



YALOVA UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

ENGLISH PROFICIENCY EXAM

GUIDE BOOK AND SAMPLE QUESTIONS

School of Foreign Languages

2024

1. PURPOSE

Students who enroll for the first time in the departments / programs of the faculties with compulsory foreign language education at Yalova University and those who come to Yalova university from the schools in which the education language is Turkish and which do not have foreign language preparatory program by vertical transfer, lateral transfer, double major and sub-branch programs and who cannot fulfill the requirements must have preparatory class education. Yalova University Foreign Language School Proficiency Exam is a test designed to evaluate the English language proficiency levels of students who want to successfully pass the preparatory class and start education directly in the undergraduate programs.

2. GENERAL INFORMATION

- The data and the time of the English Proficiency Exam prepared and conducted by Yalova University Foreign Language School are announced on the web pages of Yalova University and Yalova University School of Foreign Languages.
- A make-up exam is not applied for students who cannot enter the exam for any reason.
- The English Proficiency Exam is conducted only to determine the students who can complete the preparatory class successfully and start the education in the programs. This exam is not used to determine the level of the students. A Placement Test is conducted to determine the students' level.
- Students must have a score of at least 60 out of 100 to be successful in the English Proficiency Exam.
- The results of the exam are announced in Yalova University UBS system which students can log in using their e-mail addresses with yalova.edu.tr extensions.

3. EXAM RULES

- Students must bring their I.D. cards or student cards.
- Students must have their own items, such as pencils and erasers.
- Students are not allowed to enter the exam with any electronic devices and materials such as books, brochures, or dictionaries.
- Cell phones are collected by the instructors before the exam starts and are given back to the students at the end of the exam.
- Students must be in the exam room 30 (thirty) minutes before the exam.
- Students who arrive after the first 15 (fifteen) minutes will not be allowed to take the exam.
- Students are not allowed to leave the exam room for any reason during the exam.
- Students who leave the exam room cannot enter the exam room again.

- Students are not allowed to take exam questions and answers out of the exam room.
- The exams of the students who attempt to cheat or enter the exam instead of someone else are considered invalid and legal actions are taken.

4. EXAM CONTENT, DURATION, AND APPLICATION

- The English Proficiency Exam consists of 80 multiple-choice questions with 5 options and an open-ended writing question.
- The exam duration is 150 (one hundred fifty) minutes and is performed in one session.
- The answers are marked on the optical forms given to the students. The markings on the question booklets are not taken into account and are not graded.

Exam Content

Question types and question numbers in the English Proficiency Exam are listed in the table below. Sample questions related to each question type are also detailed in this section.

LISTENING	15 QUESTIONS	15 POINTS
VOCABULARY	10 QUESTIONS	10 POINTS
GRAMMAR	10 QUESTIONS	10 POINTS
CLOZE TESTS	10 QUESTIONS	10 POINTS
SENTENCE COMPLETION	4 QUESTIONS	4 POINTS
PARAGRAPH COMPLETION	4 QUESTIONS	4 POINTS
READING	15 QUESTIONS	15 POINTS
IRRELEVANT SENTENCES	4 QUESTIONS	4 POINTS
DIALOGUE COMPLETION	4 QUESTIONS	4 POINTS
SITUATIONS	4 QUESTIONS	4 POINTS
WRITING	AN ESSAY	20 POINTS

Part 1: Listening Questions

PART	PURPOSE	QUESTION NUMBER
LISTENING	To evaluate students' listening skills. The students will listen to two or three listening tracks and answer the questions related to each listening track.	15

SAMPLE QUESTIONS

Listen to the lecture and choose the correct answers in the questions 1-5.

1. There will be time for discussion ____.
 - a) at the end of the lecture
 - b) at the beginning of the lecture
 - c) in the following lecture
 - d) after the examination

2. Researchers believed that “goal-directed thought” ____.
 - a) was a special way of thinking
 - b) was dangerous for our brains
 - c) was normal for our brains
 - d) was an extraordinary activity

Part 2: Vocabulary Questions

PART	PURPOSE	QUESTION NUMBER
VOCABULARY	To evaluate students' vocabulary knowledge and skills	10

SAMPLE QUESTIONS

1. No ____ has solved the communication problems between adults and teenagers.
 - a) **generation**
 - b) decade
 - c) supplement
 - d) expanse
 - e) accomplishment

2. Through 24-hour news channels, we are able to be kept ____ updated as to what is going on around the world.
 - a) timely
 - b) reportedly
 - c) shortly
 - d) constantly
 - e) **gradually**

Part 3: Grammar

PART	PURPOSE	QUESTION NUMBER
GRAMMAR	To evaluate students' grammar knowledge level	10
SAMPLE QUESTIONS		
<p>1. When the war broke out, Mary ___ in Berlin for 6 years.</p> <p>a) lived b) lives c) has been living d) was living e) had been living</p> <p>2. You ___ me because I didn't really mean that.</p> <p>a) must misunderstand b) must have misunderstood c) might misunderstand d) had to misunderstand e) must be misunderstood</p>		

Part 4: Cloze Test

PART	PURPOSE	QUESTION NUMBER
CLOZE TEST	To evaluate students' abilities in understanding the content, vocabulary and completing the missing parts of the text in a correct and meaningful way.	10
SAMPLE QUESTIONS		
<p>Find the most appropriate words or expressions for the blanks.</p> <p>The etymology of the word "chocolate" may remain (19) ___ and open to debate even today; but there can be no real doubt that the ancient Aztec civilization lies at the origin of chocolate. The god Quetzalcoatl, gardener of paradise, was respected (20) ___ the guardian of the cacao tree and the purveyor of both strength and wealth. The seeds, or beans, were used as a form of currency, valid (21) ___ for the purchase of everyday items and for the payment of tribute money to the king. It was the spectacle of monkeys sucking the refreshing juices around the beans that first (22) ___ men the idea of tasting them. From there, it was a short step to consuming the beans (23) ___.</p>		
<p>19. a) regular b) indifferent c) faithful d) uncertain e) suitable</p> <p>20. a) just b) even c) like d) for e) as</p> <p>21. a) not only b) either c) both d) as if e) more</p> <p>22. a) having given b) gave c) had given d) to have given e) has given</p> <p>23. a) themselves b) as theirs c) itself d) by them e) for them</p>		

Part 5: Sentence Completion

PART	PURPOSE	QUESTION NUMBER
SENTENCE COMPLETION	To evaluate the students' abilities in recognizing the relationship between the ideas given in the text and so providing the meaningful unity by combining the different parts in the text.	4
SAMPLE QUESTIONS		
<p>Find the most appropriate expression to complete the sentence below.</p> <p>29.____, she would have attended the meeting.</p> <p>a) Although she has had such a lot of hard work b) As her supervisor reminded her to check the experiment c) Whatever obstacles she might have with the laboratory tests d) If Julia hadn't had so much work in the laboratory e) Should Professor Grand have enough time to finish her report</p>		

Part 6: Paragraph Completion

PART	PURPOSE	QUESTION NUMBER
PARAGRAPH COMPLETION	To evaluate the students' abilities to recognize the semantic relations between the ideas in the text, the discursive forms and the transition words combining the thoughts in a paragraph.	4
SAMPLE QUESTIONS		
<p>Choose the best option to complete the paragraph.</p> <p>Familiar terms such as “work”, “energy” and “force” are often used in a very particular and distinct manner in physics.____. For instance, for the physicist, the word “force” is used in four different ways. These forces are responsible for all the phenomena we observe.</p> <p>a) We think of a force generally as a push or a pull b) It is important to understand their special meanings when they are used scientifically c) “Work” is another term which also has a restricted technical meaning in science d) One of the fundamental forces in nature is the electromagnetic force e) The English physicist Newton is remembered for his investigations into the forces of nature</p>		

Part 7: Irrelevant Sentences

PART	PURPOSE	QUESTION NUMBER
IRRELEVANT SENTENCES	To evaluate the ability of students to recognize the semantic relationships among the thoughts in a paragraph	4
SAMPLE QUESTIONS		
<p>Choose the irrelevant sentence.</p> <p>Antarctica appears to be warming faster than anywhere else on the planet. (II) The ice is melting, and the winters are warmer. (III) Actually, industrial pollution is a major threat to the wild life. (IV) Grass is now beginning to push up through what was frozen wasteland just a few years ago. (V) Yet, this warming in Antarctica is causing some problems for the penguins, the natives of the continent.</p> <p>a) I b) II c) III d) IV e) V</p>		

Part 8: Reading

PART	PURPOSE	QUESTION NUMBER
READING	To evaluate the students' abilities to understand the main idea in a text, to give correct answers to the questions about the text, to distinguish the different level of information, to determine the purpose of the text, to understand the author's point of view, to make inferences from the text and to predict the meanings of the words.	15

SAMPLE QUESTIONS

Answer the questions according to the passage.

Europe and Japan do not make use of fuel economy standards to any significant degree, but instead rely principally on high taxes to reduce gas consumption. Their tax is about more than \$2 per gallon, while in the US, federal gas taxes are only €18 per gallon and average state taxes are €22 per gallon. Higher prices at the pump resulting from higher taxes increase consumer demand for cars with better fuel economy. They also encourage consumers to reduce their driving. Research shows that federal taxes on gasoline would have to increase by a bit less than 50 Euros per gallon to cut gasoline consumption in the US. Although a 50 Euro increase is a lot compared with the present average total tax of 40 Euros, it would raise retail gas prices to only a little more than \$2 per gallon, tax included. This is far below prices in European countries and Japan. Even if federal taxes on gas were doubled, US retail gas prices would still be much below those in other developed countries.

47. According to the text, efforts have been made ____.

- a) to compare the levels of fuel consumption as well as fuel prices in Europe
- b) to assess what price increases would lead to an important reduction in fuel consumption in the US**
- c) to give more appeal to public transport
- d) to establish what vehicle types consume less fuel
- e) to develop fuel-efficient vehicles for sale in the US

48. It is obvious in the text that Japan's strategy to keep fuel consumption down ____.

- a) has been greatly criticized by the public
- b) has not been as effective as was originally envisaged
- c) depends largely on the high taxation of fuel**
- d) has set an example that Europe is now adapting
- e) has had no effect upon the country's car production technologies

Part 9: Dialogue Completion

PART	PURPOSE	QUESTION NUMBER
DIALOGUE COMPLETION	To evaluate the students' abilities to understand the meaning of functional and idiomatic expressions, vocabulary and grammatical structures, to identify different forms of expression and come to conclusion.	4

SAMPLE QUESTIONS

Find the expressions that can be said in the missing part of the dialogue.

71. A: Henry, I need some money.

B: If \$100 is enough, it's OK.

A: Yes, thank you, I won't be able to pay you back until Monday.

B: _____

- a) Could I borrow ten dollars or more?
- b) **OK. Monday is fine.**
- c) Yes, I'd love to meet you then.
- d) What's the exchange rate on Monday?
- e) Yes that would be very exciting.

Part 10: Situation Questions

PART	PURPOSE	QUESTION NUMBER
SITUATION QUESTIONS	To evaluate the ability of the students to recognize the appropriate expression for the given situation	4

SAMPLE QUESTIONS

Find the best option that can be said for the given situation.

You have just spent a week's holiday in a five-star hotel. Although the brochure was very attractive, the reality was quite different. You are very disappointed and feel that you have to say something about this discrepancy. Before you leave, you see the manager and say:

- a) You really ought to improve your brochure!
- b) **The way you advertise this hotel in your brochure is very misleading!**
- c) I think you need to appoint a new manager!
- d) I'd like to extend my holiday and stay for another week!
- e) You've cheated me. I've been overcharged!

Part 11: Writing

The "writing" part aims to measure the ability of students to express their thoughts in English in writing. In this part, students are expected to write an essay consisting of at least / about 5 paragraphs, which includes the introduction, body, and conclusion parts in accordance with the writing rules and the given situation. The subjects in the writing part are one of the following types:

➤ **Opinion Essay:** It is a type of writing that aims to express the opinions about a given situation.

Sample topics:

Is Istanbul a dangerous city?

Should uniforms be required in high school?

➤ **Compare / Contrast Essay:** It is a type of writing that aims to compare or contrast two things, situations, or events.

Sample topics:

What are the similarities OR differences between living in a small city and living in a big city?

What are the similarities OR differences between talking to friends face to face and talking to friends online?

➤ **Cause/ Effect Essay:** It is a type of writing that aims to express the causes or the effects of a given situation.

Sample topics for cause essays:

What are the causes of pollution?

What causes people to get cancer?

Sample topics for effect essays:

What are the effects of pollution?

What are the effects of stress on health?

➤ **Problem and Solution Essay:** It is a type of writing that aims to express a problem and the possible solutions.

Sample topics:

What is the best way to help someone who is depressed?

How can you get out of a bad relationship?

5. GRADING

- Each multiple-choice question in the exam is 1 (point), and the highest score that can be taken from this part is 80.
- The writing part is 20 points, and the evaluation is based on the following rubrics in the following pages.
- The off-topic writings are not evaluated, and this part is graded as "0" point.

WRITING PART EVALUATION RUBRICS

OPINION ESSAY		
	The student:	
Introduction	Hook catches the attention of the reader via quotation / question / fact / background information about the topic.	____ / 1
	Transition Sentences describes the content that is going to be discussed.	____ / 1
	Thesis statement introduces his / her opinion with a phrase and writes a thesis statement.	____ / 1
Supporting Paragraphs	1st Topic Sentence gives his / her main reason of the stated opinion with a clear topic sentence for the 1 st supporting paragraph.	____ / 1
	Details provides specific details to support the first reason by using transitions and conjunctions.	____ / 1
	2nd Topic Sentence gives his / her main reason of the stated opinion with a clear topic sentence for the 2 nd supporting paragraph.	____ / 1
	Details provides specific details to support the second reason by using transitions and conjunctions.	____ / 1
	3rd Topic Sentence gives his / her main reason of the stated opinion with a clear topic sentence for the 3 rd supporting paragraph.	____ / 1
	Details provides specific details to support the third reason by using transitions and conjunctions.	____ / 1
Conclusion	summarizes his / her opinion and reasons.	____ / 1
	draws a conclusion or makes a prediction based on his / her opinion.	____ / 1
Others	GRAMMAR 0: no correct sentence forms at all 1: a very limited range of structures with frequent errors 2: good grammar with few errors 3: a wide range of structures with minor errors	____ / 3
	VOCABULARY 0: lacks appropriate content vocabulary. Incorrect / unclear wording 1: An attempt at content vocabulary is present where appropriate. Most words are used repetitively or inappropriately. 2: an adequate range of content vocabulary mostly used appropriately and accurately 3: a wide range of accurate and appropriate content vocabulary	____ / 3
	CONSISTENCY& UNITY 0: fails to communicate any messages 1: presents information but not arranged coherently 2: logically organized information or ideas	____ / 2
	MECHANICS 0: frequent spelling and punctuation mistakes 1: correct spelling and punctuation	____ / 1
TOTAL		____ / 20

COMPARISON OR CONTRAST ESSAY- POINT BY POINT FORMAT

	The student:	
Introduction	Hook catches the attention of the reader via quotation / question / fact / background information about the topic.	____ / 1
	Transition Sentences describes the two things being compared or contrasted.	____ / 1
	Thesis statement writes a thesis statement that clearly states what two things are being compared or contrasted and the focus of the essay (similarities / differences).	____ / 1
Supporting Paragraphs	1st Topic Sentence gives his or her first point of comparison of the two things with a clear topic sentence.	____ / 1
	Details provides details, examples, facts, etc. to compare or contrast the two things according to the first point by using transitions and conjunctions.	____ / 1
	2nd Topic Sentence gives another point of comparison of the two things with a clear topic sentence.	____ / 1
	Details provides details, examples, facts, etc. to compare or contrast the two things according to the second point by using transitions and conjunctions.	____ / 1
	3rd Topic Sentence gives the final point of comparison of the two things with a clear topic sentence.	____ / 1
	Details provides details, examples, facts, etc. to compare or contrast the two things according to the third point by using transitions and conjunctions.	____ / 1
Conclusion	summarizes the main similarities or differences.	____ / 1
	draws a conclusion or makes a prediction based on his / her ideas.	____ / 1
Others	<u>GRAMMAR</u> 0: no correct sentence forms at all 1: a very limited range of structures with frequent errors 2: good grammar with few errors 3: a wide range of structures with minor errors	____ / 3
	<u>VOCABULARY</u> 0: lacks appropriate content vocabulary. Incorrect / unclear wording 1: An attempt at content vocabulary is present where appropriate. Most words are used repetitively or inappropriately. 2: an adequate range of content vocabulary mostly used appropriately and accurately 3: a wide range of accurate and appropriate content vocabulary	____ / 3
	<u>CONSISTENCY& UNITY</u> 0: fails to communicate any messages 1: presents information but not arranged coherently 2: logically organized information or ideas	____ / 2
	<u>MECHANICS</u> 0: frequent spelling and punctuation mistakes 1: correct spelling and punctuation	____ / 1
TOTAL		____ / 20

CAUSE - EFFECT ESSAY

	The student:	
Introduction	Hook catches the attention of the reader via quotation / question / fact / background information about the topic.	____ / 1
	Transition Sentences describes / analyzes the situation.	____ / 1
	Thesis statement writes a thesis statement that clearly states the focus of the essay (causes / effects).	____ / 1
Supporting Paragraphs	1st Topic Sentence states the first cause / effect with a clear topic sentence for the 1 st supporting paragraph.	____ / 1
	Details provides details, examples, facts, etc. explain the 1 st cause / effect by using transitions and conjunctions.	____ / 1
	2nd Topic Sentence states the second cause / effect with a clear topic sentence for the 2 nd supporting paragraph.	____ / 1
	Details provides details, examples, facts, etc. explain the 2 nd cause / effect by using transitions and conjunctions.	____ / 1
	3rd Topic Sentence states the third cause / effect with a clear topic sentence for the 3 rd supporting paragraph.	____ / 1
	Details provides details, examples, facts, etc. explain the 3 rd cause / effect by using transitions and conjunctions.	____ / 1
Conclusion	summarizes the main causes / effects.	____ / 1
	draws a conclusion or makes a prediction based on his / her ideas.	____ / 1
Others	GRAMMAR 0: no correct sentence forms at all 1: a very limited range of structures with frequent errors 2: good grammar with few errors 3: a wide range of structures with minor errors	____ / 3
	VOCABULARY 0: lacks appropriate content vocabulary. Incorrect / unclear wording 1: An attempt at content vocabulary is present where appropriate. Most words are used repetitively or inappropriately. 2: an adequate range of content vocabulary mostly used appropriately and accurately 3: a wide range of accurate and appropriate content vocabulary	____ / 3
	CONSISTENCY& UNITY 0: fails to communicate any messages 1: presents information but not arranged coherently 2: logically organized information or ideas	____ / 2
	MECHANICS 0: frequent spelling and punctuation mistakes 1: correct spelling and punctuation	____ / 1
TOTAL		____ / 20

PROBLEM SOLUTION ESSAY

	The student:	
Introduction	Hook catches the attention of the reader via quotation / question / fact / background information about the topic.	____ / 1
	Transition Sentences describes / analyzes the problem and states why it is serious.	____ / 1
	Thesis statement writes a thesis statement that identifies possible solutions.	____ / 1
Supporting Paragraphs	1st Topic Sentence states the first solution in the 1 st supporting paragraph with a clear topic sentence for the 1 st supporting paragraph.	____ / 1
	Details provides details, examples, facts, etc. to explain and discuss the 1 st solution by using transitions and conjunctions.	____ / 1
	2nd Topic Sentence States the second solution in the 2 nd supporting paragraph with a clear topic sentence for the 2 nd supporting paragraph.	____ / 1
	Details provides details, examples, facts, etc. to explain and discuss the 2 nd solution by using transitions and conjunctions.	____ / 1
	3rd Topic Sentence states the third solution in the 3 rd supporting paragraph with a clear topic sentence for the 3 rd supporting paragraph.	____ / 1
	Details provides details, examples, facts, etc. to explain and discuss the 3 rd solution by using transitions and conjunctions.	____ / 1
Conclusion	summarizes the main solutions.	____ / 1
	draws a conclusion or makes a prediction based on his / her suggestions.	____ / 1
Others	<u>GRAMMAR</u> 0: no correct sentence forms at all 1: a very limited range of structures with frequent errors 2: good grammar with few errors 3: a wide range of structures with minor errors	____ / 3
	<u>VOCABULARY</u> 0: lacks appropriate content vocabulary. Incorrect / unclear wording 1: An attempt at content vocabulary is present where appropriate. Most words are used repetitively or inappropriately. 2: an adequate range of content vocabulary mostly used appropriately and accurately 3: a wide range of accurate and appropriate content vocabulary	____ / 3
	<u>CONSISTENCY& UNITY</u> 0: fails to communicate any messages 1: presents information but not arranged coherently 2: logically organized information or ideas	____ / 2
	<u>MECHANICS</u> 0: frequent spelling and punctuation mistakes 1: correct spelling and punctuation	____ / 1
TOTAL		____ / 20