

KOCAELI UNIVERSITY

**School of Foreign Languages
Department of Foreign Languages**



**KOU
ENGLISH PROFICIENCY EXAMINATION
(B1+)**

**An Examination Guide for
Test Takers**

**2025-2026
Academic Year**

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INTRODUCTION TO KOU ENGLISH PROFICIENCY EXAM

Overview

The KOU English Proficiency Exam is designed to assess the candidates' General English language proficiency. It is intended for students who will study at an undergraduate level degree program at KOU.

The exam assesses three skills: reading, listening and writing. It also includes a Vocabulary, a Grammar and a Use of English section assessing the knowledge of related fields. The skills are tested at B1+ level aligned with the descriptors in the Common European Framework of Reference for Languages and in the Global Scale of English.

The Purpose of the Exam

The aim of the KOU English Proficiency Exam is to test the English language proficiency level of students who are to receive undergraduate education at Kocaeli University and to determine whether the students' English proficiency level is at the target (B1+) level, facilitating them to follow and participate in the lectures offered in their departments.

STRUCTURE AND ADMINISTRATION OF THE EXAM

There is only **ONE** session for the English Proficiency Exam and it lasts approximately 120 minutes with a short break. Students are expected to take a written test consisting of Listening, Reading, Vocabulary, Grammar, Use of English and Writing sections. For further information regarding the time and the date of the session, check the following web page: <http://yabancidiller.kocaeli.edu.tr>

OVERVIEW OF SCORING

Scoring Procedures

The listening, reading, grammar and use of English sections of the KOU English Proficiency Exam comprises multiple choice questions, and are machine scored. The writing section of the exam is manually scored by instructors of the School of Foreign Languages in compliance with a writing rubric for the target level. For further information regarding each section, check the table below.

Sections	Number of Questions	Points allocated to each section	Time allocated to each section
Listening	13 Questions Part 1 – 5 questions Part 2 – 3 questions Part 3 – 5 questions	2 points for each item	~ 15-20 minutes
Reading	20 Questions Part 1 – 5 questions Part 2 – 5 questions Part 3 – 5 questions Part 4 – 5 questions		60 minutes
Use of English	10 Questions Part 1 – 3 questions Part 2 – 4 questions Part 3 – 3 questions		
Grammar	7 Questions Part 1 – 7 questions		
Writing	1 task	20 points	~ 40 minutes

Note: The written test (except for the writing section) consists of 50 questions with 2 points for each item. The writing section has one task with 15 points. The scores obtained from both make up the final exam score (80% of the listening, reading, grammar and use of English sections + 20% of the writing section). To pass the exam, the student must get an average score of 65 or more.

Announcement of Exam Scores

The scores for the English Proficiency Exam are announced on the webpage of School of Foreign Languages (<http://yabancidiller.kocaeli.edu.tr>) within 5 days.

EXAM FORMAT

Overview

The exam is made up of a written paper including 6 sections. As the exam is at B1+ level, the themes are guided at general audience.

Note: Dictionary use (printed or electronic) and any other electronic devices are not allowed in any section of the exam.

Description of Sections and Item Types with Samples:

SECTION I: LISTENING

Section 1 comprises three parts assessing listening skills. It tests the students' ability to understand spoken utterances with standard accents on familiar daily issues at B1+ level. In this section, there are three parts with 13 questions, which last approximately 15 minutes. 2 points are given for each correct response.

Part 1: Everyday Conversations

Task Description: Test takers listen twice to an audio recording consisting of series of short conversations between two or more people and answer questions.

Question Type: Multiple Choice with four options

Sample Question:

Listen to the conversation and mark the correct answer for each question on your answer sheet.

0. The ideal temperature for the woman is _____.
- a. lower than 20 °C
 - b. over 25 °C
 - c. nearly 23 °C
 - d. above 30 °C

Part 2: Brief Monologue Talk on Daily Issues / Familiar Topics

Task Description: Test takers listen twice to a short monologue and answer questions.

Question Type: Multiple Choice with four options.

Sample Question:

Listen to the recording and mark the correct answer for each question on your answer sheet.

0. The talk is ***mainly*** about_____.

a. dangers of social media addiction

c. popular social media platforms

b. using social media for fun

d. time people spend on the internet

Part 3: Structured Formal Talk

Task Description: Test takers listen twice to an audio recording, either a simple academic lecture or a structured formal talk and answer questions.

Question Type: Multiple Choice with three options.

Sample Question:

Listen to the lecture and mark the correct answer for each question on your answer sheet.

0. The aim of the lecturer is_____.

a. to introduce a new brand

b. to discuss selling strategies

c. to pointing out the problems of the industry

Objectives for the Listening Section: To assess the test takers' ability to

- follow an everyday conversation on common topics
- understand the main idea of a variety of formal or informal spoken utterances
- identify specific information in a structured formal talk, a brief talk and daily conversations
- infer opinions in a simple presentation or lecture
- distinguish between the main points and supporting details of a talk
- identify a speaker's attitude, feelings or viewpoints

SECTION II: READING

Section 2 comprises four parts assessing reading skills. It tests students' ability to understand written different types of texts on topics which are guided at general audience. In this section, there are four parts with 20 questions. 2 points are given for each correct response. Each text can be around 250-400 words.

Part 1 and Part 2: Multiple Choice Reading (5 Question Each)

Task Description: Test takers read an extended text on a single topic and answer multiple choice questions.

Question Type: Multiple Choice with four options:

- Main/Specific Idea Questions
- Critical Reading/Inference Questions
- Writer's tone/attitude/point of view questions
- Vocabulary Questions

Sample Question:

Climate change: Is Greta Thunberg right about UK carbon emissions?

A teenage climate activist who became famous for her school strikes is claiming the UK has exaggerated how much it has reduced greenhouse gas emissions.

The gases - mainly carbon dioxide - from burning fossil fuels contribute to global warming when they are released into the atmosphere. The UK's current target is to cut 80% of emissions from 1990 levels by 2050. The government says greenhouse gas emissions have fallen by 42% since 1990. But Greta Thunberg told members of parliament (MPs) in Westminster that the true reduction was about 10%. Two very different numbers - can both be right? It all depends on what you count as a country's emissions. Miss Thunberg says the 42% figure do not include emissions from international aviation, shipping and imports. She accuses the UK government of "very creative carbon calculation".

She is right to say that the number misses out these things. It refers to the UK's "**territorial emissions**" - that is a measure of what happens within a country's borders, including things such as heating and powering homes, transport, domestic industry and agriculture. However, the UK is not alone in producing its figures like this. It is applying to internationally agreed standards. Countries, which have signed an international agreement called the Kyoto Protocol, send their overall emissions figures to the United Nations each year. That reporting is all done on a territorial basis - so they all do not include international aviation, shipping and imports. (...)

0. What is the main idea of the text?

- a. The real amount of gas emission is much higher than the countries' estimation and reporting.
- b. The UK has succeeded to reduce its gas emission on an environmentally friendly level.
- c. Countries which report according to Kyoto protocol give accurate numbers.
- d. Reporting on a territorial basis is a reliable way to calculate each country's emission numbers.

Part 3: Multiple Matching 5 Questions

Task Description: Test takers read an academic / non-academic text and answer the questions.

Question Type: Multiple Choice with four options:

- Matching questions/subtitles with parts of a single text or short texts
- Matching information with people, places, activities etc.
- Locating specific information in a text

Sample Question:

CLIMBING CAREER LADDERS	
Alice, 35 – Scuba Instructor Since my childhood, I have been very interested in marine life. I've read plenty of books and researches in this field. I got my diving certificate 10 years ago and started to work as an instructor. However, I didn't find what I had expected because there was no opportunity to improve myself there. I made a big decision and moved to Thailand. To become a master instructor, I enrolled in a course on the island of Koh Tao, which is the world's premier training location.	Bruce, 45 – Bag Designer I had never had any idea to do this kind of work until I fell into by accident. I was just a high school student when I had to buy a gift for my girlfriend. It was her birthday but I wanted to buy something special. I thought a bag would be a good present but I couldn't find one I liked. I decided to design a bag which shows off her personality with its colour and unique details. Five years ago I founded a website through which I get orders. I design personalized bags for my customers who desire to have special bags.
Celine, 40 – Maths Teacher I love teaching new things to children. My father was a primary school teacher; it was a little strange having him teach in the same school I went in my childhood. At the beginning of my career, I couldn't leave the traditional ways of teaching, but later, I challenged myself to try new techniques in my profession. One day, the head teacher called and congratulated me for using innovative ways and I was so grateful for that. Now I work at a high school where there are a lot of teenage students. The most enjoyable part of my job is working with these ages of students who start to see the world in a different way. That's why I particularly like working with them.	Daisy, 23 – Executive Manager Like all students at those ages, I only wanted to stay away from university as a 20 year-old student. For this reason, I took some management courses so that I could work as an office manager. After I finished the course, I started working as an office manager in a small shoe company. Although I was afraid of making decisions that would affect the whole company, my employer believed in me and my talents so much and this gave me a lot of comfort. My friends still continue their education at university and they can't accept the fact that I'm in charge of a lot of things at my work and a lot of employees are under my control.

WHO.....

0. loves a specific group to work with?

A	B	C	D
☐	☐	☐	☐

Part 4: Locating Information in a Structured Text 5 Questions

Task Description: Test takers read the scrambled sentences or parts of a structured text and answer questions by reorganizing them in a comprehensible way.

Question Type: Multiple Matching.

Sample Question:

Read the text and match sentences A-E with gaps 1-5 in the text. For each gap (1-5), mark the correct option (A-E) on your answer key.

BETTER TOGETHER

If you want to be happy, being with people who care is a good start. Everyone knows that being part of a strong family or a group of friends is really important. It also helps with intellectual and emotional development according to new academic evidence.

In fact, this research has shown that how close we are to other people really affects the way we learn and feel in general. ¹ _____. Being part of a supportive group helps you to develop the social skills that you require to succeed in many different aspects of life. ² _____. These are qualities which employers think are important for their workers to have so they can communicate with the customers more effectively.

But what are the best ways to improve relationships? We asked readers to get in touch with their ideas and advice. Perhaps the most popular view was that the best way to keep relationships strong is to make them your top priority in life. If you really care about someone, then show them! Readers said that what annoys them the most is when they get ignored by one of their closest friends. Especially when they are ignored by a smartphone or the nearest TV. They say it isn't just rude, but creates distance between people. ³ _____. So, stop, look and listen!

Which leads me to another point that readers made – listening really matters. Chatting with friends is a great way to catch up, share ideas, get advice – we all love small-talk! ⁴ _____. If you show that you're attentive and caring, and actually have taken some interest in the way they've been talking, your friendship is going to grow. Talking openly about concerns or disappointments helps to build really strong emotional connections between people. ⁵ _____. You shouldn't tell others.

The number one problem readers identified with failing friendships was when someone passed on private information.

In the end, being a good friend takes some effort, but it's worth it. Good friends stay with you for a long time.

- A** However, it's not just about talking about others – listening carefully to what someone says can make them feel better.
- B** It can teach you to become a good listener and communicator who is successful in any job.
- C** Interestingly, this study also suggested that people who have a strong group of close friends live longer, healthier lives.
- D** But remember, if someone tells you something private, you have to keep it secret.
- E** Psychologists say that not paying attention can make people feel like they can't trust you.

Objectives for the Reading Section: To assess the test takers' ability to

- understand main/specific ideas in an extended structured text
- make basic inferences about the text content and understand inferred meaning
- guess vocabulary in context
- identify a writer's tone, attitude, or viewpoints
- understand cause and effect / problem and solution relationships in a text
- recognize the sequence of facts and opinions in a text
- follow the sequence of actions and events in a text

SECTION III: USE OF ENGLISH

Section three comprises of five parts assessing test takers on their use of English. In this section, there are 10 questions. 2 points are given for each correct response.

Part 1: Sentence Completion – 3 questions

Task Description: Test takers read 3 separate sentences and for each, they choose the best option which completes the sentence both grammatically and meaningfully.

Question Type: Multiple Choice with four options.

Sample Question:

- | |
|---|
| <p>0. If I had known the date of the meeting in advance, _____.</p> <p>a. I would inform you about it</p> <p>b. I will get prepared with my documents</p> <p>c. I would have attended it</p> <p>d. I wouldn't have given a presentation in the meeting</p> |
|---|

Part 2: Restatement Questions – 4 questions

Task Description: Test takers read 4 separate sentences and for each, they choose the best option that is closest in meaning.

Question Type: Multiple Choice with four options.

Sample Question:

- 0.** Jack was badly injured while he was playing soccer yesterday.
- a.** Jack was badly injured before the soccer game yesterday.
 - b.** Jack was badly injured after the soccer game yesterday
 - c.** Jack was badly injured during the soccer game yesterday.
 - d.** After his injury, Jack was playing soccer badly yesterday.

Part 3: Response to a Situation – 3 questions

Task Description: Test takers read 3 different situations and choose the best response to each.

Question Type: Multiple Choice with four options.

Sample Question:

You would like to make a complaint about the wrong product you have received, you call the customer services to ask for the money to be paid back what would you say;

- a.** Sorry, it was entirely your fault so you must send me the receipt.
- b.** Sorry to bother you but I would like a refund for the product.
- c.** I wonder if you could retake the wrong product you have sent.
- d.** Would you mind replacing the product you have sent with a various product?

SECTION IV: GRAMMAR

Section five comprises one part assessing test takers on their grammar knowledge. Test takers are required to complete the gaps with accurate grammar structures. In this section, there is one part with 7 questions. 2 points are given for each correct response.

Task Description: Test takers read 7 separate sentences and complete 2 gaps by choosing the best option for each.

Question Type: Multiple Choice with four options.

Sample Question:

0. Education is an issue_____concerns many people in the world, especially the people _____ jobs involve teaching something to younger learners.

- a. who / that b. which / that c. that / whose d. which / who

SECTION VI: WRITING

In this section, test takers are required to write a paragraph on ONE of the given topics using at least 150 words. It requires a Simple Structured Paragraph and organizing basic ideas. This section lasts approximately 35 minutes and is scored a maximum of 20 points.

Task Description: Test takers complete a writing task on a given topic.

Sample Question:

WRITING TASK

Write a paragraph about ONE of the topics given below. Try to use suitable signals and phrases in your paragraph (minimum 150 words).

- What do you think about studying abroad?
- Is salary more important than job satisfaction?

Objectives for the Writing Section: To assess the test takers' ability to

- write a simple structured paragraph in response to a specific question

- write a coherent and unified paragraph by organizing basic ideas
- support his ideas with explanations and examples in a simple structured paragraph
- check and correct spelling, punctuation and grammar in a simple written text

Writing Rubric:

NOT ENOUGH TO EVALUATE	UNDER THE WORD LIMIT	At least 150 words expected	under 70 words will not be evaluated		
	IRRELEVANT				
	TASK ACHIVEMENT & CONTENT	GRAMMATICAL RANGE & ACCURACY	MECHANICS & FORMAT	VOCABUL ARY Accuracy &Range	COHERENCE & ORGANIZATION
POOR	1	1	1	1	1
FAIR	2	2	2	2	2
GOOD	3	3	3	3	3

	TASK ACHIVEMENT & CONTENT	GRAMMAR Accuracy & Range	MECHANICS & FORMAT	VOCABULARY Accuracy & Range	COHERENCE & ORGANIZATION
POOR	Task poorly achieved with inadequate variety of ideas and arguments	Poor use of grammar with inadequate variety of structures	Poor register, format and spelling with rarely correct punctuation and capitalization	Poor or/and inaccurate range of vocabulary and choice of words	Inadequately organized with poor use of connectors, limited unity and coherence
FAIR	Task sufficiently achieved with adequate variety of ideas and arguments	Sufficient use of grammar with adequate variety of structures	Register, format, spelling punctuation and capitalization are partly correct	Sufficient range of vocabulary and choice of words	Adequately organized with sufficient use of connectors, proper unity and coherence
GOOD	Task almost fully achieved with good variety of ideas and arguments	Mostly accurate use of grammar with good variety of structures	Register, format, spelling punctuation and capitalization are mostly correct	Good range of vocabulary and choice of words	Well organized with varied use of connectors, displaying unity and coherence

Note: For the complete practice test, check the university's website: <http://yabancidiller.kocaeli.edu.tr>

IYS EXAM GUIDE FOR UOE and GRAMMAR SECTION

USE OF ENGLISH: 10 QUESTIONS 4 CHOICES

Part 1: Sentence Completion 3 QUESTIONS

Part 2: Restatement Questions 4 QUESTIONS

Part 3: Response to a Situation 3 QUESTIONS

GRAMMAR: 7 QUESTIONS 4 CHOICES

Part 1: Grammar Gap Filling (2 gaps each) 7 QUESTIONS

B1+ LEVEL GENERAL ENGLISH TOPICS

- Feeling and emotions
- Travel and transport
- Entertainment and leisure activities
- Sport, health and fitness
- Education
- News and media
- Technology
- Work and education
- Money
- Crime and punishment
- Global issues
- Lifestyles

Overview of grammar structures studied at KOU/ YDYO

1. Tenses
 - Present simple
 - Present continuous
 - Present perfect and continuous
 - Past simple
 - Past continuous
 - Past perfect
 - Future (will / going to)
 - Future continuous / Perfect
2. Modal and related verbs (can, could, must, have to, needn't, should, may)
3. Past modals
4. Relative clause
5. Passive
6. Comparative / superlative
7. Connectors (Linking words- when, while, although, because, so, before, after, until, as long as, as soon as...)
8. If clauses (Type 0,1,2,3) / Alternatives to if
9. Reported speech / questions

10. Have/get something done
11. Wish clauses
12. Gerund / infinitive (basic)
13. Noun clause

Response to a Situation

- ✓ Suggestion
- ✓ Offering / Refusing
- ✓ Ordering
- ✓ Complaining
- ✓ Making a request
- ✓ Asking for permission
- ✓ Giving advise
- ✓ Asking for help/ recommendation / advice
- ✓ Warning