



SCHOOL OF FOREIGN LANGUAGES

ENGLISH PROFICIENCY EXAM

A Guide for Test Takers

Explanations & Sample Exam Items



January 2025

SCHOOL OF FOREIGN LANGUAGES

ENGLISH PROFICIENCY EXAM (SFL EPEX)

School of Foreign Languages English Proficiency Exam (SFL EPEX) is an exam designed to measure the English language proficiency levels of candidates who wish to pursue English-medium undergraduate (English Language and Literature & Translation and Interpretation) or graduate programs at Osmaniye Korkut Ata University.

The purpose of this exam is to determine whether candidates' English proficiency levels are sufficient to meet the requirements of academic courses in their programs. Therefore, the exam is designed to assess candidates' abilities to understand written and spoken academic texts, respond to them, comprehend classroom interactions, and produce written texts.

- The SFL EPEX is administered at the beginning (Fall EPEX) and end of each academic year (Spring EPEX).
- The date, location, and time of the EPEX are determined and announced by the School Directorate in accordance with the academic calendar.
- The Fall EPEX held at the beginning of the academic year is open to students who have newly enrolled at the University and wish to be exempt from the compulsory preparatory program, as well as to students who failed the compulsory preparatory program in the previous academic year.
- Students who wish to take the Fall EPEX at the beginning of the academic year can apply for the exam through the method announced by the School of Foreign Languages Directorate. Students who do not apply within the announced period will not be allowed to take the exam.
- Only students who are in compulsory preparatory program and who meet the requirements can take the Spring EPEX within the same academic year.
- The requirements for taking the Spring EPEX are determined and announced by the School of Foreign Languages Board.
- No make-up exam will be held for students who are unable to take the EPEX for any reason.
- The EPEX is held in two sessions, in the morning and afternoon.
- Students who miss the morning session cannot take the afternoon session.

EXAM INFORMATION

Sessions	Parts	Questions	Points
Morning Session	Grammar	15-20	60
	Vocabulary	15-20	
	Reading	15-20	
	Dialogue Completion	3-5	
	Translation	3-5	
	Paraphrasing	3-5	
Afternoon Session	Listening Comprehension <ul style="list-style-type: none"> Brief talks Lectures Notetaking 	15-20	25
	Writing	1 Task	15
Total			100

GRAMMAR

Purpose	To assess test taker's ability to: <ul style="list-style-type: none"> • identify grammatically correct structures, • distinguish between similar grammatical forms and structures, • apply rules of sentence formation, agreement, and word order, and • choose the most appropriate grammatical alternative in multiple-choice questions.
Question type	Multiple-choice with four alternatives
No. of questions	15-20
Sample questions and answers	<p>1. By the time the project was completed, the team _____ several setbacks, but they remained committed to delivering on time.</p> <div style="display: flex; justify-content: space-between;"> a. has faced c. would have faced </div> <div style="display: flex; justify-content: space-between;"> b. will face d. had faced </div> <p>Renewable energy sources are increasingly important as the world seeks to reduce its reliance on fossil fuels. Solar and wind power are two of the most popular forms of renewable energy. (2) _____ these technologies have been around for a while, their efficiency and affordability have greatly improved in recent years. Solar panels, for example, (3) _____ be installed on rooftops or in large fields, making them versatile and adaptable. Wind turbines, on the other hand, generate electricity even on days with light winds (4) _____ advances in technology. The shift towards renewable energy is essential (5) _____ fight climate change and ensure a sustainable future.</p> <div style="display: grid; grid-template-columns: repeat(4, 1fr); gap: 10px;"> <div> 2. a. Although b. Since c. If d. Despite </div> <div> 3. a. must b. should c. have to d. can </div> <div> 4. a. despite b. thanks to c. such as d. apart from </div> <div> 5. a. for b. in c. by d. to </div> </div>

VOCABULARY

Purpose	<p>To assess test taker's ability to:</p> <ul style="list-style-type: none"> • understand words in appropriate contexts, • recognize synonyms, antonyms, and collocations, • identify word formations, including prefixes and suffixes, • recognize the meaning of words and phrases in context, • distinguish between commonly confused words, and • choose the most suitable vocabulary option in multiple-choice questions.
Question type	Multiple-choice with four alternatives
No. of questions	15-20
Sample questions and answers	<p>1. I bought a new washing machine last week, but it makes a lot of noise when spinning. I am planning to write a letter of _____ and ask them to replace it with a new one.</p> <div style="display: flex; justify-content: space-around;"> a. recommendation c. compliment </div> <div style="display: flex; justify-content: space-around;"> b. appreciation d. complaint </div> <p>Artificial Intelligence (AI) is (2) _____ education by making learning more personalized and effective. AI tools can (3) _____ student performance to create lessons that fit each student's needs. This helps students get the support they need to learn better. AI can also provide (4) _____ feedback to help students understand difficult topics at their own pace. Additionally, AI can handle some administrative tasks, allowing teachers to spend more time teaching. Virtual and augmented reality, using AI, create (5) _____ learning experiences that make subjects more interesting. AI also helps with language learning through advanced translation and pronunciation tools. As AI continues to improve, it has the potential to make education more efficient, accessible, and engaging for students around the world.</p> <div style="display: grid; grid-template-columns: repeat(4, 1fr); gap: 10px;"> <div> 2. a. revolutionizing b. simplifying c. ignoring d. limiting </div> <div> 3. a. centralize b. memorize c. analyze d. minimize </div> <div> 4. a. inadequate b. similar c. delayed d. personal </div> <div> 5. a. outdated b. exciting c. confusing d. superficial </div> </div>

READING

Purpose	<p>To assess test taker's ability to:</p> <ul style="list-style-type: none"> • understand main ideas and supporting details in a text, • identify the writer's purpose, tone, and viewpoint, • infer implied meanings and draw logical conclusions, • distinguish between facts and opinions, and • analyze text structure and recognize relationships between ideas.
No. of texts	4-5
Length of texts	300-600 words
Question type	Multiple-choice with four alternatives
No. of questions	15-20
Sample questions and answers	<p>It's surprising to think that just a century and a half ago, dinosaurs were unknown. People had seen dinosaur bones in rocks long before then, but they didn't understand what they were. Even the experts of the time didn't see the significance of these bones. In ancient and medieval Europe, large fossil bones were often thought to belong to giants. Some old stories about giants were actually inspired by these bones. By the early 1800s, people were starting to look for logical explanations for natural phenomena. The first dinosaur to be properly identified was found in 1822 in England. Dr. Gideon Mantell, a physician from Lewes, was an exceptional man with many interests. He was part of a group of dedicated amateurs in the 18th and 19th centuries who helped establish the natural sciences. Dr. Mantell was especially interested in fossils and spent his free time in southern England searching for the remains of extinct animals.</p> <p>1. It is clearly stated in the text that</p> <ol style="list-style-type: none"> ancient legends of giants led people to search for the fossils of dinosaurs. some ancient tales are based on massive fossil bones. the first dinosaur bone to be found dates back to some 150 years ago. natural phenomena should be explained scientifically, not in any other way. <p>2. As understood from the text, it would be <u>wrong</u> to assume that</p> <ol style="list-style-type: none"> dinosaurs have been properly described for ages. giants were part of the European oral tradition throughout the Middle Ages. dinosaur bones took a long time to turn into fossils. people didn't properly understand the dinosaur bones in rock for a long time.

DIALOGUE COMPLETION

Purpose	<p>To assess test taker's ability to:</p> <ul style="list-style-type: none"> • understand the context and tone of a conversation, • choose the most appropriate response based on contextual cues, • recognize common expressions, idioms, and collocations, and • apply logic and reasoning to complete the dialogue coherently.
Question type	Multiple-choice with four alternatives
No. of questions	3-5
Sample questions and answers	<p>1. Choose the best alternative that completes the dialogue.</p> <p>Martin: _____</p> <p>Sue: I agree. It's clear from that picture where he is talking to his career advisors that he decided quite early in his life what he wanted to do.</p> <p>Martin: So once he found his inclination, he went to university to study business.</p> <p>Sue: Look at the picture where he is a graduate. He must have been a very good student, too.</p> <p>a. Well, I think Mr. Moore decided to become a businessman while he was at school.</p> <p>b. What do you think the next step in Mr. Smith's career was?</p> <p>c. I think money is an important factor for Martin in deciding on a career.</p> <p>d. People tend to think that some jobs can only be done by men or women only.</p> <p>2. Choose the best alternative that completes the dialogue.</p> <p>Sam: I don't think Ralph and Jane would choose to go to Disneyland in Florida.</p> <p>Daphne: _____</p> <p>Sam: Well, let's see. I think Egypt is a possible choice. For one thing, there are a lot of archaeological sites for them to see there.</p> <p>Daphne: I think so, too. Since they have two-week holiday, there is enough time for them to go on a tour through Egypt.</p> <p>a. But what if they don't want to go to such a hot place in summer?</p> <p>b. We haven't taken Hawaii into consideration!</p> <p>c. Well, that is very tiring.</p> <p>d. I quite agree with you. Disneyland is great for little children, but not for adults who are interested in archaeology and history.</p>



TRANSLATION

Purpose	To assess test taker's ability to: <ul style="list-style-type: none">• understand and convey meaning accurately between English and Turkish,• recognize appropriate word choices and idiomatic expressions in both languages,• apply correct grammar and sentence structure in translation,• distinguish between literal and contextual meanings, and• select the most accurate translation in multiple-choice questions.
Question type	Multiple-choice with four alternatives
No. of questions	3-5
Sample questions and answers	<p>1. Choose the best Turkish translation for the sentences given.</p> <p>We'd never expected you to be able to persuade such an obstinate person as him.</p> <p>a. Bu kadar inatçı bir insanı ikna edemeyeceğini biz zaten biliyorduk. b. Onu ikna etme konusunda kararlı olduğuna göre çok inatçı biri olmalısın. c. Onun kadar inatçı bir insanı ikna edebileceğini hiç ummuyorduk. d. Onun kadar inatçı bir insanı nasıl ikna edebildiğini hala anlamış değiliz.</p> <p>2. Choose the best English translation for the sentences given.</p> <p>Televizyonun en belirgin avantajlarından biri, hemen herkesin gücünün yetebileceği ucuz ve uygun eğlence olanağı sunmasıdır.</p> <p>a. One of the most obvious advantages of television is that it offers the opportunity of cheap and convenient entertainment which nearly everyone can afford. b. Obviously, almost everyone can afford to buy a television and enjoy its cheap and convenient programs. c. Television, which is affordable for almost everybody, is one of the most advantageous means of cheap and convenient entertainment. d. It's apparent that television can provide one of the most advantageous means of entertainment, which is cheap and enjoyable.</p>


PARAPHRASING

Purpose	<p>To assess test taker's ability to:</p> <ul style="list-style-type: none"> • recognize reworded sentences with the same meaning, • identify key vocabulary and structural changes, • maintain the original intent while altering phrasing, • apply grammatical and lexical transformations, and • select the most accurate paraphrase in multiple-choice questions.
Question type	Multiple-choice with four alternatives
No. of questions	3-5
Sample questions and answers	<p>1. Choose the best paraphrase of the sentences given.</p> <p>Young people must be well educated in order to become good citizens in the future.</p> <ul style="list-style-type: none"> a. So as to become good citizens, today's youth need to receive a good education. b. As long as today's youth receive a good education, they will become citizens. c. Today's youth will become citizens even if they do not receive a good education. d. Education in the future will teach young people how to become citizens. <p>2. Choose the best paraphrase of the sentences given.</p> <p>The government's decision to increase funding for education is expected to improve the quality of schools.</p> <ul style="list-style-type: none"> a. Increasing funding for education by the government should make schools better. b. The government's choice to raise money for schools will help improve their quality. c. The government's decision to increase school funding will likely enhance education quality. d. Schools are expected to benefit from the government's increased education budget.

LISTENING COMPREHENSION: Brief Talks

Purpose	<p>To assess test taker's ability to:</p> <ul style="list-style-type: none"> • Understand the main idea point of a talk, • identify its intended purpose, and • anticipate its content.
No. of talks	3-5
Length of talks	~1 minute
Question type	Multiple-choice with four alternatives
No. of questions	3-5
Sample scripts, questions and answers	<div>  <p>Bushfires are a common natural phenomenon, especially in hot and dry regions. They occur when dry vegetation catches fire due to lightning, human activity, or extreme heat. Australia, the United States, and parts of Southern Europe frequently experience bushfires. In Australia, for example, the fire season can last for several months, particularly during summer. Bushfires spread quickly due to strong winds and dry conditions, making them difficult to control. They can destroy forests, homes, and wildlife habitats. However, some plant species, like certain eucalyptus trees, have adapted to survive and even thrive after bushfires. Firefighters and emergency services work hard to prevent and manage these fires, using controlled burns and firebreaks to reduce their impact.</p> </div> <p>1. What is the main idea of the talk?</p> <ol style="list-style-type: none"> Bushfires can be controlled with proper planning and firefighting techniques. Bushfires are caused by various factors including climate and human activity. Bushfires have a significant impact on both the environment and local communities. Bushfires occur due to natural causes and human intervention with serious consequences. <div>  <p>Artificial Intelligence (AI) is rapidly transforming the field of agriculture with its innovative applications. In crop farming, AI is being used to analyze soil health and predict weather patterns, helping farmers optimize planting and harvesting schedules. It's particularly useful in monitoring crop conditions through satellite imagery and drones, enabling precision farming that reduces waste and increases yields. On the other hand, AI is also making strides in livestock management. For instance, AI-powered systems can monitor animal health, track their movements, and even predict potential diseases, allowing farmers to respond more quickly. Overall, AI in agriculture is creating smarter, more efficient farming practices, which are crucial for meeting the demands of a growing global population.</p> </div> <p>2. What is the purpose of the talk?</p> <ol style="list-style-type: none"> To explain how AI improves farming techniques. To highlight the role of AI in transforming agriculture. To discuss the history of agricultural practices. To identify challenges faced by modern farmers.

LISTENING COMPREHENSION: Lectures

Purpose	<p>To assess test taker's ability to:</p> <ul style="list-style-type: none"> • follow the flow of a topic, • understand the main points and supporting details, • differentiate between main and specific ideas, • understand the speaker's intent or reasoning, • interpret the speaker's attitude or perspective, • infer meaning not directly stated, • recognize the primary arguments for and against an idea, and • recognize when the speaker is clarifying, paraphrasing, or summarizing ideas.
No. of lectures	2-3
Length of talks	~5 minute
Question type	Multiple-choice with four alternatives
No. of questions	10-15
Sample script, questions and answers	 <p>In today's lecture we're going to be talking about experiments, and I thought it might be interesting for you all to learn about the world's oldest continuously running laboratory experiment that is still going today. In fact, it holds the Guinness World Record for being the longest-running experiment. This experiment began in 1927 and has been going ever since.</p> <p>It's called the 'pitch drop' experiment, and it was created by Professor Thomas Parnell at the University of Queensland, Australia. Parnell was the university's first physics professor, and he wanted to show in this experiment that everyday materials, such as pitch, can have quite surprising properties.</p> <p>You see, when pitch is at room temperature, it feels solid. You can easily break it with a hammer. However, it isn't in fact solid. At room temperature, pitch is many billions of times more viscous than water, but it's actually fluid.</p> <p>In 1927, Professor Parnell took a sample pitch. He heated it and poured it into a glass funnel. He allowed the pitch to cool and settle – for three years. He then turned the funnel upside down and cut the top off it.</p> <p>Since then, the pitch has slowly dropped out of the funnel. How slowly? Well, the first drop took eight years to fall. It took another forty years for another five drops to fall. Today it's been almost 90 years since the experiment started. Only nine drops have fallen from the funnel. The last drop fell in April 2014 and the next one is expected to fall in the 2020s.</p> <p>The experiment has a tragic story associated with it. Professor Parnell died without seeing a pitch drop. His replacement, Professor John Mainstone, became responsible for the pitch drop experiment from 1961. He held the job for 52 years, and missed seeing the drop fall three times – by a day in 1977, by just five minutes in 1988 and finally in 2000, when the webcam that was recording the experiment suffered a power outage for 20 minutes, during which time the pitch dropped.</p> <p>The pitch drop experiment is something we can all participate in now. There's a live web stream that allows anyone to watch the glass funnel and wait for the fateful moment. A similar experiment to the Queensland pitch drop was set up in Dublin, and the video of the moment the pitch actually dropped went viral on the internet. It's interesting to see how a very slow event can spread news so quickly.</p>

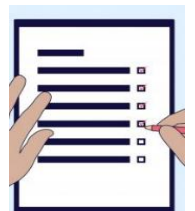
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1. What is the world's oldest continuously running laboratory experiment?
 - a. The pitch drop experiment at the University of Queensland.
 - b. A physics experiment at the University of Dublin.
 - c. A chemistry experiment in Queensland, Australia.
 - d. **The longest-running physics experiment in the world.**
 2. Why did Professor Parnell start the pitch drop experiment?
 - a. To study the chemical properties of pitch.
 - b. To demonstrate the surprising properties of everyday materials.
 - c. **To show that materials like pitch can have unexpected qualities.**
 - d. To develop new techniques for laboratory experiments.
 3. What tragic event is associated with the pitch drop experiment?
 - a. Professor Parnell died without seeing the first drop fall.
 - b. **Professor Parnell died without seeing a pitch drop.**
 - c. The experiment was almost cancelled after the first drop fell.
 - d. The webcam failed to record the last drop falling in 2014.
 4. The pitch drop experiment was created by Professor Thomas Parnell at the _____.
 - a. University of Dublin
 - b. University of Queensland
 - c. **University of Sydney**
 - d. University of Melbourne
 5. The first drop of pitch took _____ to fall after the experiment began.
 - a. 40 years
 - b. 20 years
 - c. **8 years**
 - d. 18 years

LISTENING COMPREHENSION: Notetaking

Purpose	<p>To assess test taker's ability to:</p> <ul style="list-style-type: none"> • listen actively and identify key information, • organize and summarize main ideas and supporting details, • capture essential points from spoken discourse, • demonstrate efficient information processing and retention, and • present information in a clear, logical format.
No. of task/talk	1
Length of talks	~1-2 minute/s
Question type	Fill in the blanks or short paragraph
No. of questions	1-5
Task description & expectations	<p>Notetaking is capturing important information from a spoken source. As part of listening, it involves identifying key points, organizing ideas, and summarizing information as it is heard.</p> <p>While listening and taking notes down:</p> <ul style="list-style-type: none"> • listen to the talk or lecture attentively and take careful and detailed notes, • take notes that are clear, concise and accurate, • use abbreviations or symbols to ease notetaking process, • pay attention to details, key words, linkers, and repeated information, and • organize your notes considering the scope, aim and content of the talk. <p>While answering the question:</p> <ul style="list-style-type: none"> • read the question carefully and follow the instructions, • include main ideas from the talk, • use information only from the talk, and avoid including your own ideas, • provide the answer in a text format (if it asks for a short paragraph), not in the form of bullet points, • fill in the blanks (if asked) in the required format, • pay attention to word limit if given, and • use accurate language,

WRITING

Purpose	<p>To assess test taker's ability to:</p> <ul style="list-style-type: none"> • organize and express ideas clearly and coherently, • use a range of vocabulary and grammatical structures effectively, • develop arguments and support them with relevant explanation and examples, • follow appropriate writing conventions (paragraph structure, punctuation), and • maintain consistency in tone, style, and register throughout the text.
Question type	Paragraph writing
No. of task	1
Task description & expectations	<p>In this section, you should:</p> <ul style="list-style-type: none"> • write a single paragraph with two main ideas, • support each main idea with relevant major and minor supporting ideas such as explanations, details, or examples, • write a paragraph of around 200 words, • use a variety of sentence structures, • use relevant topical vocabulary, • write a coherent and well-organized paragraph, • connect ideas by means of a variety of linkers, and, • use correct grammar, spelling, punctuation, and capitalization. <p>Before starting to write, read the given situation or response carefully. Think about what you know about the topic. The instructions will suggest some ideas. You can use these ideas or provide your own. Try to explain the ideas and support them with explanations and examples.</p> <p>Your paragraph will be assessed based on content (well-developed ideas), language use (correct usage), vocabulary use (relevant words for the topic), organization (coherence and logical flow), and mechanics (punctuation, capitalization, and spelling rules).</p> <p>You should write a paragraph with legible handwriting and a well-organized structure so that there are no issues that could cause you to lose points during the evaluation stage.</p>



Write a paragraph in about 200 words about **two benefits of using drones in agriculture**.

**Task Sample
& Analysis**

You can use the following points listed below OR your own ideas.

- increased productivity
- reduced environmental impact
- decrease in expenses

{ topic sentence }

{ main idea 1 }

{ explanations }

{ example }

Using drones in agriculture offers significant benefits, particularly in reducing environmental impact and decreasing expenses. **One key feature is the reduction in environmental impact.** Drones equipped with advanced sensors can monitor crop health and soil conditions accurately, allowing farmers to apply fertilizers and pesticides only where they are needed. This precision helps minimize the overuse of chemicals, which can harm the environment and reduce biodiversity. For example, instead of spraying an entire field, drones can pinpoint areas with nutrient deficiencies or pest problems, targeting treatments more effectively. **Another important feature is the decrease in expenses.** By using drones for tasks such as crop monitoring and mapping, farmers can cut down on labor costs and increase efficiency. Traditional methods of field assessment and treatment often require significant manpower and time, but drones can complete these tasks more quickly and with less human intervention. Additionally, precise application of inputs like water and fertilizers reduces waste, lowering overall costs. For instance, drones can adjust the amount of fertilizer based on real-time data, ensuring that resources are used optimally and reducing the need for costly excess applications. Overall, drones help farmers save money while also promoting more sustainable agricultural practices.

{ main idea 2 }

{ explanations }

{ example }

{ concluding sentence }