

İZMİR INSTITUTE OF TECHNOLOGY
SCHOOL OF FOREIGN LANGUAGES
2025-2026 ACADEMIC YEAR / SPRING TERM
TERM EXAM 2 MAKE-UP / ALL LEVELS
ANNOUNCEMENT & SAMPLE TEST ITEMS

EXAM DESIGN

The Spring Term Exam 2 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 (Intermediate) Files 1-10 (Lessons A-B), **English File (Upper-Intermediate)** Files 1-5B (Lessons A-B) including Practical English, Revise & Check & **Supplementary Booklets** (Intermediate & Upper-Intermediate relevant files), Progress and Revision Tests & **Writing Booklet** (Chapters 1-7 Part 1 (p.91))

Session/Date	Component	Response Format	Skills Assessed	Number of Tasks / Questions	Total Mark	UBYS Mark	Allocated Time
SESSION I 17 June 2026 Wednesday	Writing	* Open-ended	* Completing an essay	1 task: Writing the body paragraphs of an incomplete essay (min. 200 words)	20	12	9.30-10.30 (60 min.)
BREAK (15 min.) (9.30-10.45)							
SESSION II 17 June 2026 Wednesday	Vocabulary & Reading	* Multiple Choice (4-option)	* Vocabulary Knowledge * Reading Comprehension	2 tasks: 10 questions 4 tasks: 30 questions	45	27	10.45-12.00 (75 min.)
LUNCH BREAK (1 hour) (12.00-13.00)							
SESSION III 17 June 2026 Wednesday	Listening & Use of English	* Multiple Choice (4-option)	* Listening Comprehension * Grammar Knowledge	3 tasks: 15 questions 4 tasks: 20 questions	35	21	13.00-14.05 (65 min.)



SCORING

General Statement

- * Automatically marked sheets for Listening/Language Use/Reading /Vocabulary tasks
- * Writing tasks to be marked by the class instructor using an analytic scale of 20 points (please see the 2025-26 Essay Completion Analytic Rating Scale for All Levels).

SAMPLE TEST ITEMS

SESSION I

PART A: WRITING (20 points)

TASK - Completing an Essay (20 points)

Sample Task:

First, carefully read the introduction and conclusion paragraphs of the following incomplete essay on the given topic below, then write **TWO** body paragraphs to complete it. Make sure that your paragraphs are in accordance with the given parts of the essay.

Topic: "Do you think it is a good idea to own a car in a big city?"

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 200 words**
 - Responses with a **wrong order of paragraphs** (i.e. if the body paragraphs are not in the same order as the subtopics in the thesis statement)
 - Responses with an **indentation problem** (i.e. if the body paragraphs are not separated)

Below is the Analytic Rating Scale that will be used to evaluate your writing. Please check the topic sentence, content, organisation, conclusion, vocabulary, sentence structure, spelling, punctuation, and capitalisation in your paragraph before you submit it.

Content & Organization(10)			Language Use (8)		Mechanics (2)	Subtraction	Final Mark (20 pts)
Topic S. (2)	Content (4)	Org (4)	Vocab (4)	Sent Str (4)			

IS IT REALLY A GREAT COMFORT?

There are several options of travelling especially if you live in a big city. These options include bus, train, subway, bicycle and a private car. Many people think owning a car is a necessity and a great comfort in a big city. These people think they do not have to adjust their schedule to others and having a car makes them self-reliant and independent. However, in my opinion anyone who wants to buy a car must be aware of the fact that owning a car brings some difficulties like financial trouble and time management.



To sum up, if you live in a big city, you must know about all kinds of problems it causes before owning a car, including the financial ones and the ones about wasting time. Moreover, you must make sure that you are ready to bear all the difficulties and costs a car owner has to tolerate. These are not small problems, so you should really take them seriously.

SESSION II
PART A: VOCABULARY (15 points)

TASK I - Gap Fill (9 points)

TASK SETTINGS

Sample Test Item

Choose the correct option to complete the sentences in questions 1-9. (9x1=9 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 (6 points)

TASK SETTINGS

Sample Test Item

Choose the correct option that is the **ANTONYM** of the underlined word in the given sentences in questions 10-12. (3x1=3 points)

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

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

Choose the correct option that is the **SYNONYM** of the underlined word in the given sentences in questions 13-15. (3x1=3 points)

13. 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



SESSION I
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 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 II - Sentence Insertion (5 points)

Sample Task

Five sentences have been removed from the text below. For each question (21-25), 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. **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)** _____ A director needs to work closely with lots of other people behind the scenes.

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. **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 fits best gap 21 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 26-30. (5x1=5 points)

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

JAMES

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

LEILA

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

MIKE

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

ZOLTAN

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

EMMA

When I first met Emma, she was working for a big company as an office assistant. She was always very serious and focused on her career. She didn't have much free time, and she often complained about her busy schedule. She also found it difficult to keep a good work-life balance. A few years later, she made a big decision and left her job. Now she runs her own small café near the beach. She says it was not a foolproof plan at the beginning, but she followed her gut feeling. These days, she looks much happier, and her life is more relaxed and light-hearted.

26. Who isn't into sports anymore?

a) James

b) Leila

c) Mike

d) Zoltan



SESSION III

PART A: LISTENING (15 points)

TASK I -Matching (5 points)

Sample Task:

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 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.

TASK II-Listening to a Talk / a Conversation / an Interview (10 points)

Sample Task:

Listen to a conversation about science and women. Choose the correct option for questions 6-10. You will hear the recording twice. (5x2=10 points)

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

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



SESSION III
PART B: USE OF ENGLISH (30 points)

TASK I - Gap Fill (18 points)

Sample Test Item

Choose the correct option to complete the sentences in questions 11-28. (18x1=18 points)

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

TASK II - Sentence Completion (3 points)

TASK SETTINGS

Sample Test Item

Choose the correct option to complete the sentences in questions 29-31. (3x1=3 points)

29. I will get my mom some flowers _____.
- a) although she doesn't like them much
b) since she was a flower shop owner
c) , and they aren't fresh
d) , so she got very happy

TASK III - Dialogue Completion (2 points)

TASK SETTINGS

Sample Test Item

Choose the correct option to complete the dialogues in questions 32-33. (2x1=2 points)

32. 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 (7 points)

TASK SETTINGS

Sample Task

In questions 34-40, there are four CAPITALISED words/phrases. One of them contains a grammatical mistake. Choose the option that shows the mistake. (7x1=7 points)

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



IMPORTANT REMINDERS

- Students will take the Term Exam **in the classrooms designated by the School of Foreign Languages** at the specified time presented above.
- Students must be ready in their classes **10 minutes before** the exam time.
- Students are required to have **ID cards** (ID card, driving license, passport, etc.) to be able to take the exam. Without an ID card with the photograph on, it will not be possible for students to take the exam.
- Students are **responsible for providing their name, surname, school number, and class** correctly on their optical forms. **Please note that optical forms without proper marking of names, surnames, school number and classes will not be evaluated.**
- It is the responsibility of students to bring **stationery items** such as pencils, erasers, and sharpeners required for the exam. Students **will not be allowed to exchange** these materials during the exam.
- Students **are not allowed to use extra resources** (dictionaries, printed materials, etc.) during the exam.
- Students **cannot keep papers, notebooks, etc., on their desks** for note-taking purposes in any part of the exam.
- **Wearing hats, caps or sunglasses is not allowed throughout the exam.**
- **Students are required to leave their muted mobile devices (smart phones and watches) on their proctor's desk before the start of each session** in the exam and get them back after submitting their exam papers. For convenience purposes, tablets can be kept in bags.
- The exam will be administered in **three sessions in 2 days**. Please see the table in the "**Announcement & Sample Test Items**" document (p. 1) for the details.
- Students who leave the exam venue **cannot be readmitted** to continue their exam. Therefore, they must go to the exam venues by making the necessary preparations in advance.
- Students can only leave the exam venues **after handing in their exam documents**.
- Latecomers will be admitted to their classrooms in **the first 10 minutes of the exam sessions except for the Listening Part**, but **no additional time** will be provided. (Please see the detailed notes below)
- Accordingly, students **cannot leave** the classrooms in **the first 10 minutes** of the exam sessions and during the Listening part of Session 2.
- It is the responsibility of students to **follow the announcements about the exam** entirely and **comply with the warnings of the proctors** during the exam. Therefore, students who do not comply with the specified rules forfeit the right to take the exam.
- When students start the exam, it means they agree that their health condition is suitable for taking the exam.
- The students themselves will be **responsible for any errors** in the answers (wrong marking of the answer, missing marking, not finishing or not being able finish the exam within the specified time, etc.) Thus, they



must check the accuracy of the marking before handing in their exam documents. It must be noted that it will not be possible to get back the exam documents after handing them in.

- Proctors have the right to cancel the exam of the student(s) on the condition that they notice that they are engaged in any suspicious action during the exam.
- If it is detected that **a student has attempted to cheat** in any way, his/her exam score will be cancelled. Additionally, **disciplinary and legal actions** will be taken for those students.
- Students have the right to **object to their exam results** only in suspicious cases of miscalculation. Then the student must submit a petition of objection to the SFL Student Affairs Office or send it as an email attachment to ydyo@iyte.edu.tr **within 7 work days** following the announcement of exam results.
- No other make-up exam will be held for Term Exam 2.

SESSION I-Writing (June 17, 2026, Wednesday)

- 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-Vocabulary & Reading (June 17, 2026, Wednesday)

- 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 (June 17, 2026, Wednesday)

- 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 and in the first 10 minutes of Part B**.

See the Appendix below for the Essay Completion Analytic Rating Scale.



2025-26 ESSAY COMPLETION ANALYTIC RATING SCALE / RATER'S COPY (20 pts.)

Organization & Content (10 pts)	Topic Sentence (2 pts)	2	the sub-topics given in the thesis statement are included in both of the topic sentences	
		1	the sub-topic given in the thesis statement is included in only one topic sentence / one of the topic sentences fails to include the sub-topic / the sub-topic in one of the topic sentences do not match the thesis statement	
		0	no topic sentences / no sub-topics / sub-topics in the topic sentences do not match the sub-topics given in the thesis statement	
	Content (4 pts)	4	the thesis and the topic sentences are supported with relevant main points including well-focused details / examples	
		3	all main points support the thesis and the relevant topic sentence, but one or two details/examples are underdeveloped	
		2	most main points support the thesis and the relevant topic sentence, but one main point may be irrelevant and / or several details/examples are underdeveloped / irrelevant	
		1	the thesis is supported inadequately with frequently repeated / irrelevant / underdeveloped main ideas and / or details/examples	
		0	ideas considered partly relevant OR not enough to evaluate	
	Organization (4 pts)	4	task requirements are fully met* / fluent expression of well-organised ideas / a wide range of accurate cohesive devices within the paragraphs including appropriate transition words linking paragraphs	
		3	task requirements are partially met / a few ideas may not be smoothly connected / an adequate range of cohesive devices within the paragraphs with one or two errors / one transition word linking paragraphs may be missing or incorrectly used	
		2	task requirements are partially met / some ideas may be disconnected or loosely-organised / a limited range of cohesive devices within the paragraphs with several errors and/or one transition word linking paragraphs may be missing or incorrectly used	
		1	most task requirements are not met / ideas disconnected or poorly organised / non-fluent / a very limited range of cohesive devices within the paragraphs with frequent errors and/or no transition word used to link paragraphs or incorrect use of transitions	
		0	no organisation OR not enough to evaluate	
	Language Use (8 pts)	Vocabulary (4 pts)	4	a good and effective use and range of appropriate vocabulary with very few errors
			3	a moderate use and range of appropriate vocabulary; there may be one or two errors
			2	a limited use of vocabulary with some repetitions and / or several errors
1			poor and repetitive use of vocabulary and / or major or frequent errors that may hinder communication	
Sentence Structure (4 pts)		4	a good use of simple and complex grammatical structures, but there may be one or two errors in complex constructions	
		3	a good use of simple grammatical structures without any complex structures or a good use of simple grammatical structures with one or two errors, but several errors in complex constructions	
		2	a good use of simple grammatical structures with one or two errors, but major or frequent errors in complex constructions	
		1	major or frequent errors in simple and / or complex grammatical structures	
		0	dominated by errors and thus does not communicate OR not enough to evaluate	
		Mechanics (2 pts)	2	one or two errors in spelling, punctuation and capitalization
1	several errors in spelling, punctuation and capitalization			
0	frequent errors in spelling, punctuation and capitalization			



ADDITIONAL NOTES:

1. Half marks will not be given.
2. *The fully met task requirements' in 'body' part of the essay include:
 - a. 2 body paragraphs
 - b. at least 2 major supporting ideas in each body paragraph
 - c. at least 1 minor supporting detail for each major support
 - d. transition words marking each paragraph
3. Check the table below for additional notes.

PROBLEM	MARKING	Extra Notes:
Plagiarism See example cases of plagiarism below: <ol style="list-style-type: none"> a. Copying parts or sentences from internet sources b. Copying parts or sentences from internet sources, but changing some words c. Copying parts or sentences from another student 	The response will be marked '0' points out of 20.	
'Off-topic' response	The response will be marked '0' points out of 20.	-Please follow 'Standards of Marking' procedures for the fully irrelevant (off-topic) and partly irrelevant (around-topic) responses you are not sure about.
A response below <u>200 words</u>	1 point will be subtracted from the overall mark.	-Please subtract 1 point if the student has written fewer than 200 words using the subtraction part in the relevant Excel file to calculate the overall mark.
Paragraph Order	1 point will be subtracted from the overall mark if the body paragraphs are not ordered in the same order as the sub-topics in the thesis statement.	-Please use the subtraction part in the relevant Excel file to calculate the overall mark.
Paragraph(s) not indented	1 point will be subtracted from the overall mark.	-Please use the subtraction part in the relevant Excel file to calculate the overall mark.

Good luck in your exams!

