knowledge</i>	Text types familiar to students Familiar topics that interest learners but that do not overexcite or disturb

SAMPLE TASK

Five fragments have been removed from the text below. For each question (57-61), choose the correct answer (I-V). (5x2=10 pts.)

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. They are just as important as the big stars 57) _____.

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. Directing a film 58) _____.

A director needs to work closely with lots of other people behind the scenes.

All films need good photography to help develop the story. The cinematographer is the person 59) _____. 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.

Another essential person 60) _____. 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. As the person who finds the money to finance the whole film, 61) _____. During the whole filming process, it is the producer's job to make sure that everything goes well.

- I. he or she also works closely with many other people behind the scenes
- II. and the Oscars recognize many of these people who we never usually consider
- III. is very stressful work
- IV. who is in charge of shooting the film
- V. that we often forget about is the costume designer – the person who designs what the actors wear.

57. Which sentence best completes the blank in question 57?

- a) I II c) III d) IV e) V

TASK 11: Reading Comprehension

TASK SETTINGS

Response format

Multiple-choice (4-option)

<i>Known criteria</i>	Answer Key [Note: Students know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)
<i>Number of texts</i>	1

<i>Number of items</i>	5
<i>Intended operations</i>	To test learners' ability to: <ul style="list-style-type: none"> • derive the probable meaning of unknown words from familiar contexts • understand straightforward factual texts on familiar topics • understand which word or phrase a pronoun refers to • identify key information in a simple academic text • identify the main topic and related ideas in a structured text

TASK DEMANDS

Input

<i>Discourse mode</i>	Articles / Short stories Exposition / Narration / Description / Argumentation
<i>Channel</i>	Written, paper-based
<i>Text length</i>	600-750 words
<i>Nature of information</i>	Semi- authentic text / concrete
<i>Content knowledge</i>	Text types familiar to students Familiar topics that interest learners but that do not overexcite or disturb

SAMPLE TASK

IMPORTANT REMINDERS FOR THE ERASMUS EXAM

1. Students are required to check their exam venues on **YDYO website** <https://ydyo.iyte.edu.tr/> before the exam, and they must be ready in the designated classes at least **10 minutes before** the start of the exam. Students are entirely responsible for following the announcements about the exam on <https://ydyo.iyte.edu.tr/> for the exam venue, time, and rules.
2. Students are required to have ID cards to be able to take the exam. Without an ID card with a photograph on, it will not be possible for students to take the exam.
3. The exam will start and finish at the times written on the board (please see the table above).
4. Latecomers will be admitted to the classes in the first 15 minutes after the exam starts, but no extra time will be given.
5. Students are not allowed to leave the classes in the first 15 minutes after the exam starts.
6. The exam booklet will include Language Use, Vocabulary and Reading components and answers will be marked on optical forms.
7. During the exam, students are required to leave their muted mobile devices (phones and smart watches) on the proctor's desk and get them back after submitting their exam papers before leaving the exam rooms. Tablets may be kept in bags for convenience purposes.
8. 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.
9. Students must avoid any misbehavior and talking loudly during the exam.
10. Wearing hats, caps or sunglasses is not allowed during the exam session.
11. When students have something to ask, they should raise their hand and wait for the proctor to approach them so as not to disturb the other test takers.
12. 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).
13. It is the responsibility of students to follow the announcements about the exam entirely and comply with the warnings of the proctors during the sessions. Therefore, students who do not comply with the specified rules forfeit the right to take the exam.
14. Students are not allowed to use extra resources (dictionaries, printed materials, etc.) during the exam sessions.
15. Students cannot keep papers, notebooks, etc. on their desks for note-taking purposes.
16. If it is detected that a student has attempted to cheat in any way, his/her exam will be nullified. Additionally, disciplinary and legal actions will be taken for those students.
17. Students will receive full credit for correct answers, and no points will be deducted from the final mark for questions they have answered incorrectly.
18. 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 to get back the exam documents after handing them in.

19. When there are 10 minutes left to finish the exam, the remaining time will be written on the board, and the proctor will remind the time verbally.
20. Students who have completed the exam can leave after handing in their exam documents without waiting until the end of the exam period.
21. Students will hand in their exam documents to the proctors one by one following the social distancing rules. There should be no queues during this process.
22. After handing in the exam papers, the students must leave the buildings and must not wait in the buildings.
23. Please note that there will not be a make-up for Erasmus exam.
24. Students have the right to object to their exam results only in suspicious cases of miscalculation. To exercise this right, students must submit a petition of objection to the SFL Student Affairs Office within 7 working days.