



**English Proficiency Exam
A Guide for Examinees
(With Sample Items)**

School of Foreign Languages

2018

PURPOSE OF THE ENGLISH PROFICIENCY EXAM

English Proficiency Exam is an examination that assesses the English language proficiency level of students who wish to pass the prep school and start studying at an undergraduate or graduate level degree program at Niğde Ömer Halisdemir University. The examination aims at testing the examinees' English language competence at CEFR B1 level.

ADMINISTRATION OF THE EXAM

The examination is administered in two sessions on the same day: Session I and Session II. Examinees are expected to pass the first session to be able to take the second session. The scores obtained from the two sessions make up the final score.

Session I lasts approximately 80 minutes and includes the following sections:

- ✓ Use of Language (Cloze tests, vocabulary, situations)
- ✓ Reading Comprehension

Session II lasts approximately 80 minutes and includes the following sections:

- ✓ Listening
- ✓ Writing

CONTENT AND SAMPLE ITEMS OF THE EXAM

SESSION I: READING AND USE OF ENGLISH

READING

The reading section of the exam aims at assessing your competence in written communication at B1 level of CEFR. In this section, you are to demonstrate your ability to



- make basic inferences about text content,
- derive the probable meaning of simple unknown words from short, familiar contexts,
- identify the main topic in a structured text,
- identify specific information in a factual text,
- understand the reference words in contexts,
- understand factual titles and headlines relating to texts.

READING

PART	NUMBER OF QUESTIONS	WEIGHTED SCORE	TASK TYPE	WHAT DO YOU HAVE TO DO?
1	20	20	4-option multiple choice	Read three to four factual and narrative texts (shorter to longer) for gist, detailed comprehension, inference, title and reference words

Sample Questions for Reading

Instruction: Read the texts and choose the correct answer.

Text I:

The House Guest

Miranda sighed – 'home sweet home' after six months working in Rome, teaching English to young Italians. She turned the key. She was so excited. She was sure that her wonderful, kind-hearted friend, Pam – the person she had shared her flat with for years – was in. She had allowed Pam to live in the flat with her because she knew that her personal possessions would be respected and that she didn't need to agree on any house rules.

Miranda entered the hallway quietly – she really wanted to surprise Pam. But as she walked in, a terrible smell of unwashed dishes and rubbish hit her. Horror filled her as she looked around her: the parquet floor had dark stains all over it and a hole; the hand-carved wooden coffee table from Morocco had been painted green. To make matters worse, she could also smell cigarette smoke. This was a smoke-free house! "Pam!" she cried.

Just then, she heard heavy footsteps coming down the stairs. To her horror, she looked up to see a huge, unshaven man wearing a dirty t-shirt and a pair of underpants. Miranda felt sick; it was obvious her home had been taken over by some kind of trespasser or squatter. The man seemed relaxed. "Hello," he yawned. "I'm Miles". "My flat! What have you done to my flat? And who are you?" she asked. "You must be Miranda. You've been in Italy, haven't you? Wow! Pam didn't tell me what a beautiful flatmate she had," he answered, staring at her. "Don't look at me like that! I don't even know you. Are you responsible for this?" she said accusingly, pointing at the green

coffee table. "I thought the table looked a little boring, so I used my artistic talents to brighten it up a little" he responded. Miranda felt her blood begin to boil with anger.

Just then, Pam walked in with a bag of shopping. Seeing Miranda, she exclaimed, "Oh, good! You've met Miles. It's great to see you! I've got so much to tell you." "Yes, you do!" replied Miranda in an annoyed voice. "What has happened to my flat? " she cried, looking around the room. Pam felt surprised by Miranda's reaction. "But you don't have any house rules, remember? And don't worry about the mess. We'll tidy up later. Miles is just a little untidy, aren't you, my love?" she said, going over to kiss him. Miles laughed. "Yes, perhaps. I'm not into rules or organisation. Be free, man! We've all got to make a stand against the establishment..." He yawned, adding, "Listen, it was a late night last night; I'm going to go back to bed for a few hours. See you later."

"This is not 'the establishment'! This is my home! And, from now on, I DO have rules!" shouted Miranda, as he disappeared up the stairs. Pam was famous for her awful boyfriends, but Miranda thought she had gone too far this time. "Pam, I think we need to have a serious talk about house guests and house rules."

1. Miranda let Pam live with her because she knew that...

- A) she would respect her personal possessions and house rules.
- B) her things would be safe and she wouldn't have to have house rules.
- C) her things would be safe and that they could agree on house rules.
- D) Miles is a respectful person to her possessions and house rules.

2. When she walks into her flat, Miranda is...

- A) happy that her boyfriend is at home waiting for her.
- B) excited because she thinks her boyfriend Miles will be in.
- C) angry that her house rules have been broken.
- D) horrified because she thinks a stranger has broken into her home.

3. Miranda notices that have been damaged.

- A) the coffee table and the parquet floor
- B) the floor and the silk sofa
- C) cushions and the Moroccan pictures
- D) every single stuff in her house

4. Miles is described as...

- A) unattractive, dirty and interested in rules.
- B) handsome, but rude and outspoken.
- C) untidy, and not interested in rules and being organised.
- D) tidy, hardworking and lovely.

5. At the end of the story, Miranda decides to...

- A) end her friendship with Pam and return to Rome.
- B) talk to Pam about moving to a guest house where she'll have to follow rules.
- C) talk to Pam about who can stay in the flat, and what is allowed and not allowed.
- D) leave the house and let Miles and Pam live in her house.

Text II:

The term "folk song" has been current for over a hundred years, but there is still a good deal of disagreement as to what it actually means. The definition provided by the International Folk Music Council states that folk music is the music of ordinary people, which is passed on from person to person by being listened to rather than learned from the printed page. Other factors that help shape a folk song include: continuity (many performances over a number of years); variation (changes in words and melodies either through artistic interpretation or failure of memory); and selection (the acceptance of a song by the community in which it evolves).

When songs have been subjected to these processes their origin is usually impossible to trace. For instance, if a farm worker were to make up a song and sing it to a couple of friends who like it and memorize it, possibly when the friends come to sing it themselves one of them might forget some of the words and make up new ones to fill the gap, while the other, perhaps more artistic, might add a few decorative touches to the tune and improve a couple of lines of text. If this happened a few times there would be many different versions, the song's original composer would be forgotten, and the song would become common property. This constant reshaping and re-creation is the essence of folk music. Consequently, modern popular songs and other published music, even though widely sung by people who are not professional musicians, are not considered folk music. The music and words have been set by a printed or recorded source, limiting scope for further artistic creation. These songs' origins cannot be disguised and therefore they belong primarily to the composer and not to a community.

The ideal situation for the creation of folk music is an isolated rural community. In such a setting folk songs and dances have a special purpose at every stage in a person's life, from childhood to death. Epic tales of heroic deeds, seasonal songs relating to calendar events, and occupational songs are also likely to be sung.

6. What does the passage mainly discuss?

- A) Themes commonly found in folk music
- B) Elements that define folk music
- C) Influences of folk music on popular music
- D) The standards of the International Folk Music Council

7. Which of the following statements about the term "folk song" is supported by the passage?

- A) It has been used for several centuries.
- B) The International Folk Music Council invented it
- C) It is considered to be out-of-date.
- D) There is disagreement about its meaning.

8. The word "it" underlined in the first paragraph refers to_____.

- A) community
- B) song
- C) acceptance
- D) memory

9. Which of the following is NOT mentioned in the passage as a characteristic of the typical folk song?

- A) It is constantly changing over time.
- B) It is passed on to other people by being performed.
- C) It contains complex musical structures.
- D) It appeals to many people.

10. What does 'they' underlined in the second paragraph refer to?

- A) people
- B) musicians
- C) artistic creations
- D) published songs

11. The author mentions the farm worker and his friends in order to do which of the following?

- A) Explain how a folk song evolves over time
- B) Illustrate the importance of music to rural workers
- C) Show how subject matter is selected for a folk song
- D) Demonstrate how a community chooses a folk song

12. According to the passage, why would the original composers of folk songs be forgotten?

- A) Audiences prefer songs composed by professional musicians.
- B) Singers dislike the decorative touches in folk song tunes.
- C) Numerous variations of folk songs come to exist at the same time.
- D) Folk songs are not considered an important form of music.

13. The word "essence" in the second paragraph is closest in meaning to _____.

- A) First phase
- B) Growing importance
- C) Full extent
- D) Basic nature

14. The author mentions that published music is not considered to be folk music because _____.

- A) The original composer can be easily identified.
- B) The songs attract only the young people in a community.
- C) The songs are generally performed by professional singers.
- D) The composers write the music in rural communities.

15. What could be the best title for this article?

- A) The History of Folk Songs and Dances
- B) The Importance of Folk Songs to the Communities
- C) What a Folk Song is
- D) Popular Songs vs Folk Songs

Answers for Sample Reading Questions														
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1.C	2.D	3.B	4.C	5.A	6.B	7.D	8.B	9.C	10.D	11.A	12.C	13.D	14.A	15.C
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USE OF ENGLISH



This section tests your knowledge of grammar, vocabulary and chunks that are essential in written and spoken English. Part 1 focuses on grammatical items in context. Part 2 comprises vocabulary items (two words for each part of speech; adjective, adverb, noun, verb, phrasal verb) that are most common in certain genres. Part 3 consists of situations you can encounter in real life and tests your ability to understand situation-based problems and react with proper solutions by using the right spoken chunks.

USE OF LANGUAGE

PART	NUMBER OF QUESTIONS	WEIGHTED SCORE	CONTENT	TASK TYPE	WHAT DO YOU HAVE TO DO?
1	20	20	cloze	4-option multiple choice	Read the factual or narrative texts and choose the correct grammatical items to fill the gaps.
2	10	10	vocabulary		Complete the sentences with the correct vocabulary items.
3	10	10	situation		Read the situation and choose the best reply

Sample Questions for Part 1-Use of English (cloze)

Instruction: Complete the text with the correct grammatical items

I have seen ¹_____ emotional things in my life, but this has definitely been ²_____ of all. A few years ago I ³_____ as a travelling librarian for the summer. Once a week we ⁴_____ to visit a small village in the middle ⁵_____ the country. One day a little boy came into the library and asked for three books. He was the cutest boy I ⁶_____. I asked him ⁷_____ he could read because he wasn't more than 5 and the books ⁸_____ he wanted to borrow were classics like Karamazov Brother, Crime and Punishment. He pretended ⁹_____ me. As I ¹⁰_____ him the books, he said the books were for his mother. I later found out that his mother was physically disabled and he was the only one he had to take care of her.

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|--------------------------|-------------------|----------------------|--------------------|
| 1. A) a lot | B) much | C) a lot of | D) plenty |
| 2. A) the most emotional | B) more emotional | C) emotional | D) as emotional as |
| 3. A) work | B) have worked | C) would work | D) worked |
| 4. A) could go | B) used to go | C) need to go | D) go |
| 5. A) at | B) in | C) of | D) next to |
| 6. A) was seeing | B) saw | C) have ever seen | D) had ever seen |
| 7. A) if | B) unless | C) on condition that | D) provided that |
| 8. A) who | B) ---- | C) when | D) where |
| 9. A) to not hear | B) not hearing | C) not to hear | D) not hear |
| 10. A) have given | B) had given | C) was giving | D) give |

Answers for Sample Cloze Questions:

1.C	2.A	3.D	4.B	5.C	6.D	7.A	8.B	9.A	10.C
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Sample Questions for Part 2-Use of Language (vocabulary)

Instruction: Complete the sentences with the correct words.

- Turkish women gained the right to _____ in nationwide elections a decade or more before women in such European countries as France, Italy, and Belgium — a mark of Ataturk's far-reaching social changes.
A) vote B) consider C) apply D) obey
- The notion of living forever is _____, as it has been proven impossible for thousands of years already.
A) logical B) ridiculous C) familiar D) addicted
- Spider silk is a/an _____ strong material, and has been found out that it is stronger than steel.
A) accidentally B) nearly C) moderately D) extremely
- There is a Chinese proverb which states that one _____ plants the trees, and another rests in the shadow of those trees.
A) generation B) accommodation C) invention D) solution
- Jules Renard once claimed that the only man who is truly free is the one who can _____ an invitation to dinner without giving an excuse.
A) turn on B) turn off C) turn down D) turn over

Answers for Sample Vocabulary Questions:

1.A	2.B	3.D	4.A	5.C
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Sample Questions for Part 3-Use of Language (situation)

Instruction: Read the situations and find the best answer.

- You are travelling by bus. The bus stops at the station and some people get in. There is an empty seat next to you. A passenger gets nearer to you by saying "Do you mind if I sit down here?" In turn you say:
A) This seat is reserved.
B) I can give you my seat.
C) Go ahead, please.
D) I prefer not to sit.
- One of your close friends wants to borrow your car. He is your close friend so you can't turn him down, but you also know that he drives very fast and carelessly so you agree, but conditionally. So you say:
A) Well, I can't give you my car because you might have an accident.
B) I'll let you have it if you drive slowly and carefully.
C) You're so funny. You can't even demand it again.

D) I'm sorry. I can't let you have it.

3. You have been assigned to write a portfolio paper about the historical places in your hometown and so you go to the library and ask the man in charge there for help, saying:

- A) You call this place a library? You have only novels and magazines about the city.
- B) My friends warned me that I shouldn't expect too much.
- C) Could you please tell me how I can find some books about the historical places?
- D) Can you help me do some research on the Internet?

4. Your father wants you to work with him but you are planning to work with your friends. So you say to your father:

- A) My friends and I decided to join together and do something altogether.
- B) Please father don't do that to me.
- C) Daddy, find someone else I want to go on a holiday with my friends.
- D) My friends promised me to find a good job, so I'll work there.

5. You have a lot of work to do, so you haven't paid your telephone bill yet. Your phone will be cut if you don't pay the bill tomorrow. You say to yourself:

- A) I have to ask dad to pay for me.
- B) Bro, can you pay the bill for me?
- C) It is a pleasure to be hearing from my friends in my hometown.
- D) It seems a telephone will cost me a lot.

Answers for Sample Situation Questions:				
1.C	2.B	3.C	4.A	5.A

SESSION II: LISTENING AND WRITING

LISTENING



The listening section of the exam aims at assessing your competence in spoken communication at B1 level of CEFR. In this section, you are to demonstrate your ability to

- to understand the main points of clear standard speech on familiar matters,
- to identify the main point of tv news items reporting events, accidents, etc.
- to follow detailed directions,
- to understand supporting details, implied meanings in standard English in texts on both concrete and abstract topics,
- to identify attitude, mood, tone, viewpoints.

LISTENING	PART	NUMBER OF QUESTIONS	WEIGHTED SCORE	TASK TYPE	WHAT DO YOU HAVE TO DO?
	1	20	20	4-option multiple choice	Listen to three to four monologues or dialogues for gist and detailed information.

Sample Questions for Listening

Instruction: You are going to listen to five people and choose the correct answers.

- 1. Speaker 1: The event was ____.**
 - A) a concert.
 - B) a dance.
 - C) a meeting.
 - D) a play.
- 2. Speaker 2: When he was young, the man liked ____.**
 - A) the book only.
 - B) the film only.
 - C) the film and the book.
 - D) neither of them.
- 3. Speaker 3: The people in front of them didn't ____.**
 - A) make noise.
 - B) see the beginning of the film.
 - C) know there was someone behind them.
 - D) stay until the end.
- 4. Speaker 4: The girl got the book ____.**
 - A) for her boyfriend.
 - B) from her boyfriend.
 - C) to learn more about her boyfriend's band.
 - D) for herself.
- 5. Speaker 5: The speaker doesn't tell us ____.**
 - A) when the concert finished.
 - B) what the audience were like.
 - C) what the band were like.
 - D) what they did at the concert.

Instruction: You are going to listen to five conversations. CIRCLE the correct answer that best completes the sentence.

6. Conversation-1: Todd wanted to watch the World Cup final...

- A) in a restaurant with his workmates
- B) at home with friends
- C) in a small café with friends
- D) in his office with his workmates

7. Conversation-2: In the past, Lauren ate or drank...

- A) less coffee
- B) fewer sweets
- C) less tea
- D) fewer snacks

8. Conversation-3: Kiera doesn't have any...

- A) families
- B) cousins
- C) brothers
- D) parents

9. Conversation-4: When he was at school, Johnnie...

- A) broke his leg
- B) was captain of the team
- C) played football
- D) did some coaching

10. Conversation-5: Sophie is...

- A) unreliable
- B) extrovert
- C) confident
- D) friendly

Answers for Sample Listening Questions:									
1.B	2.C	3.D	4.A	5.C	6.B	7.A	8.C	9.B	10.D

WRITING



The writing section aims at testing your ability to express yourself in written English. In this part, you are to demonstrate your ability to

- to write an everyday connected text using a set of short elements / facts and building them into a sequence,
- to briefly give reasons and explanations for opinions, plans and actions,
- to support a main idea with examples and reasons,
- to write the concluding sentence(s) of a basic opinion paragraph.

WRITING

PART	NUMBER OF QUESTIONS	WEIGHTED SCORE	TASK TYPE	WHAT DO YOU HAVE TO DO?
1	1	5	Guided writing	Write a short text (a note or an email) between 40-50 words communicating the content points given in the task.
2	1	15	Guided writing	Write a well-structured paragraph between 150-200 words answering the question of your choice.

Sample Task for Part 1-Writing (general writing)

You are the Adviser. You have received a letter from a reader. Please read the letter below and complete the reply letter. It should

- ✓ include two advice for preparing for the first day at college
- ✓ include two advice for the first day at college

Direction: Read the letter

Dear Adviser,
I'm writing to ask for your advice about a problem. I have just got into a new college and I'm going to start it next month. However, I am nervous about my first day at school. I can't easily make new friends and I'm a bit uncomfortable about starting with new teachers. How should I feel confident on my first day of college and hide my nervousness? Please help me.
Desperate Colleger

Direction: Write a reply to the problem letter above.

Dear Desperate Colleger,

That's a common problem. Many people are anxious about the first day at school or work. I understand how you feel and I have some good advice for you.

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I'm sure it will all work out.

Good luck

Sample Task for Part 2-Writing (academic writing)

Choose one of the topics below and write **an opinion paragraph**. Make sure that you

- ✓ write only one paragraph that has intro, body and conclusion.
- ✓ clearly state your opinion;
- ✓ support your opinion with at least three reasons in detail;
- ✓ stay within the word limit of 150-200.

Your paragraph will be graded according to *introduction, body, conclusion, format* and *conventions (grammar, spelling, punctuation..)*

1. Some people believe parents are the best teachers. Do you agree or disagree? Use specific reasons and examples to support your opinion.

2. There are many ways to find a job: newspaper advertisements, Internet job search websites, and personal recommendations. What do you think is the best way to find a job? Give reasons or examples to support your opinion.

3. In many places around the world, the minimum age to obtain a driver's license is 16 or 17. Many people say this minimum age should be increased to 21. Do you agree or disagree? Use specific reasons and examples to support your opinion.

SCORING AND ANNOUNCEMENT OF THE EXAM

The First Session comprises selected response (multiple-choice) type questions, which are machine scored. The results are announced approximately two hours after the session finishes. The ones who get 50 % score of this section can take the second session.

The Second Session comprises both selected and open-ended response type questions which are manually scored by a group of experienced raters in accordance with an answer key for listening and scoring rubric for writing. The raters go through standardization before grading. Each paper is graded by two raters, and by a third rater if necessary.

The overall scores of the examinees are announced within approximately two days on the website of the school.

SCORING RUBRIC FOR WRITING TASKS

Below are the grading rubrics for writing part of the exam. Rubric A is used for scoring the general writing task. The written composition is graded according to content and language. You can see the details below.

Rubric A

Rubric for General Writing					
CRITERIA	3	2	1	0	SCORE
Content	The text meets all the expectations that the task requires and it supports the main idea with reasons logically as it should be.	The text meets some expectations and implies in general the reasons that it should have.	The text meets one or two expectations and/or does not include reasons that it should include.	It does not include any expected.	—
Language		-The word choice and sentence structure is consistent with the model. -There are no grammar, spelling, or punctuation errors.	-The word choice and sentence structure is close to the model. -There are 2-3 grammar, spelling and punctuation errors.	-The word choice and sentence structure does not seem to relate to the model. -It is full of grammar, spelling or punctuation errors	—
Students <u>cannot</u> get a score if <input type="checkbox"/> It is off topic <input type="checkbox"/> It is blank .					_X 1 = —

Rubric B is for the academic writing task. The written composition is graded according to introduction, body, conclusion, format and conventions. You can see the details below.

Rubric B

Rubric for Academic Writing					
CRITERIA	3	2	1	0	SCORE
Introduction		It introduces the topic and states the opinion clearly and gives background information.	It introduces the topic and/ or states the opinion but lacks background information.	No introduction is included.	—
Body	It includes three major supporting details along with at least one minor supporting detail with a	It includes two major supporting details with at least one minor supporting detail or includes three major	It includes two major supporting details with no minor supporting detail or less.	No supporting is included.	—

	proper transition for each.	supporting details with no minor supporting details.			
Conclusion			It restates the paragraph logically with a proper transition.	No conclusion is included.	—
Format		It is a well-structured paragraph, stays within the word limit and has a title.	It is a well-structured paragraph with/ without a title and/or under/over the word limit.	It looks like an essay (even if it has a title or stays within the word limit.)	—
Conventions		It has no or little (e.g. one /two) grammatical, spelling and/or punctuation errors	It has few grammatical, spelling and/or punctuation errors.	It is full of grammar, spelling and punctuation errors.	—
Students cannot get a score if <input type="checkbox"/> It is off topic or a memorized paragraph, <input type="checkbox"/> It has a title and one or two sentences,					—
<input type="checkbox"/> It has only a topic sentence, <input type="checkbox"/> It is blank.					—
					_X 1.5 =