Near East University
English Proficiency Exam Booklet

NPT

NEAR EAST UNIVERSITY

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INTRODUCTION

Near East University English Proficiency Test (NPT) is designed to assess the language proficiency levels of the Master's and PhD students who aim to pursue their academic studies in our university. The exam aims to test:

1- Understanding of the gist and flow of conversations and texts
2- The ability to identify the relationship between the parts of a sentence/paragraph
3- Knowledge of vocabulary as well as the ability to deduce the meanings of words from given contexts
4- The ability to recognize the context, topic and purpose of conversations in different situations
5- The ability to recognize a sentence with a similar meaning which is worded differently
6- The ability to give the right response according to a specific situation
7- The ability to analyze texts and deduce meaning from texts

NPT is a comprehensive test, which comprises of six main sections, administered in one sitting (100 minutes). The first section of the test focuses on language use. The examinees are expected to find the wrong or irrelevant word or phrase in order for the sentence to be correct. The second section aims to test the examinee's knowledge of vocabulary. The third section includes the closest meaning questions. In this section, the examinees need to choose the option that has the closest meaning to the given sentence. The fourth section includes situational response questions. The examinees need to choose the best response according to the given situation. In section five, the examinees need to choose the option that best completes a sentence or a paragraph. The sixth section tests the ability to understand a reading text as well as to analyze and deduce meaning from it.

PRINCIPLES BEHIND NPT

NPT is designed around the principles laid out by the Common European Framework of Reference (CEFR) for languages (Council of Europe, 2009). The CEFR, published in 2001, is a transparent, coherent and comprehensive framework for language learning, teaching, curriculum design and assessment, which was developed by the Council of Europe over a period of 10 years. In this document, language users are described under three main categories: Basic user, independent user and proficient user. Each category has two levels ranging from A1 to C2 level signifying the most proficient level of language use. The following table provides an overview of what language users in each category can do (Council of Europe, 2001) :

Global Scale – CEFR

PROFICIENT USER

C2 **Can understand with ease virtually everything heard or read. Can summarise 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 recognise 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 organisational patterns, connectors and cohesive devices.**

INDEPENDENT USER

B2 **Can understand the main ideas of complex text on both concrete and abstracttopics, including technical discussions in his/her field of specialisation. 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 viewpoint on a topical 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 andmatters 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.**

**NPT levels from B1 to C2 according to the CEFR global scale and measures the proficiency of the examinees' in language use, knowledge of vocabulary, situational response, sentence and paragraph analysis and reading comprehension. There are 70 questions in total.

How is the score calculated?

There are 70 questions in total. The score received out of 70 is the raw score and it is converted so that the examinees can obtain a score out of 100. That score later is given a letter grade according to a pre-determined grading system.

What do the examinees need to have with them at the time of the test?

The examinees need to have the following:
-A valid identification document with a recognizable photo (ID, passport, NEU student card.)
-Registration paper or the student ID card.

When do the examinees receive the result?

Since the exam is administered as an e-exam, the examinees will be able to see their results as soon as they complete the exam. However, the result sheet is sent to the graduate institutes. The examinees need to contact the institutes to collect the result sheet.

SECTIONS OF NPT – Example Questions

SECTION ONE - ERROR IDENTIFICATION

In this section, the examinees are asked to find the wrong word or phrase which must be changed in order to have a correct sentence. There are 10 questions of this kind in the test. Sample questions for this type are provided below:

In each sentence below, there is a word/phrase that doesn't fit the given context (situation) either semantically (concerning meaning) or structurally. Choose the word/phrase that must be changed for the sentence to be correct.

1.*Away from* the main *towns lie* vast expanses of *unspoiling,* wild terrain, *from breathtaking fjords*
     A   B   C   D

to pine forests and clear lakes.

2. The government and the *opposition* parties *agreed* that the early general *elected* will be *held*
                                                     A   B   C   D
in May.

SECTION TWO - VOCABULARY

In this section, the examinees are assessed for their knowledge of vocabulary as well as common expressions. There are 10 questions of this kind in the test. Sample questions for this type are provided below:

Choose the word/phrase that best completes the sentence.

1- *Nobody was shocked when Mary and John ………… as they always appeared to be an unhappy couple.*
   a.taken up
   b.made out
   c.broke up
   d.carried on

2- *You know that such irresponsible behaviour is not acceptable in our university. You either ………. with our principles or leave.*
   a.follow
   b.comply
   c.act
   d.keep

SECTION THREE - FINDING THE CLOSEST MEANING

In this section, the examinees are asked to find the sentence that is closest in meaning to the given sentence in each question. There are 15 questions of this kind in the test. Sample question for this type is provided below:

Choose the sentence which is closest in meaning to the given sentence in each question.

I would have worn the right shoes if I had known we were going to do all this climbing.

   a. **I would have gone on the climb if I had been wearing the right shoes.**
   b. **I would love to go climbing, but I don't have any shoes that would be suitable.**
   c. **As I didn't realize there was going to be so much climbing, I didn't come in suitable shoes.**
   d. **If only I had been wearing suitable shoes, I would have enjoyed the climb.**

SECTION FOUR - SITUATIONAL RESPONSE

In this section, the examinees choose the best response according to the given situation. There are 10 questions of this kind in the test. Sample question for this type is provided below:

Choose the best response according to the given situation.

Your doctor has informed you that you should change your eating habits immediately because you are at the limit of obesity which will cause other serious illnesses. What would you say?

  a. I think I should find a cookery course in order to make tasty meals
  b. I have already lost weight so I can't really change my eating habits
  c. I am confused about whether I should change my eating habits or not
  d. Could you please give me a healthy diet program to follow?

SECTION FIVE - SENTENCE AND PARAGRAPH COMPLETION

In this section, the examinees choose the best option that will complete the sentence or the paragraph in a meaningful way. There are 10 questions of this kind in the test. Sample questions for this type are provided below:

Choose the option that best completes the given sentence/paragraph.

1- **When students lack skill and interest, ……………**
   a. writing a good essay means they should also get help
   b. expecting them to perform well is unrealistic
   c. the goal would be to increase communication in the class
   d. too much appraisal will make it hard for students to concentrate

2- **Anorexia simply means loss of appetite, experienced by many people from time to time. ……………… The result, inevitably, is severe loss of weight.**
   a. However, it can develop into a serious disorder of perception that causes the sufferer to believe that she is too fat.
   b. So it demands skilled treatment in hospital under the care of experienced doctors.
   c. Also, many such cases come from people with obsessional habits.
   d. Even after the patient comes to her normal weight she may need to remain under psychiatric care.

In this section, three different reading passages about various subjects at different levels (B2-C1) are presented and the examinees are assessed on their potential for understanding, inferring, refering, and deducing information from the text. There are 15 questions of this kind in the test. Sample questions for this type are provided below:

Read the following passage carefully and choose the best option according to the information given in the passage or what can be inferred

The Big Bang machine

Humans have always strived to understand where the universe came from. Aristotle believed it could not have had a beginning and would not end. Immanuel Kant asked why, if there was a beginning, the universe had waited for an infinite time before it began. In 1915, Albert Einstein's general theory of relativity solved the conundrum: space and time were not fixed backgrounds to events, but dynamic entities. And, just as there is no point further south than the South Pole, time cannot exist outside the universe. But there was a problem: Einstein's idea, which describes the very large, does not fit with the other pillar of 20th century physics -quantum theory -which describes the very small. The Large Hadron Collider at Cern in Geneva, which switches on this summer after 20 years of preparation, is an attempt to bring us closer to solving this dilemma. It will smash particles together to recreate the moments after the big bang, producing a new golden age of discovery for physicists. The essays that follow give a taste of our excitement. Some have asked if turning on the LHC could produce some disastrous, unexpected result. Indeed, some theories of spacetime suggest the particle collisions might create mini black holes. If that happened, I have proposed that these black holes would radiate particles and disappear. If we saw this at the LHC, it would open up a new area of physics, and I might even win a Nobel prize. But I'm not holding my breath.

1. How many different theories can be extracted from this passage in order to explain how the universe was created?
    a. 2   b. 3   c. 4   d. 5

2. How does Einstein prove that Aristotle's and Kant's theories do not explain where the universe came from?
a. He proves that space and time are fixed to events.
b. He proves that space and time are dynamic entities.
c. He proves that time and space can exist outside the world.
d. He proves that quantum theory of the 20th century describes every small particle in the universe.

3. +What is the major dilemma that the passage points out?

  a. Some theorists believed that the universe had a beginning and some did not.
  b. Einstein believed that time cannot exist outside the universe but some noted the opposite.
  C .Einstein's theory does not explain the quantum theory.
  d. Aristotle and Kant had doubts about the beginning and the end of the universe but Einstein explains this by his general theory of relativity.

4. How does the author of this passage expect to win a Nobel Prize?

a. By proving that space and time are fixed to dynamic entities.
b. By showing that after the collision smashed particles will create a universe out of chaos.
c. By showing that particle collision will create mini black holes.
d. By showing that black holes will be out of sight after radiating some particles.

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