



**\*\*\*Please see "Important Notes" on back page\*\*\***

## English Assessment Practice Test (EPT)

This practice test will help you become familiar with the Camosun College English Assessment Test, which consists of 3 timed subtests (vocabulary, reading comprehension, and language expression), and a written sample. Read each question carefully and then choose the best answer. You may find it helpful to read all the possible answers before making a choice. Mark your answers at the bottom of this page. After you have completed the practice questions, check your answers with the answer key at the end of the test.

NOTE: **No dictionaries** (or other test aids) are permitted during the actual tests.

### **TEST 1: Vocabulary**

This section consists of items requiring you to recognize words that have a similar or opposite meaning of the underlined word, like the five examples below.

***In items 1-3, choose the word or phrase that means the same or about the same as the underlined word.***

**1. tedious job**

- A. listless
- B. noxious
- C. tiresome
- D. inspiring

**2. embellish the story**

- A. flourish
- B. attack
- C. enfold
- D. decorate

**3. corner the quarry**

- A. prey
- B. argument
- C. decoy
- D. excavation

***In items 4-5, choose the word that means the opposite of the underlined word.***

**4. dire consequences**

- A. involved
- B. dreadful
- C. unimportant
- D. humiliating

**5. pamper the child**

- A. please
- B. scold
- C. coddle
- D. diaper

## **TEST 2: Reading Comprehension**

The actual test requires you to read several passages and answer *40 questions in 34 minutes*; the timing factor requires you to read fluently with understanding. In the practice test below, the excerpt, written by columnist Lon Wood, appeared in the *Times-Colonist* of May 14, 1993. (Paragraphs are numbered.)

- (1) Zeus outdid himself this week, ripping apart clouds bedded down for the night over Juan de Fuca Strait, hurling mile-high spears of lightning to unleash rain globs big as golf balls. Amid thunderclaps earsplitting as any in prairie boyhood, I stood atop the lookout on King George Terrace - drenched but excited as a kid. The pyrotechnics were so brilliant my eyes felt bruised in the morning.
- (2) Walking sunny wet streets streaming with the first real heat of spring, it seemed the midnight tempest [had] cleared my perspective of static cling and cobwebs. With neurons unclogged, my recharged senses were strangely keen for adventures the life of which I'd abandoned 40 years ago.
- (3) Could it be I'd actually been struck by lightning, thrown into a personal episode of *Back to the Future*? What else accounts for the quivering urge to break from the walk to work - and climb a tree like a carefree 10-year-old? Alas. Simply slowing my pace at the base of a cedar in Stadacona Park drew such looks of dismay from two young women splashing around on the nearby tennis court, I scotched my climbing ambition. Explaining would be a nasty job.
- (4) On Pembroke Street, more loitering while city pavers pulled away from two freshly-poured panels of sidewalk, moist and glistening like great slabs of clay-colored cheesecake. The impulse to press initials into the wet walkway was strong - but it, too, was stifled.
- (5) The trek resumed and spring's first warm sun grew hot, bringing the simmering urge for an out-of-doors day closer to a boil. Perhaps I could skip work and scour the streets for pop tins and bottles? The temptation was skewered by the prospect of scouring the streets for something else - like a job.

6. **The selection is mainly about how the writer**
- A. was affected by being hit by lightning
  - B. decided to spend the day in boyhood pursuits
  - C. witnessed a lightning storm
  - D. was affected by a lightning storm
7. **The writer suggests the cause of the storm to be**
- A. clouds over Juan de Fuca Strait
  - B. the Greek god Zeus
  - C. thunderclaps as loud as prairie thunder
  - D. colliding warm and cold air masses
8. **The writer uses a simile to compare rain drops to**
- A. globs
  - B. golf balls
  - C. mile-high spears
  - D. clouds bedded down
9. **The underlined word scotched in paragraph 3 means**
- A. encouraged
  - B. dissuaded
  - C. blocked
  - D. persuaded
10. **Which best describes the writer's feelings about the storm?**
- A. exhilaration
  - B. fear
  - C. trepidation
  - D. anxiety

11. The writer suggests that following his inclination for the day might result in
- A. spending the day collecting pop bottles
  - B. losing his job
  - C. climbing trees
  - D. retrieving coins from sidewalk grates
12. How does the writer account for his reaction to the storm?
- A. static cling and cobwebs
  - B. earsplitting thunderclaps
  - C. bruised eyes
  - D. recharged senses

**TEST: 3 Language Expression**

These test items will show how well you understand written expression. You will be asked to find the correct subject or verb, to use words correctly, to choose the clearest sentence, or to pick out the sentences that best organize and develop paragraphs. Nine items below are samples.

*Choose the word that best completes the sentence.*

13. The driver needs to know the road, or \_\_\_\_\_ may become lost.
- A. you
  - B. she
  - C. they
14. Each of the dogs \_\_\_\_\_ had shots for distemper.
- A. have
  - B. has
  - C. did
15. People in British Columbia take advantage of many lakes; they like to swim, \_\_\_\_\_, and to fish.
- A. waterskiing
  - B. windsurfing
  - C. to sail
  - D. canoe
16. The performance went \_\_\_\_\_ well until one of the cast missed a cue.
- A. real
  - B. almost
  - C. really
17. We want to leave for vacation in two days; \_\_\_\_\_, we have a week's work to complete.
- A. therefore
  - B. for example
  - C. meanwhile
18. George and \_\_\_\_\_ are bringing the beer.
- A. he
  - B. himself
  - C. him

**Choose the sentence that is most clearly expressed.**

19. A. Singing on its perch in the old apple tree, I saw a robin.  
B. I saw the robin singing on its perch in the old apple tree.  
C. From its perch in the old apple tree, I saw a robin singing.
20. A. To do a good job in their studies and being proud of their accomplishments are the marks of being successful students.  
B. Doing a good job in their studies and being proud of their accomplishments are the marks of successful students.  
C. Doing a good job in their studies and proud of it! are the marks of successful students.  
D. By doing a good job being a student and proud of it are the marks of successful students.
21. A. Jack argued that he undoubtedly and without fail knew the right technique to finish the job completion.  
B. Jack argued that he knew the best technique to complete the project efficiently.  
C. Without a doubt, Jack argued that he knew the best technique to efficiently complete the project.  
D. Jack argued that he, without a doubt, knew the best technique to complete the project to completion efficiently.

**Writing Sample**

For most programs, this important part of the English assessment requires you to plan and write a composition in **one hour**. We will give you five topics to choose from; choose a topic that interests you. Be prepared to provide a position on the topic. We will be looking for a standard three-point essay of 2 to 3 pages. We will mark your writing on the basis of the skills you will need in academic and career programs here at Camosun College: clear organization, on-topic content with effective support, good editing skills showing a good working knowledge of grammar and punctuation, good use of vocabulary, and some command of fluency in writing style.

To prepare for writing, practice writing a standard essay in one hour at home. Make sure your essay includes an introductory paragraph, a minimum of 3 body paragraphs (each with a topic sentence, details, and a concluding thought), and a concluding paragraph. Write on topics of general interest, such as the problems in high schools today or how to cope with water restrictions or the three best entertainment deals in Victoria. If you have written only paragraphs in school, practice writing paragraphs. Write a paragraph that includes a topic sentence, details, and a concluding sentence. Become familiar with planning and completing an essay in 60 minutes. Do not forget to build in time to check for correcting errors and making revisions.

***Answer Key:***

- |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. C  | 2. D  | 3. A  | 4. C  | 5. B  | 6. D  | 7. B  | 8. B  |
| 9. C  | 10. A | 11. B | 12. D | 13. B | 14. B | 15. C | 16. C |
| 17. C | 18. A | 19. B | 20. B | 21. B |       |       |       |

**Important Notes:**

- **Monthly assessment schedules** are posted at [www.camosun.ca/services/assessment](http://www.camosun.ca/services/assessment)
- **Documented Disability?** If you have a documented disability and require accommodations/supports to write the College placement test contact the Resource Centre Students with a Disability in Dawson 119 or call 370-3312, TTY/TDD: 370-3311 to set up alternative testing arrangements.
- **Test Anxiety?** For the most up-to-date information on learning how to keep your cool at test time go to the Counselling website [www.camosun.ca/services/counselling](http://www.camosun.ca/services/counselling).
- **Need help with writing?** Google “**Online Writing Lab**” (OWL) or any college or university writing centre, such as [www.utoronto.ca/ucwriting/organizing.html](http://www.utoronto.ca/ucwriting/organizing.html), for lots of valuable information. You can also ask a librarian for help locating a study guide for essay and/or paragraph writing.
- **Advising: Need help planning your education?** Academic Advisors help you explore educational options, develop a Personal Learning Plan, understand admission processes, plan course selections and interpret educational institution rules and regulations as they apply to you. Email at [academicadvising@camosun.bc.ca](mailto:academicadvising@camosun.bc.ca) or drop in to Academic Advising (hours on website).