



Near East University

English Proficiency Test for Undergraduate Programs

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**UNPT**

ENGLISH LANGUAGE TESTING  
EDUCATION UNIT

NEAR EAST UNIVERSITY

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## I. INTRODUCTION

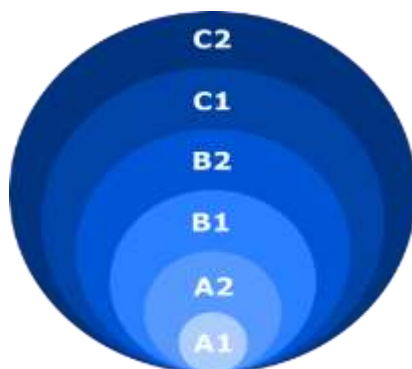
### **English Proficiency Test for Undergraduate Students (UNPT)**

English language proficiency test is aimed to assess competency in English language for academic purposes. The exam result determines whether the candidate student's English proficiency is sufficient enough to study at an English-medium department.

## II. The alignment between English Proficiency Test and CEFR

CEFR provides a basis for the development of English Proficiency Exam. CEFR categorizes language proficiency in six levels, from A1 to C2, which can be grouped into three broad levels. Basic User, Independent User, and proficient User in CEFR.

Undergraduate English Proficiency Test covers levels from A2 to C1 including questions that are designed according to the CEFR's global scale and measures the proficiency of the examinees' in different areas such as **Use of English, Vocabulary and Reading Comprehension**. Structured scale for each of these areas can be found in Appendix A and the table of grammar contents with all levels are provided in Appendix B.



### III. Global Scale - CEFR

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summaries information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a view point on a topic issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

#### **IV. TABLE OF SPECIFICATIONS**

<b>Parts</b>		<b>Item Types and Tasks</b>	<b>Objectives</b>	<b>No of Items</b> <b>*subject to change</b>
<b>Use of English</b>	<b>Part I</b>	<b>Multiple-choice.</b> <b>Candidates are required to choose the best option.</b>	<b>Ability to identify the appropriate grammatical features for the given context</b>	<b>10</b>
<b>Question &amp; Response</b>	<b>Part II</b>	<b>Multiple choice.</b> <b>Candidates are required to choose the best response or the best question for the given conversation</b>	<b>Ability to follow the speakers' exchange of information in a conversation</b>	<b>8</b>
<b>Closest Meaning</b>	<b>Part III</b>	<b>Multiple choice.</b> <b>Candidates are required to choose the option that has the closest meaning to the given sentence.</b>	<b>Ability to rephrase ideas/statements</b>	<b>9</b>
<b>Situational Response</b>	<b>Part IV</b>	<b>Multiple choice.</b> <b>Candidates are required to choose the best response for the given situation</b>	<b>Ability to identify the speakers' purpose and use that information to select the best response for the given situations.</b>	<b>4</b>
<b>Sentence &amp; Paragraph Completion</b>	<b>Part V</b>	<b>Multiple choice.</b> <b>Candidates are required to choose the best option to complete the given sentence/paragraph.</b>	<b>Ability to recognize the relationship between the sentences or structures that make-up the sentences, infer meaning and locate the missing ideas/statements</b>	<b>9</b>
<b>Vocabulary</b>	<b>Part VI</b>	<b>Multiple choice.</b> <b>Candidates are required to choose the best word/phrase to complete the sentences.</b>	<b>Ability to identify and select the vocabulary that is relevant for the given contexts (everyday life, current issues...)</b>	<b>11</b>
<b>Reading</b>	<b>Part VII</b>	<b>Multiple-choice.</b> <b>2-3 reading texts.</b>	<b>Ability to interpret, infer and summarize facts, ideas in a text.</b> <b>Ability to elicit implicit meanings from a complex text.</b> <b>Ability to deduce meaning of the vocabulary used in the texts.</b>	<b>9</b>

\* The duration of the exam is 90 minutes

\*All questions in each section are levelled from A2 to C1 level.

## V. EXAMPLE QUESTIONS

### PART I

#### USE OF ENGLISH

Choose the best option.

1. Apple products \_\_\_\_\_ all over the world.

- a. sell
- b. are sold
- c. are selling
- d. selling

### PART II

#### QUESTION & RESPONSE

Choose the best question or the response.

1. Doctor: Good morning. What brings you here today?  
Patient: Well, I haven't been feeling very well recently.

Doctor: \_\_\_\_\_

Patient: I have been experiencing severe headaches for the past two weeks and my eyes hurt, too.

- a. Can you please describe your symptoms?
- b. Have you been to an optician before?
- c. How long have you had it for?
- d. Did you get any medication for your headache?

### PART III

#### CLOSEST MEANING

Choose the one that has the closest meaning to the given one.

1. I can't afford to buy a new car at the moment.
- a. If I were you, I would buy a new car.
  - b. I think I should buy a new car
  - c. I don't want to spend my money on a new car.
  - d. I don't have enough money to buy a new car.

## **PART IV**

### **SITUATIONAL RESPONSE**

**Choose the best response according to the given situation.**

1. You noticed that one of your best friends' obsessive thoughts are getting worse and you think it's about time she got help. You say politely:

- a. There is no harm in seeing a mental health specialist. I'm sure you'll come through it.
- b. It might not be a good idea to start taking medication before asking a professional.
- c. Sometimes obsessions help people in a good way.
- d. Go and see someone immediately or there won't be anyone left around you.

## **PART V**

### **SENTENCE COMPLETION & PARAGRAPH COMPLETION**

**Choose the best option to complete the sentences**

1. \_\_\_\_\_ that can be cured today.

- a. People used to die of many diseases
- b. People should avoid ill-mannered people. People are used to the idea of vaccination
- c. People wouldn't have worried about catching diseases
- d. People are used to the idea of vaccination

**Complete the following paragraph with the most appropriate sentence so that the flow is not broken.**

1. Mount Fuji is a famous mountain in Japan. It is actually a volcano but people often forget this fact because \_\_\_\_\_. Now Mount Fuji is inactive, so people can climb to the top of it. More than 250,000 people climb it each year. Most of them are Japanese but about 30 percent of the climbers come from other countries.

- a. climbing volcanoes isn't safe.
- b. it is not a popular tourist attraction.
- c. the last eruption took place a long time ago.
- d. volcanoes may get active in seconds.

## PART VI

### VOCABULARY

Choose the best word/phrase to complete the following sentences.

When the tickets you buy are \_\_\_\_\_, you can't get your money back in the event of a cancellation.

- a. purchasable
- b. nonrefundable
- c. refundable
- d. insured

## PART VII

### READING COMPHRENSION

(Questions are based on inferring meaning, identifying main points, comparing arguments and/or deducing meaning)

Read the text carefully.

Microsoft has invested \$1 billion in the Elon Musk-founded artificial intelligence venture that plans to mimic the human brain using computers. OpenAI said the investment would go towards its efforts of building artificial general intelligence (AGI) that can rival and surpass the cognitive capabilities of humans.

“The creation of AGI will be the most important technological development in human history, with the potential to shape the trajectory of humanity,” said OpenAI CEO Sam Altman. “Our mission is to ensure that AGI technology benefits all of humanity, and we’re working with Microsoft to build the supercomputing foundation on which we’ll build AGI.”

The two firms will jointly build AI supercomputing technologies, which OpenAI plans to commercialise through Microsoft and its Azure cloud computing business. OpenAI was founded in 2015 with the goal of developing AGI that can learn and master several disciplines, rather than the narrow abilities of most modern artificial intelligence systems. The startup has already achieved a number of AI milestones, most notably beating the world’s best human players at the video game Dota 2, but hopes its technology can one day help address climate change and other major challenges facing the planet. “An AGI working on a problem would be able to see connections across disciplines that no human could,” OpenAI CTO Greg Brockman wrote in a blog post announcing the investment. “We want AGI to work with people to solve currently **intractable** multi-disciplinary problems, including global challenges such as climate change, affordable and high-quality healthcare, and personalised education.”



OpenAI also claims its technology will ultimately provide everyone with the economic freedom to pursue whatever they find most fulfilling, while creating “new opportunities for all our lives that are unimaginable today”.

Since co-founding OpenAI three years ago, Mr Musk has since stepped back from the AI startup but remains vocal about the risks artificial intelligence poses to humanity, claiming its development poses a greater risk than nuclear weapons. In 2017, the SpaceX and Tesla CEO joined Microsoft researchers in signing an open letter outlining principles that will ensure the development of AI that is beneficial to humanity. “We cannot predict what we might achieve when this intelligence is magnified by the tools AI may provide, but the eradication of diseases and poverty are not unfathomable,” the letter stated. “Because of the great potential of AI, it is important to research how to reap its benefits while avoiding potential pitfalls.”

**Answer the following questions according to the reading above.**

1. What does Elon Musk-founded artificial intelligence aim to imitate?
  - a. Trajectory of humanity
  - b. Human voice
  - c. Cognitive capabilities of humans
  - d. Mimics of humans
  
2. Which one of the following statements is **NOT** one of the main missions of OpenAI?
  - a. Demolishing a supercomputing foundation
  - b. Building AGI that can compete with the cognitive capabilities of humans
  - c. Developing something with the potential to shape the trajectory of humanity
  - d. Creating a technology which contributes to humanity
  
3. \_\_\_\_\_ has been a real success in AI’s history.
  - a. Working on a problem to see connections across disciplines
  - b. Having narrow abilities like most modern artificial systems
  - c. Beating the world’s best human players at DOTA 2
  - d. Addressing climate change and other major challenges
  
4. What does ‘intractable’ in paragraph 3 mean?
  - a. Compelling
  - b. Diverting
  - c. Unmanageable
  - d. Corrigible

5. Which one of the following statements is **TRUE** about AGI?

- a. AGI has already paid off Microsoft's 1 billion dollar investment.
- b. What AGI will provide for humanity is still unpredictable.
- c. No other technological developments can compete with the creation of AGI.
- d. AGI has already contributed a lot to healthcare problems.

6. Which one of the following statements can be the reason behind Mr. Musk's stepping back from the AI startup?

- a. Tesla's rejection of signing the open letter.
- b. Fear of nuclear weapons.
- c. Not being able to set the principles of AI in favor of humanity.
- d. The pitfalls underlying the development of AI.

7. What does 'its' in the last paragraph refer to?

- a. Humanity's
- b. AI's
- c. Mr. Musk's
- d. Risks'

8. What does 'unfathomable' in the last paragraph mean?

- a. soundable
- b. liable
- c. abysmal
- d. indubitable

## References

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment-Structured overview of all CEFR scales*. Retrieved from <https://rm.coe.int/168045b15e>

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## Appendix A

(Adapted from Council of Europe, 2001)

### GENERAL LINGUISTIC RANGE

<b>C2</b>	<i>Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.</i>
<b>C1</b>	<i>Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.</i>
<b>B2</b>	<i>Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.</i>
	<i>Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.</i>
	<i>Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.</i>
<b>B1</b>	<i>Has enough language to get by, with sufficient vocabulary to Express him/herself with some hesitation and circum locations on topics such as family,hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.</i>
<b>A2</b>	<i>Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content though he/she will generally have to compromise the message and search for words.</i>
	<i>Can produce brief every day expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.</i>
	<i>Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.</i>
	<i>Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.</i>

## VOCABULARY RANGE

<b>C2</b>	<i>Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.</i>
<b>C1</b>	<i>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.</i>
<b>B2</b>	<i>Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocation.</i>
<b>B1</b>	<i>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.</i>
<b>A2</b>	<i>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</i>
	<i>Has a sufficient vocabulary for the expression of basic communicative needs.</i>
	<i>Has a sufficient vocabulary for coping with simple survival needs.</i>

## GRAMMATICAL ACCURACY

<b>C2</b>	<i>Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).</i>
<b>C1</b>	<i>Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.</i>
<b>B2</b>	<i>Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.</i>
	<i>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.</i>
<b>B1</b>	<i>Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.</i>
	<i>Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.</i>
<b>A2</b>	<i>Uses some simple structures correctly, but still systematically makes basic mistakes -for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</i>

## VOCABULARY CONTROL

<b>C2</b>	<i>Consistently correct and appropriate use of vocabulary.</i>
<b>C1</b>	<i>Occasional minor slips, but no significant vocabulary errors.</i>
<b>B2</b>	<i>Lexical accuracy is generally high, though some confusion and incorrect Word choice does occur without hindering communication.</i>
<b>B1</b>	<i>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</i>
<b>A2</b>	<i>Can control a narrow repertoire dealing with concrete everyday needs.</i>

	<b>OVERALL READING COMPREHENSION</b>
<b>C2</b>	<i>Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</i>
<b>C1</b>	<i>Can understand in detail length, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.</i>
<b>B2</b>	<i>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.</i>
<b>B1</b>	<i>Can read straight forward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</i>
<b>A2</b>	<i>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.</i>
	<i>Can understand short, simple texts containing the highest frequency vocabulary, including proportion of shared international vocabulary items.</i>

## Appendix B

### A1

Adjectives: common and demonstrative  
[Adverbs of frequency](#)  
[Comparatives](#) and [superlatives](#)  
[Going to](#)  
How much/how many and very  
[common uncountable nouns](#)  
[I'd like](#)  
[Imperatives \(+/-\)](#)  
[Intensifiers](#) - very basic  
[Modals:](#)  
[can/can't/could/couldn't](#)  
[Past simple of "to be"](#)  
[Past Simple](#)  
Possessive adjectives  
[Possessive s](#)  
Prepositions, common  
[Prepositions of place](#)  
[Prepositions of time, including in/on/at](#)  
[Present continuous](#)  
[Present simple](#)  
Pronouns: simple, personal  
[Questions](#)  
There is/are  
To be, including question+negatives  
[Verb + ing: like/hate/love](#)

### A2

Adjectives – [comparative](#), – use of than and definite article  
Adjectives – [superlative](#) – use of definite article  
[Adverbial phrases of time, place and frequency – including word order](#)  
[Adverbs of frequency](#)  
[Articles – with countable and uncountable nouns](#)  
Countables and Uncountables: [much/many](#)  
Future Time ([will](#) and [going to](#))  
[Gerunds](#)  
[Going to](#)  
[Imperatives](#)  
[Modals – can/could](#)  
[Modals – have to](#)  
[Modals – should](#)  
  
[Past continuous](#)  
[Past simple](#)  
[Phrasal verbs – common](#)  
[Possessives – use of 's, s'](#)  
Prepositional phrases (place, time and movement)  
[Prepositions of time: on/in/at](#)  
[Present continuous](#)  
Present continuous for future  
[Present perfect](#)  
Questions  
[Verb + ing/infinitive: like/want-would like](#)  
Wh-questions in past  
[Zero](#) and [1st conditional](#)

## B1

### Adverbs

Broader range of intensifiers  
such

as too, enough

Comparatives and superlatives

Complex question tags

Conditionals, 2nd and 3rd

Connecting words expressing  
cause and effect, contrast etc.

Future continuous

Modals - must/can't deduction

Modals – might, may, will,  
probably

Modals – should have/might  
have/etc

Modals: must/have to

Past continuous

Past perfect

Past simple

Past tense responses

Phrasal verbs, extended

Present perfect continuous

Present perfect/past simple

Reported speech (range of  
tenses)

Simple passive

Wh- questions in the past

Will and going to, for  
prediction

## B2

### Adjectives and adverbs

Future continuous

Future perfect

Future perfect continuous

Mixed conditionals

Modals – can't have, needn't  
have

Modals of deduction and  
speculation

Narrative tenses

Passives

Past perfect

Past perfect continuous

Phrasal verbs, extended

Relative clauses

Reported speech

Will and going to, for  
prediction

Wish

Would expressing habits, in  
the past

## C1

Futures (revision)

Inversion with negative  
adverbials

Mixed conditionals in past,  
present  
and future

Modals in the past

Narrative tenses for  
experience,

incl. passive

Passive forms, all

Phrasal verbs, especially  
splitting

Wish/if only regrets