

ARUCAD UNIVERSITY

ENGLISH PREPARATORY SCHOOL (EPS)

ENGLISH PLACEMENT EXAMINATION

A Complete Guideline for Test-takers

Sample Items and Practice Materials

The Purpose of the Exam

The English Placement Examination is designed to assess the English language proficiency of incoming students to ensure they are placed in the appropriate level of English courses. The examination evaluates various language skills, including reading, writing, listening, and speaking. Based on their performance, students will be placed in one of three proficiency levels: A1, A2, or B1. Students who achieve the required score will be exempted from the preparatory program and may directly proceed to their departments. The results will help us tailor our curriculum to meet the needs of our students, ensuring that they receive the most effective language instruction to succeed in their academic endeavors.

Examination Regulations

1. Students who are registered and are on the student list are eligible to take the placement examination.
2. Students must bring a valid university ID card or another form of photo identification on the day of the examination.
3. Students must arrive at least 30 minutes before the start of the exam. Late arrivals may not be allowed to take the test.
4. All necessary materials will be provided. Students are not allowed to bring any electronic devices, books, or notes into the examination room.
5. Academic integrity is primarily important. Any form of cheating, plagiarism, or disruptive behavior will result in immediate disqualification from the examination.

Exam Day Instructions

1. Arrive at the designated examination centre at least 30 minutes before the exam begins.
2. Follow the instructions of the examination proctors regarding seating arrangements.
3. Students are required to bring all the stationaries (pen, eraser, etc.) with them.
4. Ensure all answers are transformed to the Answer Sheet within the allocated spaces provided.
5. Once the exam is completed, remain seated until all papers have been collected and you are instructed to leave.
6. Speaking exam will be on the same day after the written exam.

Exam Content

The examination will be administered in two sessions. The written component will have a duration of approximately 180 minutes and will assess the following areas:

Listening Reception, Reading Reception, Scaffolding Competence, and Writing Production.

The Oral Reception (Speaking Examination) will comprise three sections: (i) general questions, (ii) topic-based prompts, and (iii) interaction with the examiner. The Speaking Examination will be conducted on an individual basis, with each session lasting approximately 10 to 12 minutes. The points allocated to each part are provided in Table 1.

Table 1 *EPS Placement Exam content*

Part	Points
Listening Reception	20
Reading Reception	20
Scaffolding Competences	20
Writing Production	20
Oral Production	20
Total	100

Examination Sections

a. Listening Reception

This section assesses your ability to understand spoken English in various contexts. You will listen to recordings of conversations, lectures, and other spoken materials, and answer questions to demonstrate your comprehension.

b. Reading Reception

In this section, you will read a variety of texts, including articles, reading passages, and excerpts from books. You will then answer questions that test your understanding of the content, vocabulary, and the ability to infer meaning from context.

c. Scaffolding Competences

This section evaluates your ability to build on your existing knowledge and skills. Tasks may include summarizing information, synthesizing ideas from different sources, and applying grammatical rules and vocabulary in context.

d. Writing Production

You will be required to write a paragraph, essays or responses to articles. This section tests your ability to articulate ideas clearly, organize your thoughts logically, and use correct grammar and vocabulary.

e. Oral Production

In this section, you will engage in speaking tasks such as participating in a discussion, or responding to questions. This evaluates your ability to communicate effectively in spoken English.

Scoring Procedure

The responses to these questions are scored by a group of experienced lecturers with a rating scale. The raters go through standardization sessions before grading the test-takers' papers.

Announcing EPS Placement Examination

The scores will be announced on the following web page which will be provided to you by the Student Affairs Office.

Sample Items and Practice Materials

SECTION A– ORAL RECEPTION

Part I

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For questions 1-5, circle A, B, or C. An example is given below:

Example

What did Sam do at school today?



A ☐



B ☒



C ☐

Part II

Listen to a teacher telling her students about a museum they are going to visit. Then, **complete the table with NO MORE THAN 3 WORDS or NUMBERS**. You will hear the conversation twice.

EGYPTIAN MUSEUM	
When:	<i>Friday</i>
Cost of the ticket (students):	(6) £.....
Give money to:	(7) teacher
Time to leave school:	(8)
Travel by:	(9)

Bring:

(10)

Part III

You will listen to an interview with a young woman called Lin, who makes online videos about environmental issues. Circle the correct answer (a, b, c or d). You will hear the conversation twice.

11. How did Lin learn how to start putting videos online?

- a. She did a short course.
- b. She used information online.
- c. She asked someone she knew.
- d. She learned by herself.

12. Why did Lin choose to focus on the environment?

- a. A teacher recommended this topic.
- b. There were so few online videos about it.
- c. She's been interested in it for a long time.
- d. She believed she can save the world.

13. How did Lin feel when her online videos first became successful?

- a. Surprised because it happened so quickly.
- b. Anxious about being seen by so many people.
- c. Certain that she would get even more followers.
- d. Felt unsure because of the people's attention.

14. Lin says that to become successful, people should put videos online

- a. every day
- b. every hour
- c. once a week
- d. once a month

15. Lin's latest video is about:

- a. climate change
- b. public transport
- c. recycling

- d. global warming

SECTION B– READING RECEPTION

PART I – Multiple Choice

Read the text and answer the following questions.

ROBOTS

A robot is a machine. But it is not just any machine. It is a special kind of machine. It is a machine that moves. It follows instructions. The instructions come from a computer. Because it is a machine, it does not make mistakes. And it does not get tired. And it never complains. Unless you tell it to!

Robots are all around us. Some robots are used to make things. For example, robots can help make cars. Some robots are used to explore dangerous places. For example, robots can help explore volcanoes. Some robots are used to clean things. These robots can help vacuum your house. Some robots can even recognize words. They can be used to help answer telephone calls. Some robots look like humans. But most robots do not. Most robots just look like machines.

Long ago, people imagined robots. Over 2,000 years ago, a famous poet imagined robots. The poet's name was Homer. His robots were made of gold. They cleaned things and they made things. But they were not real. They were imaginary. Nobody was able to make a real robot. The first real robot was made in 1961. It was called Unimate. It was used to help make cars. It looked like a giant arm.

In the future, we will have even more robots. They will do things that we can't do. Or they will do things that we don't want to do. Or they will do things that are too dangerous for us. Robots will help us fight fires. They will help us fight wars. They will help us fight sickness. They will help us discover things. They will help make life better.

1. According to the author, robots may be used to

I. make cars

II. explore volcanoes

III. answer telephone calls

a. make cars

b. answer telephone calls

c. explore volcanoes

d. do homework

2. What does paragraph 2 refer to?

a. To show how easy it is to make a robot.

b. To tell what a robot is.

c. To describe the things a robot can do.

d. To explain the difference between a robot and a machine.

3. According to the passage, when was the first real robot made?

- a. 1961 b. 1900 c. 2003 d. 2000 years ago

4. Which of these gives the best use of a robot?

- a. To help make a sandwich. b. To help tie shoes.
c. To help read a book. d. To help explore Mars.

5. How does the author of this passage most likely feel about robots?

- a. Robots are old. b. Robots are confusing.
c. Robots are helpful. d. Robots are dangerous.



PART II – Multiple Matching

The people below want to visit a museum this weekend.

There are descriptions of eight museums.

Decide which museum is the most suitable for the people below. There are **THREE EXTRA** museums.

1 _____. Lisa is doing a history project at school. She wants to visit a general history museum before she decides what period of history to study. She's like to have a look at all the different times in history worldwide.

2 _____. Marcus is going to a big museum with his family this weekend. He doesn't usually go to museums because he gets bored easily, but he's very interested in space. Marcus hopes they'll go to a museum that has plenty of equipment for him to use.

3 _____. Ben, aged 8, and Erica, aged 12, are going to a museum with their aunt, Marilyn. Ben and Erica love learning new things and they really like doing creative activities. Luckily, Marilyn likes these things, too! She wants to find a museum that they can all enjoy together.

4 _____. Yoko is interested in art and craft. She'd like to go to a small museum where she can see things being made and buy some unusual gifts for her friends.

5 _____. Brother and sister, Robert and Meg, are trying to find out about the history of their great grandparents. They want to know more about what life was like for ordinary people in the 1920s and 1930s.

A City Museum

This weekend: dinosaur drawing for children aged 4 to 8 (adults, please stay, you can take part in the activities, too). Making a pyramid and watching a video about ancient Egypt for children aged 9 to 10. For children aged 12, we have tablets with the new museum app *Imagine*: you can look at sites where dinosaur bones have been found as if you were there, you can select tools to use and even make real discoveries. Every activity is free of charge.

B Transport Museum

We have exhibitions on transport through the ages from ancient Greece to the 21st century. A great place to visit if you like trains, planes and automobiles! Don't miss it! It's a wonderful journey through history.

C The Glass Place

Read about the history of glass-making. Watch a glass-making demonstration and visit the gift shop where you can buy amazing glass items, including jewelry. Our new collection has just arrived. There are earrings, bracelets and rings. All designs are original and unique.

D History Museum: Looking Back

Looking Back is a special exhibition that explores the history of the past 100 years looking at houses, schools, shops, work and developments in transport. There are recordings in

each exhibit with interviews with local people who tell their stories. If you ever wondered what life was like in the past, come and visit this spectacular exhibition.

E Fun Science

Learn about science and have fun at the same time. Do experiments and find out things for yourself. Try the rocket simulator or watch a 3D film on stars and planets. Interact with sound, electricity, light and the elements at the different science fun labs and collect stamps on your science passport. When you reach the exit, you can get a Fun Young Scientist badge for your backpack.

F Time Museum

If you enjoy global history, come and visit us! Start by exploring the ancient world of Egypt and end by watching a video about Asia's most recent inventions. You can access timelines for specific regions with our new software. This interactive learning experience will let you travel through time. There's something for everyone.

G Chocolate Museum

Watch a video about the history of chocolate, then visit the shop and choose from our huge selection of chocolate items. A great place for the whole family.

H Natural History: Dinosaurs

We have a new exhibition of moving dinosaur models for adults and young people. Not recommended for children aged eight and under as the dinosaurs are very noisy and a bit frightening!

PART III – True or False

Read the text and choose the best answer for the following questions.

The Love Apple

1 Ah, the tomato, so well-loved by foodies everywhere! The French used to call it *la pomme d'amour*, “the love apple.” Today, cooks around the world do wonderful things with it. There are more than 4,000 types of tomatoes and no doubt even more ways to eat them. Without the tomato, we would have no Mexican salsa or Italian pizza. Many wonderful Indian dishes would not be the same. After the potato, it’s the most popular vegetable in the world. But wait is it a vegetable?

2 You may be thinking, “Who cares?” But this question was once important enough that it had to be decided by the highest court in the United States. It happened back in 1893. At that time, there was a tax on vegetables brought into the country but no tax on imported fruit. Naturally, importers of tomatoes called them fruit so as not to pay the tax. Not everyone agreed, and the question went all the way to the Supreme Court. The justices knew that the tomato really is a fruit. That’s because it’s the part of the plant holding the seeds. To be more specific, the tomato is a berry. However, most people considered it a vegetable. They usually cooked and ate tomatoes more like vegetables than like fruit. That was the basis for the Court’s decision in the case. The justices said that the tomato should be called and taxed as a vegetable.

3 The story of the tomato really begins much earlier. It starts in South America, where tomatoes grew wild. The first people to grow them were the Maya people of Central America. In the 1500s, the Spanish took tomatoes from Mexico to Spain. From there, tomatoes went to France, Italy, and other areas around the Mediterranean Sea. Those first tomatoes were small and yellow. Their color gave the tomato its Italian name, *pomodoro*, or *pomo d'oro*, “golden apple.”

4 Europeans did not fall in love with tomatoes quickly. For a long time, they were afraid to eat them. The tomato plant looks like a plant called deadly nightshade, or belladonna, and is part of the same family. The roots, leaves, and berries of the deadly nightshade are highly poisonous. So it took a while for Europeans to accept the tomato. A cookbook with tomato recipes did not become available to the public until 1692.

5 By the late 1700s, Europeans were happily eating tomatoes. However, in the United States, most people did not yet trust them. President Thomas Jefferson (1743-1826) helped to change their minds. He grew tomatoes in his gardens and served them at dinners in the White House. Today, tomatoes are so popular in the U.S. that 85 percent of home gardeners grow them. As every one of those gardeners would no doubt tell you, there's nothing like a fresh homegrown tomato.

Read the sentences and circle T (true) or F (false).

- | | | |
|---|---|---|
| 1. Cooks use tomatoes in many different parts of the world. | T | F |
| 2. The tomato is a kind of fruit. | T | F |
| 3. Tomatoes were called vegetables by U.S. law. | T | F |
| 4. The first tomatoes grew in Italy. | T | F |
| 5. A U.S. president introduced tomatoes to Europe. | T | F |
| 6. The tomato plant looks like a plant that might kill you. | T | F |

SECTION C- SCAFFOLDING COMPETENCES

PART I- DIALOGUE MATCHING

Complete the conversation between Ellen and the shop assistant. Write a letter (A-F) for each answer.

Example:

Shop assistant: Can I help you?

Ellen: (0)..... G.....

Shop assistant: They're just here, behind the coats.

Ellen: (1)

Shop assistant: Only these ones. We're offering quite a good discount on them.

Ellen: (2)

Shop assistant: Yes, lots of them. Here's a pair. Why don't you try them on?

Ellen: (3)

Shop assistant: OK. Let's look on the next shelf. What about these?

Ellen: (4)

Shop assistant: Of course. The changing rooms are over there.

Ellen: (5)

Shop assistant: Yes, it is.

A. Next to the red sign?

B. How much cheaper are these ones?

C. I'm afraid I don't like the colour – I would like a dark jean.

D. Oh I see, thanks. Are any of these jeans on sale?

E. Great! Have you got any in a size 38?

F. This is better! Can I try them on?

G. Yes, please. I'm looking for some jeans.

Ellen: Thank you so much!	
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PART II- CLOZE TESTS

Read the text and complete sentences by choosing the best answer.

The cheetah is the __ (1) __ land animal in the world. An adult cheetah can go __ (2) __ 0 to 100 km an hour in just three seconds. But, they can only run this fast for about a minute. After that they __ (3) __ to stop for a rest. __ (4) __ wild cheetahs live in East and South west Africa. Water is often hard to find __ (5) __ there isn't enough lake and cheetahs should drink water every three to four days. Female cheetahs usually __ (6) __ three cubs. The cubs live with their mother until they are two years old.

Cheetahs have excellent eyes and can see things from six kilometres away. __ (7) __ before they catch another animal, first they hide __ (8) __ a tree and then attack. They have long, black lines from the inside of each eye to the mouth. Scientists __ (9) __ these lines work like sunglasses and help the cheetah to see __ (10) __ than most animals in Africa.

- | | | | |
|----------------|------------|-------------|----------------|
| 1. a. fastest | b. fast | c. faster | d. the fast |
| 2. a. to | b. from | c. of | d. off |
| 3. a. calm | b. need | c. should | d. play |
| 4. a. the | b. an | c. a | d. some |
| 5. a. and | b. because | c. but | d. so |
| 6. a. haven't | b. had | c. have | d. has |
| 7. a. and | b. but | c. because | d. for example |
| 8. a. behind | b. in | c. under | d. through |
| 9. a. believes | b. believe | c. believed | d. believing |
| 10. a. good | b. better | c. well | d. the best |

PART III- QUESTION RESPONSE

Choose the best response for the given conversations.

A: Can I watch what you are doing?

B: _____.

- A) Sure. You are welcome.
- B) I am painting.
- C) You must watch me.
- D) I am sitting.

A: We went to Berlin last weekend.

B: _____.

- A) How did you get there?
- B) Yes, last weekend was rather rainy.
- C) And what about you?
- D) My father says he is always tired after work.

A: Will you cook macaroni tonight?

B: _____.

- A) Just a moment.
- B) Sorry, I couldn't.
- C) Yes, of course.
- D) Yes, I'll cook turkey.

A: Why are you so tired?

B: _____.

- A) I've just worked hard
- B) I didn't do anything
- C) So I am tired
- D) I prefer walking

A: _____.

B: Yes, I went to The National Film Theatre last week and saw a Japanese film

- A) Did you go anywhere last week?
- B) What did you do last week?
- C) Have you seen any good films lately?
- D) Where were you yesterday?

PART IV- SITUATIONAL RESPONSE

For the following questions, choose the best response for the given situation.

1. You are going to be late home because you are going to watch the school play. So you phone home and say:
 - a. I'm sorry I am late, but I had to stay and watch the play.
 - b. This is John speaking. I've decided not to go to the play.
 - c. Hello Dad! Mum says you mustn't be late tonight.
 - d. Hello Mum! I thought I'd let you know I'll be a couple of hours late.

PART V- RESTATEMENT

Choose the option that has the same meaning with the given sentence.

1. We must remember what happened in the past so that it will never happen again.
 - a. If we could remember the past, it would not happen again.
 - b. Since we all tend to forget what happened in the past we do the same mistakes again.
 - c. We couldn't remember what happened in the past so we did it again.
 - d. In order not to repeat the past, we should certainly not forget what happened then.

SECTION D- WRITTEN PRODUCTION

*****In this section you are required to write; an essay / a paragraph / a summary OR an e-mail based on the given topic.***

