



e-TEP

EXAM OVERVIEW

Screenshots and Question Types
2025



Üniversiteler Mahallesi İhsan Doğramacı Bulvarı
No: 4D 06800 Bilkent Çankaya/ANKARA



4446796 (OSYM) (Çağrı Merkezi)



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Reading Section 1 – Part 1 – Matching Items

Description: Candidates match information with corresponding paragraphs in a text.

Targeted CEFR Level: B1

Number of Questions: 3

Remaining time : 59:45

READING → Part 1 → Item 1

Match the information with the correct paragraph by choosing A, B, C, D or E.

A Citizens around the world rely on oil and other fossil fuels as their major source of energy, but times are changing. Oil is not as available or reliable as it used to be. Sources of fossil fuels such as coal and natural gas have been reduced at ever-increasing rates. This trend has led to a lack of such resources. Additionally, global warming has made people aware of the dangerous greenhouse gas emissions that burning fossil fuels produce. As a result, humanity needs to change the way it uses energy and where it obtains this energy. Such change is possible thanks to renewable energy sources.

B Renewable energy sources such as plants, wind, solar and geothermal energy are secure sources, which do not harm the environment. The primary barrier has been their cost. The solution lies in choosing which energy source is right for a particular region. Renewable energy is already used around the world. The International Energy Agency (IEA) predicts that the global use of these sources will continue to grow in the next 25 years.

C One of the most common renewable energy sources is geothermal power. 'Geo' literally means Earth, and thermal means heat. Geothermal power is derived from the heat beneath the Earth's crust. People can generate geothermal energy through water that they pipe underground. That water boils because of the heat from magma deep inside the Earth, which is hard to reach, and besides, magma is incredibly hot — around 1,800 degrees Fahrenheit (1,000 degrees Celsius). The pressure from the steam of the boiled water goes through the pipes back up to the surface of the Earth referred to as hot spots. The water then pushes a turbine, which creates electricity. The pipes then return the water underground to repeat the cycle.

D Some hot spots are more readily accessible than others. Also, a hot spot is easier to access when it is close to the surface and it is easier to get through the ground. Although the United States has the most geothermal resources, Latin America, Indonesia, the Philippines, and East Africa are also rich in these resources. Geothermal energy plants exist on every continent in the world.

E According to the IEA, geothermal energy sources currently supply the world with more energy than solar and wind energy sources combined. About 19 percent of Iceland's electricity comes from geothermal energy. The country has 600 underground hot springs, which is enough to meet all of Iceland's electricity needs. The water itself heats about 90 percent of homes in Iceland and provides all the hot water. Iceland has been shifting its electricity technology from oil to geothermal ever since the oil crisis in the 1970s. The country has invested about \$8 billion over the last 50 years, and it has become almost entirely self-sufficient. The Philippines follows closely behind Iceland, generating over 17 percent of their electricity from geothermal energy.

Item 1

(Maximum number of selections in a row: 1)

Which paragraph contains the following information?

| | A | B | C | D | E |
|-------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| an event that changed a country's energy preference | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| examples of decreasing energy sources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| the scientific explanation about how an energy source is produced | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Reading Section 1 – Part 2 – Multiple Choice Items

Description: Candidates read the text and choose the correct option from multiple choices.

Targeted CEFR Level: B1

Number of Questions: 3

Remaining time : 58:11

READING → Part 1 → Items 2 - 4

⛶

Answer the questions according to the passage below.

A Citizens around the world rely on oil and other fossil fuels as their major source of energy, but times are changing. Oil is not as available or reliable as it used to be. Sources of fossil fuels such as coal and natural gas have been reduced at ever-increasing rates. This trend has led to a lack of such resources. Additionally, global warming has made people aware of the dangerous greenhouse gas emissions that burning fossil fuels produce. As a result, humanity needs to change the way it uses energy and where it obtains this energy. Such change is possible thanks to renewable energy sources.

B Renewable energy sources such as plants, wind, solar and geothermal energy are secure sources, which do not harm the environment. The primary barrier has been their cost. The solution lies in choosing which energy source is right for a particular region. Renewable energy is already used around the world. The International Energy Agency (IEA) predicts that the global use of these sources will continue to grow in the next 25 years.

C One of the most common renewable energy sources is geothermal power. 'Geo' literally means Earth, and thermal means heat. Geothermal power is derived from the heat beneath the Earth's crust. People can generate geothermal energy through water that they pipe underground. That water boils because of the heat from magma deep inside the Earth, which is hard to reach, and besides, magma is incredibly hot — around 1,800 degrees Fahrenheit (1,000 degrees Celsius). The pressure from the steam of the boiled water goes through the pipes back up to the surface of the Earth referred to as hot spots. The water then pushes a turbine, which creates electricity. The pipes then return the water underground to repeat the cycle.

D Some hot spots are more readily accessible than others. Also, a hot spot is easier to access when it is close to the surface and it is easier to get through the ground. Although the United States has the most geothermal resources, Latin America, Indonesia, the Philippines, and East Africa are also rich in these resources. Geothermal energy plants exist on every continent in the world.

E According to the IEA, geothermal energy sources currently supply the world with more energy than solar and wind energy sources combined. About 19 percent of Iceland's electricity comes from geothermal energy. The country has 600 underground hot springs, which is enough to meet all of Iceland's electricity needs. The water itself heats about 90 percent of homes in Iceland and provides all the hot water. Iceland has been shifting its electricity technology from oil to geothermal ever since the oil crisis in the 1970s. The country has invested about \$8 billion over the last 50 years, and it has become almost entirely self-sufficient. The Philippines follows closely behind Iceland, generating over 17 percent of their electricity from geothermal energy.

Item 2

According to the International Energy Agency (IEA), renewable energy will ----.

☐

likely draw more attention in the future

☐

be used everywhere to replace fossil fuels

☐

become much more expensive to invest in

Item 3

Paragraph C is mainly about ----.

☐

the process of geothermal energy production

☐

the difficulties of geothermal energy production

☐

some ways to increase geothermal energy use

Item 4

Which of the following about Iceland is correct according to Paragraph E?

☐

It has invested in geothermal energy to become independent in energy supply.

☐

Most of its electricity is currently provided through the use of geothermal energy.

☐

It produces the same amount of geothermal energy as the Philippines does.

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Reading Section 2 – Ordering Items

Description: Candidates complete a passage by dragging and dropping the given parts into the correct gaps to form a coherent text.

Targeted CEFR Level: B2

Number of Questions: 3

Remaining time : 59:16 READING → Part 2 → Item 5

Some parts of the following passage have been removed. Drag the given parts to the blanks in order to make a meaningful text. There is one extra part.

Item 5 (Maximum number of sentences that can be used: 7)

According to an article, there are many different potential themes that make a song popular, including 'anger' and 'fiery love'.

Catchy songs are not just about the tune or the melody; research has shown that the feelings they evoke also play a significant role in making a song memorable.

This allows the listener to focus on the hook and the lyrics, making it easier to remember.

Catchy songs often have a distinctive sound or instrument that stands out and catches the listener's attention.

Catchy songs that arouse negative feelings tend to be more popular as people listen to music more when they are moody.

By understanding the psychology behind catchy songs, we can appreciate and enjoy them even more.

However, lyrics, through which emotion is conveyed, also contribute to catchiness.

At one time or another we have all found ourselves humming a tune over and over again, unable to get it out of our heads. But what is the secret formula behind it? While there is no one definitive answer, researchers have studied the science behind catchy songs, and there are some interesting findings.

However, catchy songs often share certain characteristics that create a memorable melody that sticks in our heads long after the song has ended. One main factor that makes a song catchy is the hook – a memorable melody or phrase that gets repeated throughout the song. This repetition creates a sense of familiarity, which makes the song easier to remember. Another factor is simplicity. Catchy songs tend to have simple and predictable melodies that are easy to follow.

The song 'We Are the Champions' composed in 1977 by the British rock band Queen is an example of how a simple-repeated tune can be a timeless hit. Freddie Mercury wrote this famous song while thinking about football. The song became a sports anthem and still remains one of the most popular songs of all time.

People listen to music to arouse emotions in themselves, whether it is joy, sadness, love, or nostalgia. American pop star Demi Lovato released 'Stone Cold' in 2015, from her album Confident. It is a bittersweet song that shows how one broken heart can still be brave in the face of pain. This powerful, emotion-filled ballad explores the depths of pain after the singer and her lover go their own separate ways. Therefore, creating an emotionally challenging song undoubtedly leads to its success.

Words of a song that are easy to remember and sing along to can make a song more enjoyable and memorable. People tend to

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Listening Section 1 – Part 1 – Multiple Choice Items

Description: Candidates listen to the recording and choose the correct option from multiple choices.

Targeted CEFR Level: B1


Number of Questions: 3

Remaining time : 03:13 LISTENING → Part 1 → Items 1 - 3 LISTENING : 00:00

WAIT LISTEN AND ANSWER CHECK YOUR ANSWERS

You are going to listen to a conversation between two people. The conversation is in two parts. You will hear each part once only. Answer the questions while listening. You now have 30 seconds to read the questions.

Waiting for playback... 30
00:00 / 02:14



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Item 1

Mary wants to arrange a holiday right away because she ----.

- ☐ saw some brochures online
- ☐ needs a break in spring
- ☐ thinks it will be cheaper

Item 2

Mary does not want to go to the States because ----.

- ☐ New York is boring in January
- ☐ they will go there next summer
- ☐ she does not feel safe there

Item 3

Joe thinks a cruise holiday is ----.

- ☐ quite boring
- ☐ enjoyable for girls
- ☐ rather long

Listening Section 1 – Part 2 – Multiple Choice Items

Description: Candidates listen to the recording and choose the correct option from multiple choices.

Targeted CEFR Level: B1


Number of Questions: 3

Remaining time : 03:08 LISTENING → Part 1 → Items 4 - 6 LISTENING : 00:00

WAIT LISTEN AND ANSWER CHECK YOUR ANSWERS

Listen to part 2 of the conversation and answer the questions. You now have 30 seconds to read the questions.

Waiting for playback... 30
00:00 / 02:14



Item 4

Joe is interested in a holiday in Cuba because ----.

- ☐ it is a historical place
- ☐ they can easily afford it
- ☐ he has many friends

Item 5

A holiday in France includes ----.

- ☐ food tastings
- ☐ museum tours
- ☐ outdoor activities

Item 6

How much are they planning to spend in total on the holiday?

- ☐ £1,500
- ☐ £3,000
- ☐ £4,000

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Listening Section 2 – Matching Items

Description: Candidates listen to different speakers in the recording and match each speaker with the corresponding statement.

Targeted CEFR Level: B2

Number of Questions: 4

Remaining time : 05:43

LISTENING → Part 2 → Item 7

LISTENING : 00:00

WAIT

LISTEN AND ANSWER

CHECK YOUR ANSWERS

Listen to four people discussing a topic. Match each statement with a speaker. Two statements will not be matched. Answer while listening. You have 30 seconds to review the table.

Item 7

(Maximum number of selections in a row: 1)

Match the sentences below with the speakers.

Waiting for playback... 3
00:00 / 04:08

| | AI can be a rich source of inspiration for students. | AI causes students to develop false perceptions about themselves. | AI is neither good nor bad; it depends on how one uses it. | AI has a negative impact on the way students learn. | AI can facilitate collaboration among students. | AI may lead to distractions and exposure to unrelated content. |
|-----------|------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------|
| Speaker A | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Speaker B | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Speaker C | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Speaker D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Listening Section 5 – Part 1 – Multiple Choice Items

Description: Candidates listen to the recording and choose the correct option from multiple choices.


Targeted CEFR Level: C1

Number of Questions: 5

Remaining time : 06:14 LISTENING → Part 5 → Items 18 - 22 LISTENING : 00:00

WAIT LISTEN AND ANSWER CHECK YOUR ANSWERS

Listen to a two-part interview and answer the questions as you hear each part. You have 45 seconds to read the questions.



Waiting for playback... 60
00:00 / 04:49

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Item 18

The interviewer wants to know if donating to organisations like the Trussell Trust is ----.

- ☐ effective in reducing poverty in the poorest parts of Britain
- ☐ unethical as there are needier people in other countries
- ☐ a radical approach to altruistic charity work in the world

Item 19

The Chilean miners scenario is questioning whether the money spent could have ----.

- ☐ been used to prevent future mining accidents
- ☐ come from the relatives of the men that were trapped
- ☐ been better used to save many more lives elsewhere

Item 20

The last scenario is about ----.

- ☐ saving one child's life by selling a pair of shoes at an auction on E-bay
- ☐ letting a child drown and then selling the shoes to save many others
- ☐ saving a lot of lives instead of buying an expensive pair of fancy shoes

Listening Section 5 – Part 2 – Multiple Choice Items

Description: Candidates listen to the recording and choose the correct option from multiple choices.


Targeted CEFR Level: C1

Number of Questions: 5

Remaining time : 05:31 LISTENING → Part 5 → Items 18 - 22 LISTENING : 00:00

WAIT LISTEN AND ANSWER CHECK YOUR ANSWERS

Listen to a two-part interview and answer the questions as you hear each part. You have 45 seconds to read the questions.



Waiting for playback... 17
00:00 / 04:49

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Item 20

The last scenario is about ----.

- ☐ saving one child's life by selling a pair of shoes at an auction on E-bay
- ☐ letting a child drown and then selling the shoes to save many others
- ☐ saving a lot of lives instead of buying an expensive pair of fancy shoes

Item 21

Peter Singer believes that volunteering ----.

- ☐ locally is probably better than volunteering in a foreign country
- ☐ abroad is futile since the locals already know how to do things better
- ☐ to help those who are close to us and excluding others is immoral

Item 22

Peter Singer claims that global poverty ----.

- ☐ has to be handled by large organizations
- ☐ must be solved by local experts in the field
- ☐ should be given more attention to

Speaking Section 2

Description: Candidates respond to the given question by speaking for a specific period of time.

Targeted CEFR Level: B2

Number of Questions: 1

The screenshot displays the interface for the Speaking Section 2, Item 3. At the top, a status bar shows 'Remaining time : 01:56', 'SPEAKING → Part 3 → Item 3', and 'SPEAKING : 00:00'. Below this, a task bar contains three sections: 'WAIT' (yellow), 'LISTEN' (green), and 'SPEAK' (yellow). A blue instruction box states: 'You will have 1 minute to give your opinion on a topic, discussing the advantages and/or disadvantages. Before you start, you will have 45 seconds to prepare.' The task area is titled 'Item 3' and contains the question: 'Is it better to be an employee or an employer? Explain why.' Below the question, there are two progress bars. The first bar, labeled 'Waiting for playback... 3', shows a duration of '00:00 / 00:04'. The second bar, labeled 'Recording begins... 45', shows a duration of '00:00 / 00:04' and a remaining recording time of '01:00'. On the left side, there is a 'Back' button with a left arrow. On the right side, there is a 'Next' button with a right arrow.

Speaking Section 3

Description: Candidates watch a video and take notes, then respond to a related question by speaking within the given time limit.

Targeted CEFR Level: C1

Number of Questions: 1

Remaining time : 05:36

SPEAKING → Part 4 → Item 4


SPEAKING : 00:00

WAIT

LISTEN

SPEAK

You will now watch a video only once. You can take notes while watching. After the video, you will hear a question and have 1 minute to prepare. Then you will have 2 and a half minutes to respond.



Media playing...
00:14 / 02:03

Item 4

Briefly summarize the main ideas of the video in your own words and discuss the possible effects of happiness classes on students' academic performance. You should add your own ideas, too.

▶

Waiting for playback... 3
00:00 / 00:11

🎤

Recording begins... 60
Remaining recording time : 02:30

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Finish The Exam

Writing Section 1

Description: Candidates read a social media post and a related comment, then post their own comment in response to the given context.

Targeted CEFR Level: B1/B2

Number of Questions: 1

Remaining time : 14:58

WRITING → Part 1 → Item 1

WRITING : 00:00

You are interested in the field of psychology, and you regularly follow the social media account of Psychology for Everyone. You have read the following post from Psychology for Everyone sharing their perspective about a heated discussion and a comment from one of the followers.

Post your own comment, expressing and supporting your view effectively and relating to both the post and the comment.

Write between 80 and 120 words.
You have 15 minutes to complete this task.

Item 1

(Maximum word count: 130)

Psychology for Everyone:

Please be aware of life-coaches making money through fake therapy sessions in which they simply tell you what you want to hear. Human psychology is a solid branch of science, requiring a professional approach, and it should be handled by those who are entitled to do it. Real therapy is not about feeling good. It is about discovering one's unknown or dark sides, which can get quite painful. That's why it cannot be done by a life-coach who has received a certificate after a three-day training!

Marshall:

Could you also share professional therapy prices? Isn't it arrogant to think everyone can afford "real therapy" as you call it? Professional psychotherapies are very expensive and they can even take years. Life-coaching is an alternative method for those of us who cannot afford professional psychologists. Psychology tells us that even talking to people you already know, like friends, family or colleagues, can have a therapeutic effect. So, what is the harm in talking to a life coach? I don't see any.

Not saved yet

Writing Section 2

Description: Candidates first examine a given graph, then listen to a related podcast and produce a written text that connects information from both sources.

Targeted CEFR Level: C1

Number of Questions: 1

Remaining time : 33:28

WRITING → Part 2 → Item 2

WRITING : 00:00

You are a university student taking a sociology course. Your professor shows the class the following graph on the public perceptions about Gen Z at work. Your professor also asks you to listen to a podcast about Gen Z.

Summarize the points in the podcast by making connections with the relevant points in the graph.
Write between 200 and 300 words.
You have 30 minutes to complete this task.

Waiting for playback... 3
00:00 / 02:51

How Gen Z is Perceived at Work

| Category | Perception 1 | Perception 2 |
|---------------------------|--------------|--------------|
| Mode of Communication | 82% | 18% |
| Conflict Resolution | 37% | 63% |
| Purpose for Work | 70% | 30% |
| Career Planning | 32% | 68% |
| Approach to Collaboration | 41% | 59% |

Item 2 (Maximum word count: 330)

Summarize the points in the podcast by making connections with the relevant points in the graph.

Not saved yet

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Finish The Exam