



Reading and Grammar Part



Reading and Grammar Section Instructions

This section of the test focuses on your ability to use English grammar and to understand written English.

There are 50 questions in this part of the test. ***They are numbered 1 to 50.***

You will have 65 minutes to complete the entire section. Try to answer all questions. You may answer the questions in any order you wish.

Each question has only one correct answer. Choose the best answer to the question from the choices printed in the book. You should mark A, B, C, or D. If you are not sure about an answer, you may guess.

You may begin now. TOTAL TIME 65 MIN.



LIVEWORKSHEETS

Grammar & Reading

1. The line _____ for the new art exhibition stretched over two city blocks.

A. of buying tickets
B. that tickets are bought
C. for tickets were bought
D. to buy tickets

2. The author's new book is _____ her previous one.

A. more interested that
B. so interesting than
C. more interesting than
D. as much interested

3. They decided to go shopping later because it _____ too hard right now.

A. has been raining
B. is raining
C. will rain
D. rains

4. The company replaces employee photo ID cards _____ five years.

A. of each
B. any
C. every
D. all of

5. Chess has been a popular game _____ centuries.

A. until
B. for
C. since
D. by

6. Professor Kline is wondering _____ best way to maintain discipline in class.

A. how it could be
B. what should have been a
C. what would be the
D. how it will be

7. _____ size of seats on airplanes will lead to greater comfort for passengers.

A. By increased the
B. If increasing in
C. To increase in
D. Increasing the

8. To demonstrate proper breathing techniques, my voice instructor _____ for fifteen minutes non-stop.

A. was used to sing
B. used to singing
C. sung
D. sang

9. Effective presentations are brief and focused _____ time for questions at the end.

A. that are also allowing
B. and also allow
C. yet have also been allowed
D. so also allows

10. The flowers would have survived the winter if they _____ from the cold.

A. are protecting
B. had been protected
C. protected
D. had been protecting

Grammar & Reading

11. The children _____ put on their coats and boots.

A. helped each other
B. helped one and the other
C. were helped each
D. were helped each other

12. Employees who _____ time off in January must notify their supervisor by December 1.

A. will take their wish
B. will be wishing they take
C. wish to be taken
D. wish to take

13. It would have been nice _____ with him, but I couldn't afford it.

A. to have traveled
B. had to travel
C. have to travel
D. had traveled

14. Never before _____ so deeply affected by snowfall.

A. the state's tourism had
B. the state's tourism is
C. has the state's tourism been
D. would be the state's tourism

15. It was not _____ university that he decided to become a biologist.

A. up to Steve starting
B. before Steve starts
C. when Steve has started
D. until Steve started

16. Our magazine sent one journalist, _____ two photographers, to cover the fashion show.

A. and together
B. along with
C. as well
D. to start from

17. If the university raises its tuition fees, it _____ a drop in enrollment.

A. would have been experiencing
B. will have experienced
C. would be experiencing
D. will experience

18. Philip _____ the bus to work; he just walks to the office from home.

A. hardly ever takes
B. usually took
C. occasionally has taken
D. is always taking

19. _____ change our research topic, we may not find enough reliable sources.

A. Rather than we
B. Whether we
C. Unless we
D. If we will

20. _____ your old computer is still working, you shouldn't buy a new one.

A. In order that
B. Although
C. As long as
D. In spite of

Teacher Marlon
LIVEWORKSHEETS

Grammar & Reading

READING

This passage is about birth order.



Parenting books and self-help literature typically associate one's birth order with certain personality characteristics. Popular opinion holds that birth order can actually account for these attributes and can give clues about the kind of adult a child might become.

The influence of birth order was first described by psychiatrist Alfred Adler, an associate of Sigmund Freud's and the founder of individual psychology. Adler's writings, published in the early 1900s, were supported by research performed throughout the twentieth century. Studies assigned children roles based on their birth order: first-born children were leaders, rule-followers, and high-achievers. Youngest children were characterized as charming, yet they were thought of as rebels with an independent streak. Those in the middle had good social skills and acted as peacekeepers in their families. Additionally, researchers made attempts to tie birth order to other characteristics like health, career choices, illegal behavior, and even intelligence.

While these personality descriptions agree with popular attitudes toward birth order, scientific research has been mostly unable to consistently reproduce the results of studies analyzing the role of birth order in life outcomes. In part, this is due to the large number of variables that must be taken into account. The number of children in a family, the number of years that separate them, and their genders are a few of the factors that make studying birth order difficult. Researchers also consider a person's "psychological" birth order. Should a child with two siblings, one fifteen years older and one just two years younger, be considered first-born or a middle child? What about twins or triplets? And how should psychologists interpret the effects of step-siblings and half-siblings?

While researchers have not found definitive answers to the birth order debate, one area of study presents an interesting perspective on it. Some research indicates that if a person believes ideas about stereotypical birth order effects on career success, he or she may have career outcomes that match those stereotypes.

21. What does the author mention about Sigmund Freud?

A. He reviewed his peers' research on birth order.
B. He inspired a field of research focusing on birth order.
C. His participation in early birth order studies was important.
D. His colleague first studied birth order.

22. In the fourth sentence of paragraph 2, what is meant by rebels?

A. people who don't like to follow rules
B. people who don't form strong relationships
C. people who are high achieving
D. people with good social skills

23. Why does the author end paragraph 3 with a series of questions?

A. to criticize new research in the field
B. to suggest new lines of research that should be considered
C. to list variables that affect how birth order is considered
D. to mention issues the writer is investigating

24. In the first sentence of paragraph 4, what does it refer to?

A. the plan to analyze existing birth order research
B. the debate about the influence of birth order
C. a newly completed study about birth order
D. a theory that rejects the importance of birth order

25. What is the main focus of the research mentioned in the last paragraph?

A. how birth order stereotypes influence professional results
B. how families with children of only one gender are affected
C. the lack of birth order research on families with twins
D. birth order analysis of families that include step-siblings

LIVEWORKSHEETS

Grammar & Reading

READING

This passage is about a species of rat.



Most living organisms have some way of protecting themselves from natural predators. Some mammals, like the porcupine, carry bones covered to protect to predators wishing to collide nearest, and some plants protect themselves by being poisonous. The African crested rat, an originally thought to be poisonous because predators that tried to eat it often became poisoned, but scientists have recently learned that's not actually the case.

The crested rat chews on the poison-tous bark of a certain tree and then smears the chewed-up substance onto its fur, where a stripe of long oil and flew hair looks rather poisonous in nature. Though similar to a porcupine, this could be different-whereas the porcupine defends itself by poking predators, the African rat uses oil as a fake hare to be harry poison to them. When a predator comes after it instead of running away, the rat jumps and perturbs him to reveal the stripe of fur or its look-alike to poison is being shown. The raised stripe is the first thing that races was a bite, and the poison inside is able the predators. Those that take-no contact, it does not seem to care-form of another means that the plant poison in this way.

Scientists are puzzled that the rat doesn't appear so to affected by the poison. Because it affects blood-lead predators, is undermined up two this rat can leapp. In heart rates, speaks effective by while causing the poison could have sent this develop new medicines for people with heart trouble.

26. What is the main purpose of the passage?

A. to show how animals can affect plant life
B. to compare one animal to other similar ones
C. to emphasize the dangers of researching animals
D. to discuss an unusual animal defense technique

27.In the first paragraph, why does the author mention the platypus?

A. to illustrate that mammals may eat poisonous plants
B. to give an example of a mammal that uses poison
C. to show how it differs from the crested rat
D. to explain that the platypus is at risk

28. Why does the crested rat chew on tree bark?

A. to aid in its digestion
B. to create a poisonous paste
C. to clean its teeth and fur
D. to deposit poison on the tree

29.What does the author say a crested rat has in common with a porcupine?

A. their natural environment
B. a certain behavior
C. their regular diet
D. a physical feature

30. What would scientists like to investigate further?

A. medicine used to counteract poison
B. other animals like the crested rat
C. health effects of a chemical
D. rats with unhealthy hearts



LIVEWORKSHEETS

Grammar & Reading

A Music News

The John Hamilton Quintet kicks off its three-month world tour at the Jazz Theater on Friday, March 3, at 7:00 p.m. General Admission tickets are $21. They are available at the box office. Students and seniors pay $16.

The John Hamilton Quintet features John Hamilton on guitar, Roy Velasquez on keyboards, Dave Miller on saxophone, Bill Duke on bass, and Mark Richards on drums. The group is promoting its latest album, *Impressions*. During their tour, the group will visit ten countries on four continents.

For more information, go to www.JHQLive.biz or call 555-1212.

B Critic's Corner



The John Hamilton Quintet performed for a full house at the Jazz Theater on Friday. The audience was treated to an entertaining show led by guitarist John Hamilton.

Intricate ensemble playing and passionate soloing are the group's hallmarks. The band's superb technical avere on full display all night long. The twenty-one-year-old Roy Velasquez turned in an especially remarkable performance. His outstanding solos and spirited support showed maturity uncharacteristic of such a young player. We can look forward to more good things from this rising star.

Mr. Velasquez replaced longtime band member Frank Holmes on keyboards in 2007. The band closed the show with "Holmes Sweet Holmes," a fast-paced tune written by Mr. Velasquez as a tribute to Mr. Holmes, his close friend and mentor.

The John Hamilton Quintet is currently on a three-month world tour, celebrating the release of their latest CD, *Impressions*.

C Jazz Stories



Award-winning guitarist and accomplished songwriter John Hamilton is fast becoming an institution in American music. The release of *Impressions*, the tenth album made by the John Hamilton Quintet, cements his reputation as a hardworking and prolific musician and a talented bandleader.

Mr. Hamilton was born and raised in Brooklyn, New York. A guitar given to him on his tenth birthday launched the young Hamilton's lifelong creative journey. In high school, he joined the jazz band, where he met Frank Holmes, who at age fourteen was already recognized as a piano virtuoso. The two quickly formed a close and enduring friendship and would go on to play together in several professional bands and collaborate on various musical projects.

Shortly after graduating from the New York College of Music, where he studied composition and arrangement, Mr. Hamilton formed his first band, the John Hamilton Trio. The trio included Mr. Holmes on keyboards and Mark Richards on drums, who had roomed together in college. These three men forged a long-lasting musical partnership, culminating in the John Hamilton Quintet.

The JHQ, as it is known to its scores of fans, has undergone several transformations. The first three albums were recorded with the founding trio plus a saxophonist and a bassist. Although the sax and bass players were replaced over the years, Mr. Holmes did not retire until 2007. He was replaced by the young prodigy Roy Velasquez.

The current lineup consists of Hamilton, Velasquez, and Richards, accompanied by Dave Miller on saxophone and Bill Duke on bass. Together the quintet has recorded three award-winning albums. Critics believe that the widely acclaimed *Impressions* may be the next in line for such recognition.

Go ahead and answer the following questions.

LIVEWORKSHEETS

Grammar & Reading

The following questions refer to section A.

31. How can people buy tickets to see the band?

A. on the website
B. at the theater
C. by telephone
D. from the band

32. Why is the band traveling around the world?

A. to play with other famous musicians
B. to get inspiration for new music
C. to record their live performances
D. to sell their new music

The following questions refer to section B.

33. What is the main purpose of the article?

A. to advertise a concert
B. to describe a musician
C. to review a performance
D. to discuss a CD

34. In the last sentence of paragraph 2, what does this rising star refer to?

A. a solo
B. a musician
C. the band
D. the performance

35. Why did the band play "Holmes Sweet Holmes"?

A. because it is a new song
B. because the song is so famous
C. out of respect for a former member
D. to replace a song written by Holmes



36. How did John Hamilton become interested in music?

A. He met Frank Holmes.
B. He attended a performance as a child.
C. He received an instrument as a gift.
D. He heard Impressions.

37. What does the author suggest about Frank Holmes?

A. He is still playing live music.
B. His first instrument was guitar.
C. His talent was obvious from a young age.
D. He first began to study piano in college.

38. Why does the author mention JHQ?

A. It is the name of an award-winning album.
B. It is what the public calls the band.
C. It is the band's new name.
D. It is what people call John Hamilton.

39. In the second sentence of paragraph 4, which word is closest in meaning to founding?

A. primary
B. popular
C. young
D. original

The following question refers to two or more sections.

40. What is mentioned in all three passages?

A. Roy Velasquez's solo ability
B. Frank Holmes's retirement
C. the band's tour schedule
D. the band's current album

LIVEWORKSHEETS

A

Volunteers Wanted

Join us for archaeology fieldwork at the Dorwood Island dig. Volunteers will help transport equipment and supplies, remove soil, and catalog findings.

Dates: May 18 – June 14

Space is limited – sign up soon! Ability to stay at least two weeks is essential, and preference will be given to those who can stay the entire month.

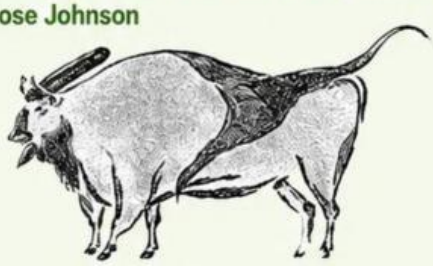
Participants will be provided with food, lodging, archaeological training and equipment, and ground transportation from Simon Airport on Dorwood Island to the dig site. Airfare to Simon Airport not included.

Contact: Dr. Roberta Castillo, rcastillo@blakelee.edu

B

A Month on Dorwood Island

by Rose Johnson



Participating in the Dorwood dig was an exceptional experience, one that reaffirmed my decision to earn my bachelor's degree in cultural anthropology. In fact, I am now considering doing an advanced degree in the field.

It's hard to describe the feeling I had my first morning on the site when I examined the recently discovered rock art. Looking at paintings that might be a thousand years old was captivating. Questions surged through my mind: Who created this art? Why did they create it? When did they create it? I can now see that the answers to these questions will not only provide information about a specific site but will also add to the pool of knowledge about all of humanity's ancestors.

On a practical level, I learned numerous techniques from Dr. Castillo for uncovering, protecting, and analyzing artifacts that I am sure will benefit me on future digs. And on a personal level, Dorwood Island was a beautiful and fun place to spend four weeks; I became friends with many of the people who were helping me to learn so much.

C

Rock Art on Dorwood Island



Dr. Roberta Castillo, professor of archaeology at Blakelee University and director of Culture Connect, a group that links volunteer workers with archaeological projects, recently reported the discovery of a large quantity of petroglyphs—or rock art—in a previously unknown cave on Dorwood Island. The cave was found by a local farmer who was clearing trees.

There are twelve panels of the art in the cave's main chamber displaying designs drawn with charcoal or ochre. The ochre, which is a pigment made from a reddish-yellow mineral oxide, and charcoal were mixed with a binding agent such as blood or egg so that they would adhere to the cave walls.

Most of the drawings in the cave are abstract, such as a circle with a dot in the center, or praallel wavy lines. There is a particularly detailed drawing of a bisonet, as well as a few handprints. The cave also has natural formations made of mineral deposits, known as stalagmites. Several of the stalagmites had been modified to create artistic figures or designs.

Dr. Castillo, an expert in rock art dating, will use carbon-14 testing and charred residue analysis to establish the age of the artifacts in the cave. To determine the age of the ochre drawings, a recently developed method that tests for organic binders will be employed. Tests on excavated samples of pottery, animal bones, and charcoal from the cave will be conducted concurrently for cross-dating purposes. It is hoped that the paintings and carvings in the cave will help researchers determine the identity of the people who inhabited the island, as well as shed light on their ritual practices.

LIVEWORKSHEETS

Grammar & Reading

The following questions refer to section A.

41. What is the purpose of the passage?
A. to explain what volunteers should bring with them
B. to inform people about an opportunity to volunteer
C. to inform volunteers of the deadline for paying fees
D. to explain the goal of a project to potential volunteers

42. What is required of volunteers?
A. willingness to spend two weeks on the island
B. enrolling in Dr. Castillo's course
C. contributing financially to the project
D. previous archaeological experience

The following questions refer to section B.

43. Why did the author write this passage?
A. to provide information about analyzing artifacts
B. to encourage people to visit Dorwood Island
C. to convince Dr. Castillo to lead a dig
D. to report on her experience on a dig

44. How did working on the dig affect the author?
A. She will change her major to cultural anthropology.
B. She will apply for a job to work with Dr. Castillo.
C. She wants to continue studying cultural anthropology.
D. She wants to write about the art on Dorwood Island.

45. What did the author learn?
A. how to create rock art
B. why Dr. Castillo became an archaeologist
C. the history of the people on Dorwood Island
D. methods for studying artifacts

The following questions refer to section C.

46. What does Culture Connect do?
A. assigns workers to projects
B. promotes the art of native cultural groups
C. obtains funding for excavation projects
D. preserves cultures that are in danger of disappearing

47. Why does the author mention egg?
A. to describe the shapes of some images
B. to explain how ochre gets its yellow color
C. to explain how pigments stuck to walls
D. to describe the ancient artists' diet

48. In the third sentence of paragraph 4, what does the word concurrently mean?
A. at the same time
B. using a similar process
C. with extreme care
D. at a different location

49. What does the author imply about the creators of the art?
A. Scientists do not believe they lived on the island.
B. They did not engage in ritual practices.
C. They did not value abstract images.
D. Scientists do not know who they were.

The following question refers to two or more sections.

50. What is probably true about Dr. Castillo?
A. She thinks the art on Dorwood Island is fake.
B. She discovered the rock art on Dorwood Island.
C. She has not yet been to Dorwood Island.
D. She is supervising the Dorwood Island dig.

LIVEWORKSHEETS