



Preparation Book for the

TestAS

onScreen

Language Test – English



BAUSCHMID

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FOREWORD

I am as passionate about education as I am about learning. Holding BA/BS degrees from the Wharton School in the United States and an MBA from Insead in France and Singapore, I have found that, over the course of my career, my education has opened many doors for me. I wrote the test preparation books to support students with similar passions.

Over the years, I have been privileged to help with our company [edulink](#) young men and women navigate what can be a complicated university application process to help them realize their educational dreams. I find it very rewarding to help students secure placement at German universities that will meet their long-term goals.

Due to the highly competitive nature of admission to these schools, applicants must always be looking for ways to differentiate their application. One of the most effective ways that they can do this is by performing well on the TestAS exam, an aptitude test for applicants from non-European countries who intend to pursue their studies at a German university. More than ever before, German universities are using the results of this exam to determine a student's qualification for university-level courses.

We created this preparation book based on our own first-hand experience taking the exam and detailed interviews with dozens of students who have taken the exam in Indonesia, Vietnam, China, Turkey, Russia, and Ukraine. This ebook gives a comprehensive overview of each of the tested topics, complete with test-taking tips and many practice questions, each designed to help you take the TestAS with confidence.

I wish you the best of success on the exam and in your applications.

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Step 1: What is the paragraph about?

Step 2: Fill in the blanks
you already know

Step 3: Create a context based on
the words you know. Has the word
appeared earlier in the text?
Is it plural or a verb or an article or a
conjunction?
Grammar rules can help you correctly
determine the word's ending

Step 4: Read the
paragraph again
and fill in the blanks

Step 5: Time to check your answers

STEP 1

First, read the title. The first and last sentences of the paragraph help us to understand what the paragraph is about. These are usually without any blanks and fulfil the following purpose:

- The title and the first sentence tell us about the topic itself. If there is any specific vocabulary, it will often turn up within the first sentence. This could occur within the text later as a word to be filled in.
- The last sentence is often set up like a conclusion or a summary of the entire paragraph.

This knowledge will help you to better guess the missing words.

→ STEP 2

Now read the entire paragraph all the way through, and enter all of the missing words you already know.

2.3.2 EXAMPLE 2

THE DEAD SEA

The Dead Sea is located in the area of the Mediterranean 428 metres b_____ sea level. The salt co_____ of the Dead Sea is a _____ 28%. In c_____, the clos_____ loc_____ Mediterranean Sea has j_____ 4%. A great nu_____ of pro_____ a _____ gained from the Dead Sea. Am_____ th_____ are asphalt, potassium carbonate (f_____ fertilizer), salt and other min_____ w_____ are us_____ in cosmetics. D_____ to the high salt den_____, swi_____, in the Dead Sea is like flo_____. However, it is still possible to drown.

STEP 1: WHAT IS THE PARAGRAPH ABOUT?

The topic of the text can be derived from the first sentence: It is about the Dead Sea.

STEP 2: FILL IN THE BLANKS THAT YOU ALREADY KNOW.

If you already know some of the words from your first read through and can fill in the one or the other blank, then fantastic!

STEP 3: FOCUS ON THE MISSING ARTICLES, THEN ON THE CONJUNCTIONS AND FINALLY ON THE PREPOSITIONS.

Next, you can continue just as you did in the previous exercise: Here you will also need to pay attention to the articles – conjunctions – prepositions. (Within the answer to the first example, you will find additional information concerning these three word types)

1. Article

2. Conjunctions

Within the first paragraph, there is a word that starts with a "w":

[...] salt and other min_____ w_____ are us_____ in cosmetics.

Grammatically, only a relative pronoun makes sense for this blank. The pronoun refers to 'salt and other minerals' and serves the purpose of describing them in more detail.

Now, let us take a look at the sentence where the first word is incomplete:

In c_____, the clos_____ loc_____ Mediterranean Sea has j_____ 4%.

3.4 COUNTABLE NOUNS

In contrast to uncountable nouns, countable nouns are things that are easy to count naturally, as one might count on their fingers. These nouns can be recognized as often being preceded by **a**, **an**, or a number in a sentence. If a countable noun represents two or more things, we add an “s” to the end of the word. For example, the word “book” will become “books” when speaking of more than one book. Most of the time the rule of adding an “s” works, but there are a few exceptions to this rule which merit a closer look.

Rules for different word endings	Examples	
Words that end in: “ch”, “s”, “sh”, “x”, or “z”	patch glass brush fox buzz	patches glasses brushes foxes buzzes
When an s is added to words ending in “ce”, “ge”, “se”, or “ze”, the “es” at the end of the word must be pronounced as a separate syllable	face cage horse breeze	faces cages horses breezes
Nouns ending in “y” preceded by a consonant usually replace “y” with “ies”	baby sky	babies skies
Whereas nouns ending in a “y” preceded by a vowel usually just add an “s” to the end of the word	day attorney	days attorneys
Proper nouns, which we can recognize frequently in names, follow all of the rules above, except that “y” will always be followed by an “s”, even when there is a consonant in front of it	Sarah Bruce Mickey Jenny Frances Alex	Sarahs Bruces Mickeys Jennys Franceses Alexes
Some nouns ending in “f” or “fe” change the “f” to a “v” when forming the plural, sometimes adding “es”, or if there’s already an “e” just an “s” some words ending in “f” can form the plural in two different ways the remaining nouns ending in “f” or “fe” usually just add an “s”	half thief knife hoof	halves thieves knives hoofs or hooves
Some nouns ending in “o” form the plural by adding “s”, while others form the plural by adding “es” often words of Spanish or Italian origin just add an “s”	piano studio echo potato mosquito	pianos studios echoes potatoes mosquitoes

SOLUTIONS

1. The teenagers with fake identification were able to purchase alcohol even though they were **under age**.
2. **On average** Americans consume 72 kg. of sugar per year.
3. Happy Birthday, now that you're 65 you're **eligible for** our senior discount!
4. **In all likelihood** the cause of the flooding has been heavy rain upstream.
5. Gina was **surprised by** the number of cups of coffee she had sold before 7 a.m.
6. Charles was **sorry about** cutting the hair off of Margret's doll.
7. Because he had been vaccinated Rodrigo was **immune to** polio.
8. What a delicious meal! I couldn't eat another bite. I do always have **room for** dessert though.
9. Even though I live far away, I try to keep **connected with** my family back home. I call them every Sunday.
10. **On behalf of** the city council, I would like to give you this award for being a valued citizen in our community.

3.6 VERBS AND PREPOSITIONS

Prepositions are chosen based on the verbs they accompany. Certain verbs may be used with more than one preposition, e.g. "Tim blamed his missing homework on his dog." vs. "Tim blamed his dog for his missing homework." The meaning differs just a little bit, with the first sentence putting more stress on the actions of the dog, while the second stresses the fact that Tim has no homework. Below you will find some common pairings of verbs and prepositions.

Verb-preposition combination	Sample verbs
verbs followed by "in"	specialise in , result in , succeed in
verbs followed by "of"	accuse someone of something, remind someone of something, result of , suspect someone of something

Verb-preposition combination	Sample verbs
verbs followed by “for”	apologise for , allow for , charge someone for something
verbs followed by “with”	acquaint someone with something, comply with , deal with
verbs followed by “from”	benefit from , refrain from , differ from
verbs followed by “on”	concentrate on , insist on , blame something on someone
verbs followed by “against”	insure something against something, protest against something
verbs followed by “about”	argue about , be concerned about , decide about
verbs followed by “out”	phase something out
verbs followed by “at”	glance at , hint at
verbs followed by “to”	commit to , confess to , subject to , be used to

EXERCISES

Please fill in the blanks in the following paragraphs.

I can still remember my first job as if it were yesterday. We lived in a beach town, and in the summers, the shoreline was thronged with visitors from all over the world. All of us high school students wanted to work at Joe’s Beach Hut, because we could benefit (1)..... the sun, the sand, and the camaraderie of other teens as we filled the long summer hours with drudgery.

Joe was a mean old man, you see, but he had his pick of everyone from Wilson High. He reminded me (2)..... a mangy old dog with his bloodshot eyes and his crazy hair. When I came in for the interview I couldn’t concentrate (3)..... the questions he asked me. I kept glancing (4)..... his shaggy beard, which ran in whorls down his unbuttoned, greasy Hawaiian shirt. Luckily for me, Joe made it a point to hire whoever spoke the least.

When I first started there I could never get over the feeling that I wasn’t doing a good enough job. Joe only gave the occasional grunt or cough, and I was certain he would fire me any day. I did alright, though, mainly because I was good at math and would never let anyone have any extra ketchup or mustard without charging them (5) it. I also specialised

4.2 ANSWERS

4.2.1 EXAM 1

1.1. BIRTHSTONES

Birthstones are precious stones that are used as symbols for specific birth months.

Since _____ the beginning _____ of medieval times, people have been suspicious of the _____ magical _____ properties. Believing that the stones _____ would protect _____ the bearer from _____ harm and _____ danger, people began _____ to wear _____ them and to give them as presents. Many people believed _____—and so _____ people still do—those _____ wearing birthstones would protect them from dangers _____ such as _____ a _____ storms, earthquakes and other _____ natural _____ catastrophes _____. Some people also believed that _____ birthstones possessed healing properties.

ANSWER

Birthstones are precious stones that are used as symbols for specific birth months. **Since** the **beginning** of medieval times, people have been suspicious of **their magical** properties. Believing that the **stones** would **protect** the bearer **from** harm **and** danger, people **began** to **wear** them and to give them as presents. Many people **believed**—and **some** people still do—**that** wearing birthstones would protect them from **dangers such as** storms, earthquakes and **other natural catastrophes**. Some people also believed **that** birthstones possessed healing properties.

HINT: TRY AND GUESS INSTEAD OF LEAVING BLANKS EMPTY.

Let us assume that you do not know what the adjective for "catastrophes" is. Perhaps the answer is not obvious, or you are considering more than one possibility. Do not leave the blank empty. An empty blank is evaluated by the computer as a wrong answer. Decide what you feel is the most likely choice and fill it in, because at least now, you still have a chance that the answer might be correct.

1.2. ULTRASOUND POWER

An electric device with the name "Ultrasound Power" was developed to keep animals at a distance. The high-frequency sound of the device _____ forces unwanted animals _____ to leave _____ a defined _____ area. The sound irritates animals but _____ has too high _____ of a frequency to _____ be _____ heard by humans _____. Since _____ the device was _____ developed specifically for _____ outdoor use, it _____ is _____ no _____ dangerous to pets. The device can _____ solve pest problems which _____ are caused by _____ mice _____ and rats. Thanks to

4.2.6 EXAM 6

6.1. MARATHON TRAINING

For many people a marathon is all about the challenge. Whe _____
 yo _____ are training f _____ a marathon, start with sho _____
 dis _____. These sho _____ be about 5 to 10 kil _____. One of the
 most com _____ cau _____ o _____ injuries i _____
 prema _____ increasing the weekly kilometre goal. It i _____ important to
 be sufficiently hydrated a _____ to mai _____ a sufficient level of
 ene _____. Hydration belts and energy bars are lightweight and ca _____
 easily be car _____ alo _____ for the ru _____. Remember these
 basic tips while training for a marathon.

ANSWER

For many people a marathon is all about the challenge. **When you** are training **for** a
 marathon, start with **short distances**. These **should** be about 5 to 10 **kilometres**. One of
 the most **common causes of** injuries **is prematurely** increasing the weekly kilometre goal.
 It **is** important to be sufficiently hydrated **and** to **maintain** a sufficient level of **energy**.
 Hydration belts and energy bars are lightweight and **can** easily be **carried along** for the **run**.
 Remember these basic tips while training for a marathon.

6.2. ABOUT ROSES

Roses are the most popular and most well-known of all garden flowers. Roses
 gro _____ thro _____ the ent _____ year in greenhouses. This
 flower can be found aro _____ the world in a var _____ of species and
 col _____. Rambling roses a _____ a combination o _____ larger
 a _____ sma _____ flowers. Shrub roses a _____
 pla _____ exa _____ like lilacs, a _____ the _____ can
 have either single or dou _____ blos _____. Good soil, fresh
 a _____, routine care a _____ a lot of water are crucial f _____ the
 growth of roses. It seems as if no one can resist the beauty of roses.

ANSWER

Roses are the most popular and most well-known of all garden flowers. Roses **grow**
throughout the **entire** year in greenhouses. This flower can be found **around** the world in a
variety of species and **colours**. Rambling roses **are** a combination **of** larger **and smaller**
 flowers. Shrub roses **are planted exactly** like lilacs, **and they** can have either single or
double blossoms. Good soil, fresh **air**, routine care **and** a lot of water are crucial **for** the
 growth of roses. It seems as if no one can resist the beauty of roses.

5 OFTEN RECURRING ACADEMIC VOCABULARY

Within this section, as well as in the appendix, you will find a list of important vocabulary for your future bachelor studies. This vocabulary can help you to better understand and answer the onScreen questions, as well as those from other tests (such as TestDAF and DSH).

The list is based on a list of English words from the academic world which was developed by Averil Coxhead in 2000 as part of her master's thesis. This list includes the most important words you will need to understand 94% of academic texts.

The words are listed in a decreasing order of frequency.

5.1 IMPORTANT VOCABULARY - PART 1

		ENGLISH	DEUTSCH
1	Noun	<u>analysis (pl.: analyses)</u> Her analysis of the problem impressed everyone.	<u>die Analyse</u> Ihre Analyse des Problems beeindruckte jeden.
2	Noun	<u>approach</u> Which approach should we follow in order to solve this problem?	<u>der Ansatz (Pl. die Ansätze)</u> Welchen Ansatz sollten wir verfolgen, um dieses Problem zu lösen?
3	Noun	<u>area</u> I am not really familiar with this area of physics.	<u>der Bereich</u> Ich kenne mich in diesem Bereich der Physik nicht besonders gut aus.
4	Noun	<u>assessment</u> His assessment of the situation was transparent and fair.	<u>die Beurteilung</u> Seine Beurteilung der Situation war transparent und fair.
5	Verb	<u>to assume</u> I assume that you already sent the letter.	<u>etw. (Akk.) annehmen</u> Ich nehme an , dass Du den Brief schon abgeschickt hast.