

English Test Video Passages

PRACTICE PASSAGE I

(The following paragraphs may or may not be in the most logical order. Each paragraph is numbered in parentheses, and item 9 will ask you to choose the sequence of paragraph numbers that is in the most logical order.)

(1)

I wasn't always so suspicious about language¹ as a child, if someone said, "Take this; it's free," I would usually oblige, thinking only of the generosity of the person who made the offer. I collected every "free" thing that I could find. A box somewhere is filled with the following free² government pamphlets, free samples of soap and shampoo, and the free first volumes of several different encyclopedia sets. I had known³ a lot about A through Az in those days.

1. A. NO CHANGE
B. language. As a child,
C. language—
D. language. A child

2. F. NO CHANGE
G. the following; free
H. the following: free
J. the following,

3. A. NO CHANGE
B. knew
C. known
D. knowed

(2)

As I've grown up, things seem to have gotten worse. Now, every time I go to the mailbox, it's⁴ filled with offers of free gifts: jewelry, books, and, especially, all-expenses paid vacations to exotic resorts. Places which sound⁵ very exciting, but they would be hard to locate even with a map. Wondering about the "generosity" of advertisers, the solution⁶ to the problem of the national debt may be in our own mailboxes.

4. F. NO CHANGE
G. its filled
H. its' filled
J. filled

5. A. NO CHANGE
B. Places sounding
C. Places sounds
D. These places sound

6. F. NO CHANGE
G. I feel that the solution
H. the solutions
J. the solution,

(3)

I remember when things began to change.

When I was thirteen, I saw an ad for a free brochure about a home mechanics and auto repair course. The ad, naturally, had said, “absolutely no obligation.” The brochure came, all right, but along come this salesman a couple of days later.

My dad talked to him and explained that I couldn’t afford nothing that wasn’t free. But the salesman persisted: that day, the next day, and even the day after, until my dad offered to explain to him, for free, the mechanics of a double-barrel shotgun.

(Items 9-11 pose questions about the passage as a whole.)

7. A. NO CHANGE
B. but also this salesman
C. however, with this salesman
D. but so did a salesman
8. F. NO CHANGE
G. anything that wasn’t
H. anything that weren’t
J. nothing that was not

9. Choose the sequence of paragraph numbers that will make the essay’s structure most logical.

- A. NO CHANGE
B. 2, 3, 1
C. 1, 3, 2
D. 2, 1, 3

10. Is it appropriate for the author to use the pronoun “I” in the passage?

- F. No, because it distracts the reader from the main subject.
G. Yes, but the author should shift to the third person in the third paragraph.
H. No, because one should write in the third person, as a rule.
J. Yes, because it helps the reader share the author’s experience.

11. In this passage, the author’s style is mainly concerned with

- A. an objective presentation.
B. a critical discussion.
C. an amusing reminiscence.
D. a solution to a problem.

PRACTICE PASSAGE II

(The following paragraphs may or may not be in the most logical order. Each paragraph is numbered in parentheses, and item 22 will ask you to choose the sequence of paragraph numbers that is in the most logical order.)

(1)

Let me be clear as to¹² my position from the outset. The current back-to-basics movement in education, which stresses¹³ the need of every student for more mathematics, is simply misguided. The math requirements in our nation's high schools should not be increased as so many proponents of education reform proclaim. Consequently,¹⁴ they should be decreased. I challenge the need for students to take two to four years of abstract mathematics in our high schools. Unfortunately, whenever critics complain of declining test scores, students generally end up taking a lot more and more¹⁵ of these courses.

- 12. A. NO CHANGE
B. clear in regards to
C. clear, as to
D. clear about
- 13. F. NO CHANGE
G. in stressing
H. was stressing
J. will stress
- 14. A. NO CHANGE
B. And
C. Rather,
D. Nevertheless,
- 15. F. NO CHANGE
G. more and more
H. more
J. a lot more

(2)

Why teach mathematics at all? The rationale for mathematics instruction rests on¹⁶ three unquestioned assumptions. The first, originating in Greek philosophy and supported by modern science, is that mathematics underlies the structure and reality of the physical world. The second assumption is a transfer-of-training

- 16. A. NO CHANGE
B. rest on
C. rested on
D. is resting on

argument rooted in psychology: that studying the logical reasoning methods of mathematics will enable one to think more clear and rational¹⁷ about other subjects. The third; and most pragmatic¹⁸ belief is that math is so frequently used in our daily lives that it should be taught to all students.

(3)

The evidence supporting each assumption is far from clear. In fact, in many cases, the evidence supported²⁰ exactly the opposite conclusions about mathematics. Even though the evidence for each assumption is questionable, students are still required to take several courses in high school mathematics. Thus, the back-to-basics movement will not improve students' abilities in math, but²¹ succeed in only creating a new generation of students that is either hostile to mathematics or anxious about dealing with it, or both.

17. F. NO CHANGE
G. clearer and more rational
H. more clearly and rationally
J. more clearly and more rationally
18. A. NO CHANGE
B. third - and most pragmatic
C. third and most pragmatic
D. third: and most pragmatic
19. Does the information presented in this paragraph answer the question at the beginning of the paragraph?
A. No, because psychology is not discussed more.
B. Yes, because the three underlying assumptions are presented.
C. No, because there are more than three assumptions.
D. Yes, because the last sentence is the answer to the question.
20. A. NO CHANGE
B. supporting
C. has been supportive of
D. supports
21. F. NO CHANGE
G. math; however, succeed only in
H. math, but will only succeed in
J. math. But succeed in

(Items 22-24 pose questions about the passage as a whole.)

22. Choose the sequence of paragraph numbers that will make the essay's structure most logical.
- A. NO CHANGE
 - B. 1, 3, 2
 - C. 2, 3, 1
 - D. 3, 2, 1
23. In the last paragraph, the author could strengthen the argument by
- F. describing methods of encouraging intellectual curiosity.
 - G. providing examples that disprove the three assumptions mentioned.
 - H. criticizing the proponents of the back-to-basics movement.
 - J. criticizing any efforts at educational reform in mathematics.
24. This passage would be most likely to appear in
- A. the report of a government-appointed panel.
 - B. a weekly business magazine.
 - C. the introduction to a mathematics textbook.
 - D. a journal written by and for educators.