

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

Trades Entry Level and Health Care Assistant Program (HCA) English Assessment Practice Test

For those who plan to take a **Trades** program or **HSRCA** or **FN-HSRCA** this practice test will help you become familiar with the kinds of questions you will see on the real Trades/HSRCA English test. NOTE: **No dictionaries** (or other test aids) are permitted during the actual tests.

Directions

The Trades English test is timed. 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. For this practice test you may circle the answers or record them on scrap paper. The answer key is on the back page.

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. (*Timed: 34 questions- 16 minutes*)

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

Trades/Home Support/Resident Care Writing Sample

This important part of the English assessment requires you to plan and write a composition in 30 minutes. We will give you five topics to choose from; choose a topic that interests you and that you feel you have an opinion on. Write a one-paragraph composition that includes a topic sentence, details, and a concluding sentence.

We will mark your composition on the basis of the writing skills needed in a trades program here at Camosun College: clear organization and content, good grammar and punctuation, and careful use of vocabulary.

Writing a paragraph for us will be easier if you practice writing paragraphs at home. Write on topics of general interest, such as the problems in downtown Victoria or how people can cope with water restrictions or what makes a movie a really good movie. Become familiar with planning and completing a paragraph in 30 minutes. Remember, you need to explain your topic, give details, conclude your topic, and have time to check for errors in 30 minutes.

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

Important Notes:

- **Monthly assessment schedules** are posted at 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 250 370-3312, TTY/TDD: 250 370-3311 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 <http://camosun.ca/services/counselling/counselling-types.html>
- **Need help with writing?** Google “**Online Writing Lab**” (OWL) or any college or university writing centre, such as 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 or drop in to Academic Advising (hours on website).