

YALOVA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
PROFICIENCY EXAM REGULATIONS AND SAMPLE QUESTIONS

The School of Foreign Languages administers the Yalova University Proficiency Exam to determine whether students possess the English language skills required to begin their undergraduate studies without attending the English Preparatory Program. The exam is aligned with the Common European Framework of Reference for Languages (CEFR) – Level B2 and is designed to assess the four main skills: Listening, Reading, Speaking, and Writing, as well as Use of English.

The exam consists of two sessions:

- **Session I:**
 - Listening (20 points)
 - Reading (20 points)
 - Use of English (20 points)
- **Session II:**
 - Speaking (20 points)
 - Writing (20 points)

Scoring and Evaluation

- The exam is scored out of a total of 100 points.
- Session I: 60 points (Listening + Reading + Use of English)
- Session II: 40 points (Speaking + Writing)
- **Students must achieve a minimum total score of 36 points in Session I to qualify for Session II.**
- Results are announced by the School of Foreign Languages.

Exam Conditions

- Students must bring a relevant ID card.
- No dictionaries, notes, or electronic devices are allowed.
- Any form of academic dishonesty will result in disqualification.

SESSION I

Session I of the Proficiency Exam is designed to assess students' receptive language skills and language knowledge at the B2 level. This session evaluates how well students can understand spoken and written English and how accurately they can use grammar and vocabulary in context.

- The Listening Exam (20 points) measures comprehension of main ideas, details, and implied meaning in short talks, conversations, or interviews.
- The Reading Exam (20 points) tests students' ability to understand academic and general texts, focusing on main ideas, supporting details, inference, and vocabulary in context.
- The Use of English Exam (20 points) evaluates grammatical accuracy, vocabulary range, and the ability to complete texts appropriately through grammar, vocabulary, and cloze test tasks.

PART I - LISTENING

Purpose:

The Listening Exam is designed to assess students' ability to understand spoken English at the B2 level. It evaluates comprehension of the main idea, supporting details, attitudes and opinions, and specific information from authentic listening materials.

General Information

- The Listening Exam consists of 3–4 separate recordings (interviews, conversations, lectures, or discussions).
- There are 20 multiple-choice questions in total.
- Each question is worth 1 point, making a total of 20 points for the Listening Exam.
- Question types include:
 - Main idea recognition
 - Understanding details
 - Identifying attitudes and opinions
 - Inferring meaning

Instructions for Students

- You will hear each recording twice.
- Before the first listening, you will have 45 seconds to read the questions, and before the second listening, you will have 30 seconds.
- Choose the correct answer (a, b, c, or d) for each question.
- Answer all questions. Incorrect answers will not result in a loss of points.
- Listen carefully — once the recording starts, you cannot stop or replay it.
- Dictionaries, notes, or any additional materials are not allowed.

Sample Task

Listen to a conversation between a university student and a librarian, and choose the correct answer.
(5×1 = 5 pts)

- | | |
|---|---|
| <p>1. Why does the student go to the library?</p> <ul style="list-style-type: none">a) To return an overdue bookb) To ask about research resourcesc) To register for a library cardd) To attend a workshop <p>2. What does the librarian suggest for finding academic articles?</p> <ul style="list-style-type: none">a) Checking the notice boardb) Using the online databasec) Asking a professor for copiesd) Looking only at printed journals <p>3. What problem does the student mention?</p> <ul style="list-style-type: none">a) The library is too crowded in the evenings.b) They cannot log into the system from home.c) The book they need is not available in English.d) They have to pay extra for online access. | <p>4. What advice does the librarian give about borrowing limits?</p> <ul style="list-style-type: none">a) Students can borrow as many books as they want.b) Only final-year students can borrow more than five books.c) Undergraduate students may borrow up to eight books at a time.d) Books must always be returned within one week. <p>5. What is the main idea of the conversation?</p> <ul style="list-style-type: none">a) How to make the library more comfortable for studentsb) Ways students can get help with their research projectsc) How librarians prepare for busy exam weeksd) Why students should read more academic journals |
|---|---|

PART II - READING

Purpose:

The Reading Test is designed to assess students' ability to understand written texts in English at the B2 level. It evaluates skills such as identifying the main idea, recognizing supporting details, making inferences, understanding vocabulary in context, and selecting appropriate titles.

General Information

- The Reading Test consists of 4 texts.
- Each text is followed by 5 multiple-choice questions.
- Each question is worth 1 point, making a total of 20 points for the Reading Exam.
- Question types include:
 - Main idea recognition
 - Detail comprehension
 - Vocabulary-in-context/reference
 - Inference-making
 - Choosing the best title

Instructions for Students

- Read each text carefully.
- Circle the correct answer (a, b, c, d, or e) for each question.
- Answer all questions. Incorrect answers will not result in a loss of points.
- Manage your time wisely. There is no separate timing for Reading; it is part of Session I, together with Listening and Use of English.
- Dictionaries, notes, or any additional materials are not allowed.

Sample Task

Read the text below and circle the correct answer. (5×1 = 5 pts)

In the past, people believed that working long hours was the only way to succeed in their careers. Today, however, research shows that productivity does not always increase with longer working hours. In fact, many studies suggest that after a certain point, working too much can reduce efficiency and lead to mistakes. Companies in several European countries have already experimented with shorter workweeks, and many have reported higher employee satisfaction and even better results. Critics argue that fewer working hours might harm the economy, but supporters believe that healthier and more motivated workers are ultimately more productive. The debate continues, but it is clear that the traditional idea of success being linked to long hours is being challenged.

21. What was the traditional belief about success at work?

- a) It depended on motivation.
- b) It required long working hours.
- c) It came from working fewer hours.
- d) It was related to company experiments.
- e) It was mainly about employee satisfaction.

22. According to the text, what do recent studies suggest?

- a) Longer hours always bring more success.
- b) Shorter workweeks reduce productivity.
- c) Too much work can decrease effectiveness.
- d) Mistakes are unavoidable in the workplace.
- e) Productivity stays the same.

23. What is the main advantage reported by companies with shorter workweeks?

- a) Higher salaries for employees
- b) Fewer critics of the system
- c) Better results and happier workers
- d) Less debate about productivity
- e) More traditional working patterns.

24. The underlined word *supporters* refers to people who...

- a) believe shorter workweeks are beneficial.
- b) argue that long hours increase productivity.
- c) think mistakes are unavoidable.
- d) criticize traditional economic systems.
- e) want to return to past workplace habits.

25. Which of the following would be the best title for the text?

- a) Mistakes in the Modern Workplace
- b) Why European Companies Fail at Productivity
- c) Traditional Careers in Europe
- d) The Changing Idea of Success at Work
- e) Productivity and the Debate on Work Hours

PART III - USE OF ENGLISH

Purpose:

The Use of English Exam is designed to assess students' grammatical accuracy, vocabulary knowledge, and ability to apply language in context at the B2 level. It focuses on sentence completion, word choice, and cloze test tasks that reflect real academic and communicative needs.

General Information

- The Use of English Exam consists of 20 questions in total:
 - 10 grammar questions
 - 5 vocabulary questions
 - 1 cloze test with 5 questions
- Each question is worth 1 point, making a total of 20 points.

Instructions for Students

- Read each question carefully before answering.
- Choose the best answer (a, b, c, d or e).
- Answer all questions. Incorrect answers will not result in a loss of points.
- Dictionaries, notes, or any additional materials are not allowed.

Sample task

Part 1 – Grammar (10 questions)

- | | |
|--|--|
| <p>41. Tim was very upset yesterday because he ____ that he ____ his wallet.</p> <ul style="list-style-type: none">a) realized / will loseb) had realized / lostc) realized / had lostd) realizes/losese) was realizing / had been lost <p>42. Please let me call an electrician. You ____ to fix the air conditioner for three hours, but it still ____.</p> <ul style="list-style-type: none">a) tried / hadn't workedb) were trying / hasn't workedc) have been trying / doesn't workd) had tried / didn't worke) had been trying / still hasn't worked | <p>43. Unlike last year, when it ____ practically every day, the weather ____ wonderful so far this summer.</p> <ul style="list-style-type: none">a) rained / has beenb) rains / will bec) has been raining / wasd) was raining / would bee) had rained / has been <p>44. The first thing ____ the visitors saw when they entered the art gallery was a notice ____ said: "Do not touch!"</p> <ul style="list-style-type: none">a) where / whichb) which / whoc) that / thatd) who / whiche) in which / that |
|--|--|

45. This is the first time you've ever driven a car in a heavy traffic, ____?
a) doesn't it
b) isn't it
c) have you
d) is it
e) haven't you

46. If the tap ____ properly in the first place, we wouldn't be having all these problems now.
a) were fixed
b) has been fixed
c) had been fixed
d) is being fixed
e) was fixed

47. I wonder if you'd mind ____ the window? It's getting quite chilly.
a) close
b) closing
c) to close
d) closed
e) having closed

Part 2 – Vocabulary (5 questions)

51. Although Mr. Hardy has been very strict with his students, he is highly ____ by everyone in the class.
a) respected
b) refused
c) obtained
d) challenged
e) criticize

52. We will have to ____ this noise for a while as they're redecorating the house.
a) get on with
b) put up with
c) look down on
d) do away with
e) live up to

53. She spoke so ____ during the presentation that everyone understood even the most difficult points.
a) clearly
b) imminently
c) cautiously
d) dearly
e) nearly

48. Could you tell me ____ I should get to your house, since I don't know the area that well?
a) what
b) whether
c) where
d) how
e) which

49. My son is growing so fast – he's two inches ____ he was last year.
a) taller than
b) too tall
c) as tall as
d) so tall that
e) more taller than

50. Will you come and watch me ____ in the school play tomorrow evening?
a) to perform
b) perform
c) performing
d) having performed
e) be performing

54. The severe thunderstorms caused ____ damage, but not as much as expected.
a) considerable
b) rapid
c) sensitive
d) competent
e) substantial

55. After years of training, she finally gained the ____ she needed to work as a professional pilot.
a) acquisition
b) qualification
c) improvement
d) dedication
e) certificate

Part 3 – Cloze Test (5 questions)

Students today face many challenges when adapting to university life. They must learn how to manage their time effectively, **(56)** ____ can be difficult when they are living away from home for the first time. Another challenge is making new friends, since social connections are **(57)** ____ for both happiness and academic success. Financial pressures also play a role; many students work part-time jobs, which sometimes **(58)** ____ their ability to concentrate on their studies. Nevertheless, students usually **(59)** ____ to find a balance after the first semester, and many report that these challenges help them become more **(60)** ____.

56.

- a) which
- b) who
- c) what
- d) where
- e) whose

57.

- a) unnecessary
- b) essential
- c) temporary
- d) ordinary
- e) optional

58.

- a) improves
- b) prevents
- c) affects
- d) develops
- e) reduces

59.

- a) succeed
- b) manage
- c) decide
- d) explain
- e) attempt

60.

- a) dependent
- b) independent
- c) unreliable
- d) personal
- e) responsible

SESSION II

Session II of the Proficiency Exam is designed to evaluate students' productive language skills in English at the B2 level. While Session I measures receptive skills and language knowledge, Session II focuses on students' ability to communicate their ideas clearly, fluently, and accurately in spoken and written form.

- The Speaking Exam (20 points) assesses students' ability to express opinions, interact in conversations, and deliver extended responses on various topics.
- The Writing Exam (20 points) measures students' ability to produce coherent, well-structured texts such as essays, paragraphs, and formal/informal emails.

Performance in Session II provides a comprehensive picture of students' readiness to use English in academic and social contexts at university level.

SPEAKING EXAM

The Speaking Exam is designed to assess students' ability to communicate effectively in English through a variety of interactive tasks. The exam lasts approximately 5–7 minutes and consists of three parts, each focusing on different speaking skills.

Part 1 – Warm-Up Session (1 minute):

This is an ungraded introduction to help students feel comfortable and begin speaking naturally. The examiner greets the student, checks their ID, and asks simple personal questions about their background, hometown, hobbies, or experiences.

Part 2 – Discussion / Picture-based Task (2 - 2.5 minutes):

Students express their opinions and develop ideas on a given topic or describe and discuss a visual such as a picture, chart, or infographic. Example topics include studying alone versus in groups, the use of mobile phones in class, or describing a holiday photograph and speculating about the activities shown.

Part 3 – Individual Long Turn (3 minutes):

Students receive a topic card, have 30 seconds to prepare, speak for about 3 minutes without interruption. This part evaluates the ability to speak at length, organize ideas, and use a wide range of vocabulary and grammar. Topics may include describing a memorable place, talking about an inspiring person, or discussing a cultural tradition. If the student finishes early, the examiner asks follow-up questions to encourage further elaboration.

Part I-Warm-Up Session – Introductory Questions

Purpose:

This part is only for introduction and warming up. Students' responses should not be assessed. The aim is to make them feel comfortable, start speaking naturally, and build rapport before moving to the main tasks.

Step 1 – Greeting & Introduction

Good morning / afternoon!

I'm ... (examiner's name). Nice to meet you.

Can you tell me your full name, please?

Can I see your student ID card?

Welcome to Yalova University! Is this your first time here?

Step 2 – Personal & Background Questions

(Choose 3–4 questions, depending on time.)

Where are you from?

Can you tell me a little about your hometown?

How was your summer before starting university?

What are your hobbies or things you like to do in your free time?

Do you have any special talents or skills?

Part 2 – Discussion / Picture-based Task (2 - 2.5 minutes)

Purpose: To assess the student's ability to express opinions, develop ideas, and maintain a longer turn in speaking.

Interlocutor: Now we will do the third part of the speaking test. In this part, you will discuss a topic or describe a picture. You will have to give your opinion, explain your ideas, and speak for about TWO to TWO and HALF minutes.

First, I will give you a topic or a picture. You will have about 30 seconds to think before you start speaking. You can take notes. Please try to keep talking and give details.

If it's a topic question, say what you think and why. If it's a picture, describe what you see and also give your ideas about it.

Example topic: *"Some people prefer studying alone, while others like studying in groups. What about you?"*

Example picture task: [Show a holiday photo] *"Describe this picture and talk about what activities you think the people are doing."*

Part 3 – Individual Long Turn (3 minutes)

Purpose: To assess the student's ability to speak at length on a given topic, organize ideas coherently, and use appropriate vocabulary and grammar without constant prompting.

Sample Situation:

Interlocutor:

"Now we will do Part 4: Individual Long Turn. Here in front of you, there are several topic cards face down. Each card has a topic, for example, a place you visited, a person who inspired you, a hobby you enjoy, or a special event in your life. Please pick one card and do not show it to me yet. After you choose your card, you will have 30 seconds to think about the topic and make short notes if you want. Then, you will speak for about 3 minutes.

While speaking, try to give details, examples, and explanations. Organize your ideas clearly and use different words and sentence structures. If you finish early, I may ask you some follow-up questions to help you continue speaking.

Now, please choose one card and get ready. Your 30 seconds starts when you pick your card."

Sample Topic Cards

A place you visited and enjoyed

An important event in your life

Backup Questions (if the student stops talking early)

Why is this important to you?

How did you feel about it?

What did you learn from this experience?

Would you like to experience it again? Why or why not?

WRITING EXAM

The Writing Exam is designed to assess students' ability to produce clear, coherent, and well-structured written texts in English at the B2 level. This part of the exam focuses on students' ability to express ideas in a logical way, use appropriate vocabulary and grammar, and adapt their writing style to different contexts.

General Information:

- The exam consists of a total of **2 parts**.
- Each part is designed to assess different writing skills:
- Part 1 – Essay Writing
- Part 2 – Email Response
- The total duration of the exam is approximately **80 minutes**.
- Student writing is evaluated out of **20 points**.

Part 1 – Essay Writing

Students are required to write an essay of at least 250 words on a given topic. Their essays should include an introduction, body paragraphs, and a conclusion, with arguments supported by reasons and examples.

Part 2 – Email Response

Students write an email in response to a short situation with at least 80–100-words. They are expected to use an appropriate format, tone (formal, semi-formal, or informal depending on the context), and organization.

Together, these tasks provide a comprehensive measure of students' ability to communicate effectively in written English in both academic and everyday contexts.

Part 1 – Essay Writing

Purpose: To assess your ability to plan, organize, and write a coherent academic essay with clear ideas, supporting details, and appropriate language use.

Instructions:

You will write an essay of at least 250 words on the given topic. You have 60 minutes for this part.

Make sure your essay has:

- An introduction paragraph (introducing the topic and your main idea).
- Two or more body paragraphs (explaining and supporting your ideas with examples).
- A conclusion paragraph (summarizing your points and restating your opinion).

Pay attention to:

- Grammar and vocabulary accuracy.
- Paragraph organization and coherence.
- Clear topic sentences and supporting details.
- You may plan your ideas on the draft paper before writing your final version.

Sample Topics:

Some people think studying abroad is better than studying in their own country. Do you agree or disagree? Give reasons and examples.

What is the most important skill for university students today? Explain why and give examples.

Part 2 – Email Response to a Situation

Purpose: To assess your ability to respond appropriately in written form to a given situation, using correct format, tone, and organization.

Instructions:

- You will read a short situation and write an email in response.
- You have 20 minutes for this part.
- Your response should be between 80–100 words.

Follow the email format:

Appropriate greeting (Dear Mr./Ms. ... / Hi ...)

Clear opening sentence related to the situation.

Explanation/details of your response.

Appropriate closing (Best regards, ...).

Use formal language if writing to a teacher, school, or workplace; semi-formal/informal language if writing to a friend.

Check spelling, punctuation, and grammar before submitting.

Sample Situations:

Requesting Information

You are interested in joining the university photography club. Write an email to the club president asking for information about membership, meeting times, and any fees.

Responding to a Classmate

Your classmate invited you to join a group study session for the English exam, but you already have other plans. Write an email explaining why you cannot join and suggest another time to study together.