



**est** | EGYPTIAN  
SCHOLASTIC  
TEST

# EST PREP BLACK BOOK

## Summary Book

**"The Most Effective EST  
Strategies Summarized  
Ever Published"**

EST I English



# The Reading Section

# Types of Passages

- Literature (always the 1<sup>st</sup> one)
- Scientific/ Natural Sciences (usually the 3<sup>rd</sup> and the 5<sup>th</sup> )
- Social Science (usually the 2<sup>nd</sup> or the 4<sup>th</sup>)
- History (usually the 2<sup>nd</sup> or the 4<sup>th</sup> )

## The Passages and Their Type of Writing

- Literature (excerpted from a novel, play, short story..etc. )

**Narrative** — description of characters, setting, feelings, thoughts, ...

## The Passages and Their Type of Writing

- **Natural Sciences** (Life Sciences → Biology: human brain, plants, animals; physical sciences, astronomy, space, planets geology, ... etc.)

**Analysis (information, explanation..)**

## The Passages and Their Type of Writing

- Social Sciences (a. behavioral sciences: sociology, psychology, economics, demographics, .. etc.)
- History (global conversation, US history, speeches, letters... etc.) **Argumentative**

(opinion, tone, agreements, disagreements)

# #First Tip

- Believe that the reading section is

**easy**



## Let's Identify Each Type

- Have a look at some passages from real tests and bear in mind knowing their kinds and their different types of writing.

# The Blurb

- The part coming before the beginning of each passage is **IMPORTANT**.
- It helps you to know the **TYPE** of the passage.
- It has the **TITLE**, and it sometimes has pieces of information that can help you answer some questions.

The Perfect Order is what suits your preference most..You choose what you start with

- Answer the passages according to your preference.
- The recommended one is 1,3,5,2,4. However , you don't have to stick to this order. You start with what you feel you can answer easily.

## The First obstacle

# Vocabulary

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In the passages, most of the **active** vocab. words on SAT are familiar to you, but their **secondary** meanings are **usually** the ones that are tested. However, sometimes their very **direct** meanings are tested too.

# Vocabulary

- What you need to do is to replace that word in question with one that maintains the intended meaning of the sentence as a whole.
- Remember !!! You are looking for the BEST choice, not just a good enough choice.

## #Second Tip

- **Guess the meaning of the vocab. word through the context clues.**
- **Bear in mind the tone of the context and the type of the passage.**

## #Third Tip

- Use the Process of Elimination.
- Try what you know first: check the familiar vocabulary words first. If none of them worked, pick the one you don't know.

## #Fourth Tip

- If you find that you struggle with more than 10 words in a passage, you need to spend some time improving your vocabulary. This can be done by reading the passages well and looking up words as you encounter, creating a personal dictionary of new words, or flash cards to test yourself.

## \*\*TEST TIP:

- If you are struggling with a reading passage and getting lost in a sea of words, try just reading the independent clauses, stripping away the modifiers, phrases and dependent clauses. You will get the main points of the passage and then can start building meaning by adding back in the modifiers.

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## The Writing Topics

1. Punctuation
2. Transitions (linking words)
3. Verb tense
4. Subject Verb Agreement
5. Pronouns
6. Parallelism
7. Comparison
8. Redundancy
9. Modifiers
10. Diction & Idioms
11. Graph
12. Sentence Combining
13. Introductory/ concluding sentences (Main focus on a passage)
14. Main focus on a paragraph
15. Sentence Deleting
16. Sentence Adding
17. Sentence Comprehension
18. Sentence Placement (logical sequence)
19. Transitional sentence

## General Points to be considered when you are dealing with questions with no headings:

- Check the differences among the answer choices.
- Read the whole sentence that has the underlined part to figure out what is required to be checked.
- When you see verbs in the choices, you are probably dealing with SVA, verb tense, or parallelism.

## Verb Tense:

1. the underlined word is a verb.
2. The present and the past simple tenses are the most tested ones on EST.
3. check the surrounding verbs in the same sentence for tense consistency.
4. Consider any keywords that can refer to a certain tense (in 1990, over centuries, since ....)
5. What if there were no keywords or other verbs in the same sentence of the underlined verb? Check the tense of the verbs in the surrounding sentences.
6. Take care of the conditional cases

### 1<sup>st</sup> conditional --->

If clause (present) ---- the independent clause (shall/may/ can/ will) + infinitive

If I **study** hard, I shall/may/ can/ will pass the test

### 2<sup>nd</sup> conditional (hypothetical)--->

If clause (were) ---- the independent clause (should/might/ could/ would) + infinitive

"Were" is used with all the pronouns (singular and plural)

If I were you, I would (could, should, might) take the risk.

Notice that the modal verbs are used in the independent- clause part, not in the if-part.

Modal verbs are can , could, shall, should, may, might ..etc.

**3<sup>rd</sup> conditional** --->

If clause (had + PP) ---- the independent clause (should/might/ could/ would) +have + PP

If I had studied hard, I would have passed the test.

## Subject Verb Agreement

1. The underlined word is a verb.
2. Eliminate all the prepositional phrases, participial phrases, relative clauses, and nonessential information between the subject and the verb to decide whether the subject is singular or plural.

Example:

3. A singular subject takes a singular verb, and the plural subject takes a plural verb.
  - Is the verb's subject he, she, it, or one?
  - Is the subject a singular noun (such as parent)?
  - Is the subject a singular indefinite noun – anybody, anyone, each, either, everybody, everyone, everything, neither, no one, someone, or something?

- If YES, use –s form of the verb (loves, tries, has)
- If NO, use the base form of the verb (love, try, have)
- Both, few, many, several are plural pronouns.

4. ***If a sentence begins with HERE or THERE, the verb agrees with the subject which follows it.***

Here are my keys.

There is a cat under the tree.

5. “A number” is plural; “the number” is singular.

Examples

A number of students are waiting outside.

The number of students outside is not recorded yet.

6. ***Collective nouns such as COMPANY, GROUP, COMMITTEE, CROWD, JURY, FLOCK, TEAM are usually singular on EST.***

7. ***Usually pick the different one:***

***3 plural choice vs 1 singular choice .... Take the singular one***

***3 singular choices vs. 1 plural choice ... take the plural one ..but you need to check well.***

## Parallelism

- No heading
- If the underlined word (verb, gerund, noun...etc.)
  - a. has and/or,
  - b. is followed by and/or,
  - c. or is preceded by and/or,you need to check for a parallelism error.
- For parallelism questions, make sure each item of the list starts with the same part of speech.

Ex: I needed to check upon my pet, feed it, and arrange its place. (each item starts with an infinitive verb)

- You need to keep the same pattern between the following Correlative Conjunctions as well:
  - Both ...and
  - Neither ... nor
  - Either ...or
  - Not only ... but also

## Redundancy

- No heading
- The four choices have one short answer and three longer ones.
- Go for the most concise first “shorter is better” (as it will lack the redundant part).
- make sure the choice doesn't miss any of the original meanings and has NO repeated ones.
- If the “DELETE” option is offered among the answer choices, it is likely to be the answer if all the other three choices have the same exact meaning.
- never go for a choice that has a new meaning that doesn't exist in the underlined part.

## Modifiers

1. No heading
2. all the choices have the same main elements but in a different order.
3. The sentence in the paragraph usually starts with an introductory phrase separated by a comma from the independent clause.
4. Make sure that the noun after the comma is correctly and sensibly modified by the modifier before the comma.

Example

Finishing his lunch, Ahmed left the restaurant immediately.

Modifier , Indep. Clause

Finishing his lunch, Ahmed's bill left the restaurant immediately. X

(Don't be tricked by the apostrophe)

Tidying well, the rooms are tackled by Sara. (incorrect)

Ask: who is tidying the rooms?

Tidying well, Sara tackled the rooms. (correct)

## **Sentence Combining Questions**

Consider these points while dealing with a "sentence combining" question:

1. Go for the most concise answer (conciseness vs. wordiness)
2. Maintain the word order of the original version of the sentence (as much as you can), especially the sequence of the words found in the first sentence.
3. Avoid repeating the main topic: do not restate it.
4. Eliminate the answer choice that has a semicolon.
5. Maintain any special relationships (contrast, cause and effect, sequence ...etc) found between the two original sentences.

## Sentence Addition

- The question heading has the words “add/adding” or “revise/revising”.
- The question will ask you whether to add/ revise an assigned sentence / part of a sentence or not.
- The answer has two parts.
- Part 1- Yes / No
- Part 2 – The reason part.
- Compare the sentence in question to the sentence coming before and after it in the paragraph. If they are related (talking about the same topic), add the sentence in question to the paragraph. If not, don't add it.
- There are certain words/ expressions in the correct reasons that are picked most frequently with the **Yes part** answer: supports, sets up/introduces, provides an introduction, provides an example, provides a supporting detail, provides a definition, defines a term, is / adds a relevant...
- There are certain words/ expressions in the correct reasons that are picked most frequently with the **No-part** answer: blurs, Interrupts, distracts, disrupts, diverts from the focus, irrelevant, is not related, off topic.

## Sentence Deletion

- The question heading has the words “delete” or “deleting”.
- The question will ask you whether to delete a particular sentence from the paragraph or keep it.
- The answer has two parts.
- Part 1- Yes / No (notice that here “ yes” = delete and No = keep)
- Part 2 – The reason part.
- Compare the sentence in question to the sentence coming before and the one coming after it in the same paragraph. If they are all related (talking about the same topic), keep the sentence and don’t delete it.
- There are certain words/ expressions in the correct reasons that are picked most frequently with the Yes part answer: blurs, Interrupts, distracts, disrupts, diverts from the focus, irrelevant, is not related, out of topic.
- There are certain words/ expressions in the correct reasons that are picked most frequently with the No-part answer: supports, sets up/introduces, provides an introduction, provides an example, provides a supporting detail, provides a definition, defines a term, is / adds relevant information ...

## Transitions

- The main task of any transition word is to link the sentence before that transition word to the sentence coming after it through a certain relationship conveyed by the transition word itself.
- All transitions words are classified into certain groups according the relationships they convey.
- You have to memorize the transition words, their groups, and the relationships they convey.
- We never use two transition words belonging to the same group in one sentence. So you need to eliminate any transition words belonging to the same group.

### The Groups

#### 1. The contrast group

- It is the most important one.
- It has the transition word “however” which is the most tested transition word on EST.

- The transition words in this group convey opposing/contradicting ideas found in two sentences.
- S1 (-ve), (contrast) , S2 (+ve)  
Ex:
  - I was sick yesterday; however, I passed the test.
- EXAMPLES of the transition words in this group are
- However, in contrast, yet, on the other hand, but, nevertheless, although, regardless, despite, in spite of.... etc.
- There is a slight difference among some transition words in this group: some of them convey opposition while others convey concession.  
Ex: I love eating apples; on the other hand, my brother doesn't love them. (Opposition -ve VS +ve .... Black VS white)

Ex: I broke my leg; nevertheless, I attended the match. (Concession – admitting something VS stating another unexpected thing)

## **2. The addition group**

- The transitions in this group add a new idea that supports the one coming before (talking about the same topic, having the same tone).
- **ADDITION GROUP**
- **(+ve idea) ; addition, (+ve idea)**
- **(-ve idea) ; addition, (-ve idea)**
- In addition, also, and, moreover , furthermore, as well, additionally, not to mention, too.

Example

- I solved all my assignments; moreover, I helped my mom with the household chores.

### **3. The emphasis group**

- The emphasis group
- The transitions in this group add an emphasis on a previously mentioned idea, stressing it and giving more details about it.

Examples: In fact, indeed, as a matter of fact

Sara is a hardworking student; In fact, she submits all her assignments on time.

#### **4. The example group**

- The transitions in this group introduce specific information after a general one.
- Example:
- Wild animals are dangerous; for example, lions are the fiercest of all.
- The transitions here are “ for example, for instance , to illustrate , particularly..

#### **5. The cause and effect group**

- The transitions in this group are followed/ preceded by reasons or results.

Examples: Because, since, as, consequently, thus, so, therefore, accordingly, hence

I stayed at home because I was sick yesterday.

I was sick yesterday; therefore, I stayed at home.

- We never keep two transitions belonging to the same group in the same sentence:

Because I was sick; therefore, I stayed at home.

## **6. The sequence group**

- The transitions in this group show the order or the sequence of a certain procedure, or the steps of doing something.

- Examples

Subsequently, first , second, next , then , finally, before , after, afterwards, eventually, previously

I took a shower before going to school. Then, I met my friends and attended many lessons. Finally, the school day ended at 2 o'clock, and I went back home.

## **7. The Comparison group**

- The transitions in this group show a comparison between two entities (X Vs. Y)

Examples: similarly, in the same way, likewise, Like, as

Sara is so committed. Similarly, her sister is so punctual.

### **8. The summary group**

- The transitions in this group introduce a summary of the ideas mentioned previously or offer a restatement to those ideas briefly. They are usually used at the end of the paragraph or in the concluding paragraph of a certain essay or article.

Examples

In conclusion, in other words, to sum up, in short, in summary

## Pronouns

1. A singular pronoun should replace a singular noun, and a plural pronoun should replace a plural noun. Jack went to the store; he bought an apple.

Everyone wished that he/she had cheaper textbooks rather than the ones that were required.

2. Avoid using an ambiguous pronoun. Here is one ambiguous case:

She showed a great skill at drawing. This would enable her join the coming contest.

“This” could refer to the “skill” or “drawing”. So we should add the exact intended noun.

This skill would enable her to join the coming contest.

3. “This” on EST should never be followed by a verb.

To identify pronoun ambiguity errors, look for answer choices that includes at least on answer choice that provides additional clarifying information after “this” and “those” in particular.

4. Don't be tricked by the commonly confused words There, their, and they're  
"There" means the opposite of here; "at that place."  
"Their" means "belongs to them."  
"They're" is a contraction of "they are"
5. Don't be tricked by **its and it's**: "**its**" means "belongs to it" ; "**It's**" is a contraction of "it is" or "it has"
6. Who – subject – is followed by a verb – refers to people
7. Which – subject – is followed by a verb – refers to things and animals
8. Whom – object – is followed by a noun or a pronoun – refers to people
9. Who's = who is / who has
10. Whose – refers to something owned by someone.
11. Their selves and hisself are always wrong. You can review the reflexive pronouns.
12. There should be One to choose oneself
13. There should be you to choose yourself or yourselves.

## Comparison

- No heading
- The presence of any of the following comparison words DIRECTLY BEFORE the underlined portion: **Like, unlike, than, prefer .. to, different from, compared to, similar to, as**
- In order to answer such a question, follow these steps:
- Get to know the two parties of the comparison.
- Search for the verb before the comparison word (in the 1<sup>st</sup> party)
- Identify whether it is singular or plural.
- Assign the verb's subject.
- Make sure you have the same exact subject after the comparison word or a relevant pronoun to replace it in the 2<sup>nd</sup> party. (for example, use "that" for singular/ use "those" or "these" for plural)

- EX: The people wearing masks are less likely to get infected than those with no masks.
- Sometimes you need only to check the noun/s before certain comparison words as “similar to”.
- Don’t be tricked by the apostrophe.
- Don’t choose the “DELETE” option in 99% of the COMPARISON questions.

**Introductory / Concluding Sentences Questions (main focus on a passage/ paragraph questions) (figure out the main idea)**

1. If you are asked about the main topic of the passage (either as an introductory sentence or as a concluding one) , refer to the title and the first paragraph; track the most repeated noun and anything related to it.
2. Eliminate any choice whose elements aren’t related to the ideas mentioned in the title and the first paragraph.
3. Even if the question that is asking you about the main idea comes at the very end, you still need to check the title and the 1<sup>st</sup> paragraph.
4. Consider the tone.
5. Eliminate what you cannot relate.
6. Be general not specific to a certain element that wasn’t even mentioned in either the title or the 1<sup>st</sup> paragraph.

7. Questions asking you about the main idea of a certain paragraph, you need to read the sentence after the underlined portion
8. POE is your life savior.
9. If the heading of the question asks you about the main idea of one of the body paragraphs (NOT the first OR the last ONE), it can be answered through reading the first sentence of this paragraph.
10. If the first sentence (or a part of it) in this paragraph is underlined, read the sentence that comes next, and choose the answer that is related to it.

### **Transitional Sentence Questions**

1. All you need to do is to focus on reading the portion given at the end of the question and find any suitable answer that can match the ideas expressed in that portion of the paragraph.

2. It isn't wrong to read the sentence before and after the assigned sentence, but, for the sake of saving time, focus on the portion required secondly.

## **Sentence Comprehension Questions**

- If you are asked about a sentence or a choice that can
  1. introduce the following sentence
  2. be a supporting example to a previous one
  3. support the claim stated in the sentence before
  4. Set up the list of examples that follows
  5. Make a reasonable prediction ...

- **The strategy**

**FOLLOW THE INSTRUCTIONS FOUND IN THE HEADING OF THE QUESTION LITERALLY!!!**

## **Sentence Placement**

In **"sentence placement"** questions, consider the following points:

- 1) Divide the sentence into elements
- 2) Look for links between the sentence given and the one before/after it. Those links can be
  - a. pronouns like he, she, they, her, him, ...etc.
  - b. articles like a, an, the
  - c. demonstratives like this, these, those, that
  - d. full names of people vs their last names only
  - e. defining a term (general) vs giving a specific information about

it later;

f. transitions which convey certain relations between sentences.

- 3) In a placement question, do not split closely related ideas.
- 4) Move from general to specific then general again; this is how the ideas are organized in a paragraph.

### **Graph Questions**

1. Stick to what is exactly required in the head of the question
2. Number the elements of the graph.
3. Read the sentence in the paragraph and decide upon the main focus (main nouns, titles, percentages) and the tone of that sentence.
4. Mark those specific elements on the graph.
5. Be very accurate.
6. Take care of words like “most, least, small, drop reduce, increase, difference, total, ...etc.
7. Never pick a choice that has an element you can't SEE on the graph.

