

LEBANESE AMERICAN UNIVERSITY

OFFICE OF TESTING SERVICES

# **TEST PREPARTION MATERIAL**

**English Entrance Examination**

# **Test Preparation Material**

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## **Preface**

The English Entrance Examination (EEE) is designed to determine the candidate's English proficiency level in order to follow a university program in the medium of English.

## **I- Test taking Tips Test *Preparation Material*** *Study these tips before you take the test*

### **1-Do the easy questions first:**

Rather than spending too much time on one question, first answer those questions you think you know, and skip those questions that seem too difficult. Return to the omitted questions once you have completed the test, if you have time.

If you do skip a question, make sure to mark your answers to subsequent questions in the right place on your answer sheet.

### **2-Guess wisely:**

If you can rule out one or more answer choices for a multiple - choice question as definitely wrong, your chances of guessing correctly among the remaining choices improve.

### **3-Learn how to navigate your answer sheet:**

The EEE answer sheet has 2 sections and 2 parts.

Make sure to mark your answers in the correct parts and sections.

### **4-The answer sheet has five answer circles for each question:**

Some questions have only four answer choices. You will not get credit for your response if you mark the fifth circle (E) for a four- choice question.

### **5-Mark only one answer to each multiple-choice question:**

To be certain that the scanning machine will read your answer; make sure to darken completely the circle as shown in the example section of the answer sheets.

### **6-Don't make extra marks on your answer sheet:**

Your answer sheet is scored by machine that can't tell whether you meant to mark an answer or not.

### **7-Change of answer:**

If you want to change your mind about an answer, make sure to erase the first mark completely before you put the new one.

## II- EEE- ENGLISH ENTRANCE EXAMINATION

The English Entrance Examination focuses on assessing the student's ability in grammar, writing, vocabulary, and reading comprehension skills. There are 150 multiple choice questions and a composition; all to be completed within two hours and thirty minutes. The three sections are separately timed.

### **Section I**

Structure and Written Expression 45 minutes

### **Section II**

Reading Comprehension and Vocabulary 45 minutes

### **Section III**

Writing Composition 60 minutes

### **Structure and Written Expression Section I**

**This section is designed to assess the candidate's ability to recognize standard written English. There are two types of questions in this section with directions for each.**

#### **Part A: Grammar**

**In this part the student's competence in the following skills will be tested**

- A- The noun phrase
- B- The verb phrase Tenses and aspects
- C- Subject - verb agreement
- D- Pronouns
- E- Verbs as compliments
- F- The verb need
- G- Questions
- H- Affirmative agreement
- I- Negative agreement
- J- Negation
- K- Commands
- L- Model auxiliaries
- M- Adjectives and adverbs
- N- Comparisons
- O- Nouns functioning as adjectives + adjectives with editing
- P- Enough with adjectives, adverbs and nouns

- Q-** Cause connectors
- R-** Passive voice
- S-** Causative verbs
- T-** Relative clauses
- U-** Subjunctive
- V-** Inclusive / coordination
- W-** Clauses of concession
- X-** Problem verbs

### **Sample Questions:**

**Directions:** In each question, the sentence is incomplete. Following the sentence are four choices of words, which might be used to complete the sentence. You are to select the word that best completes the sentence. Then, on your answer sheet find the number of the question and mark your answer.

Examples:

1- John \_\_\_\_\_ a cold, so he stayed home.

- A-had been
- B-could had
- C-had
- D-can have

2- People travel more \_\_\_\_\_ plane these days.

- A-by
- B-on
- C-in
- D-along

### **Part B: Sentence Structure**

In this part the student's competence in the following skills will be tested

- A-** Sentence construction
- B-** Coordination
- C-** Subordination
- D-** Phrases
- E-** Punctuation

- F- Prepositions
- G- Verbal Idioms
- H- Two- word verbs
- I- Combinations with prepositions
- J- Slang Expressions
- K- Participles as adjectives.
- L- Diction
- M- Usage common mistakes (already - all ready; there - their; its - it's)

**Sample Questions:**

**Directions:** In each question, the sentence has four words or phrases underlined. The four underlined parts of the sentence are marked (A), (B), (C), and (D). There is a mistake in spelling, structure, idiom, punctuation or vocabulary in one of these parts. You are to identify the one word or phrase that should be corrected or rewritten. Then, on your answer sheet, find the number of the question and mark your answer.

Examples:

- 1- Tony likes to get up at 6:00 a.m., so he always disturb his roommate's sleep.  
A B C D
- 2- English classes are too important at school and university.  
A B C D

## **Reading Comprehension and Vocabulary Section II**

*This section is designed to measure the candidate's ability to read and understand vocabulary in context.*

### **Reading Comprehension and Vocabulary**

**In this part the student should show basic understanding of the passage based on the following:**

- A-Main Idea
- B-Rhetorical Organization
- C- Stated Details
- D-Implied Meaning
- E-Author's Purpose
- F-Appropriate Title
- G-Possible Readership
- H-Pronoun Reference
- I-Structural, Discoursal links
- J-Vocabulary in Context

Sample Passage and Questions:

**Directions:** There are three different reading passages each followed by questions about the passage. You should read each passage carefully and then try to answer the questions as quickly and correctly as you can.

#### **What kind of human being will the future spaceman be?**

Will he need bones of steel and powerful muscles to resist rocket thrust, the lungs of a glass blower, a mighty heart, the body of acrobat, unconscious death urges, or a schizophrenic drive toward isolation? Popular ideas of a spaceman tend to be weird composites of comic-book, fiction and fact.

A more realistic **portrait** emerges from the young science of bioastronautics, the newest and strangest of medical disciplines. The astronaut may be described as a youngish man of high intelligence who is normal to an abnormal degree. On earth he may well have been a skin diver, high diver, tumbler, pole vaulter, or acrobat. He must be highly motivated, carefully trained - and he must want to come back. His heart and lungs must be healthy but need not be exceptionally developed, for his cabin will be pressurized. Huge muscles may actually be a handicap, for he will have almost no way to get exercise, and he will find that the strength of a year-old child is adequate in the weightlessness of space. A compact body and a

short, sturdy neck will help him to withstand the tremendous forces encountered at take-off. Most important physically, his digestive system must be one that will not be upset by weightlessness; he must not be subject to motion sickness.

- 1- Comic-book fiction has led many people to believe that the ideal spaceman would be a
  - A- glass blower
  - B- schizophrenic
  - C- superman
  - D- physicist
  
- 2- Bioastronautics is most closely related to the science of:
  - A- medicine
  - B- astronomy
  - C- astrology
  - D- acrobatics
  
- 3- An astronaut must have
  - A- average intelligence
  - B- superior intelligence
  - C- below average intelligence
  - D- subnormal intelligence
  
- 4- Which of the following is not mentioned as a possible future spaceman?
  - A- diver
  - B- acrobat
  - C- fullback
  - D- pole vaulter
  
- 5- The spaceman of the future
  - A- must not be concerned about his fate
  - B- should have an unconscious wish for death
  - C- should have a strong suicide complex
  - D- should have a strong desire to survive
  
- 6- A training school for astronauts would most likely not have which of the following in its curriculum?
  - A- weight lifting
  - B- tumbling
  - C- aeronautics
  - D- physics

- 7- In space, having huge muscles may be  
A-an absolute necessity  
B-helpful  
C-a handicap  
D-more important than having intelligence
- 8- Most important, physically, to the spaceman is  
A-huge muscles  
B-a strong digestive system  
C-an exceptional heart  
D-a long neck
- 9- A person would be unqualified for space travel if he  
A-gets seasick  
B-has only normal lung development  
C-is highly motivated  
D-is young
- 10-The purpose of the writer seems to be  
A-to disprove some misconceptions concerning spacemen  
B-to portray realistically an ideal future spaceman  
C-to encourage young men to prepare for future space travel  
D-both A and B
- 11-An appropriate title for the passage is  
A-The Space  
B-The Future  
C-Man's Anatomy  
D-The Future Spaceman
- 12-The word "portrait" in paragraph 3 means  
A-picture  
B-imagery  
C-painting  
D-life
- 13-The passage gives  
A-a story  
B-reasons  
C-descriptions  
D-effects

14-The possible reader is

- A-A scientist
- B-A teacher
- C-A psychologist
- D-Interested people

15-The word “for” in paragraph 4, sentence 1, shows a relationship of

- A-addition
- B-reason
- C-contrast
- D-comparison

### **Writing Composition Section III**

A student’s competence in the following skills will be tested:

#### **A-Content**

- 1-Relevance of ideas
- 2-Development of ideas

#### **B-Organization**

- 1-Introductory, body and concluding paragraphs
- 2-Thesis and topic sentences
- 3-Supporting sentences

#### **C-Coherence (clarity)**

- 1-Transitions
- 2-Pronoun reference
- 3-Logical order of ideas

#### **D-Sentence construction**

- 1-Correct word order
- 2-Complete sentences
- 3-Variety of sentence types
- 4-Coordination and subordination

#### **E-Vocabulary**

- 1-Range of words

2-Appropriate use of words

**F-Grammar**

- 1-Subject-verb agreement
- 2-Parts of speech
- 3-Tenses
- 4-Phrases and clauses

**G-Language Mechanics**

- 1-Paragraph format
- 2-Punctuation
- 3-Capitalization
- 4-Spelling
- 5-Handwriting

**Directions:** Candidates will be required to write a well-developed composition of approximately 1 1/2 -2 pages on a set topic using the different development types of writing such as description, narration and exposition (comparison, contrast, cause, effect, illustration, definition etc.).The topics are of a general nature in the fields of business, history, literature, sciences or the social sciences. Candidates will be evaluated on their ability to demonstrate correct and effective production in the writing skill areas in this syllabus as well as to support the ideas with their own experiences and/or knowledge on the topic.

**Sample Topics:**

- 1. In our days, young people often feel bored. Give reasons why?**
  
- 2. Success means different things to different people. What is your idea of a successful person?**
  
- 3. Peace is often preached or spoken about but not practiced. Why do you think this is the case?**
  
- 4. If you were given the authority, how would you organize your high school to make it better?**