

READING: GRAMMAR

51. If Jessica _____ classes this semester as last semester, she will be able to graduate this summer.
- A. took as many as
 - B. will take so many
 - C. would take many
 - D. takes as many
52. The restaurant ran out of ice cream but _____ cake to serve to all of the customers.
- A. did have enough
 - B. isn't having enough
 - C. will be much more
 - D. hadn't had more
53. The governor promised to use _____ to improve the state's schools.
- A. all means possibly
 - B. any means possible
 - C. few means possibly
 - D. the means possible
54. _____ in difficult economic times, the small company hired five new employees last year.
- A. Well done unless
 - B. Doing well even
 - C. They do well except
 - D. Though done well
55. The directions do not say how many total kilometers _____ to drive.
- A. do we have
 - B. we have
 - C. have we
 - D. having
56. I wasn't able to get _____ sooner, but it really wasn't an urgent matter.
- A. back from you
 - B. you back
 - C. back for you
 - D. back to you
57. Amanda felt that her new part-time job would be a great opportunity _____ more practical experience.
- A. to get the
 - B. getting some
 - C. to get some
 - D. getting the
58. Each of the new students _____ with an advisor later today before selecting classes.
- A. would have met
 - B. had a meeting
 - C. is meeting
 - D. are going to meet

READING: GRAMMAR

59. It's not entirely clear _____ held this year, given all the new developments currently taking place within the organization.
- A. when the conference will
 - B. whether the conference will be
 - C. if the conference is
 - D. that the conference being
60. The team has just too many injured players to win many _____ games this season.
- A. they remained
 - B. for its remains
 - C. of its remaining
 - D. their remaining
61. Even though the teacher told the students to divide the work for the project equally among themselves, Nicole _____ by herself.
- A. had them taken on
 - B. took it to
 - C. took it on
 - D. had taken to them
62. I could check the numbers again for accuracy, but I don't think _____.
- A. it's worth doing
 - B. it would be worth
 - C. is worth to do
 - D. is worth doing it
63. Her latest novel is the fictionalized account of the life of a nineteenth-century poet _____ in the founding of the university.
- A. that is playing the role
 - B. who goes on to play a role
 - C. is playing on a role
 - D. going to play in a role
64. Because it keeps me awake, only in the morning _____ coffee.
- A. should I drink
 - B. I have drunk
 - C. can I drink
 - D. I would have drunk
65. The repairperson installed _____ in the broken windows.
- A. new glass
 - B. new glasses
 - C. a new glass
 - D. some new glasses
66. Our new business partner _____ of international sales experience to the table.
- A. brought wealth
 - B. brings a wealth
 - C. brings the wealthy
 - D. has brought wealth

READING: CLOZE

This passage is about an ancient city.

Nagar, an ancient city of Mesopotamia, was in the same location as modern-day Tell Brak, Syria. The city's location is puzzling, since the wide variation in rainfall (67) from year to year in Tell Brak (68) life difficult for local farmers. Some years, the land around the (69) is beautiful and green in the springtime, (70) in others the landscape receives (71) enough rain to grow food crops. In the dry years, enormous dust storms black out the sun and farming is impossible without deep (72) and diesel pumps.

Previous research (73) that the ancient climate (74) was similar to what we see today, so how could Nagar thrive with such apparent (75)? It must have had a significant role in trade. An area to the south was (76) by nomads, for whom Nagar could have been a marketplace for their wool and dairy products. Nagar was also situated on well-traveled routes that connected resource-poor cities of southern Iraq with the timber, copper, silver, and precious stones of the mountains to the north.

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| 67. | A. levels
B. measures | C. predictions
D. changes |
| 68. | A. causes
B. does | C. shows
D. makes |
| 69. | A. farm
B. site | C. scene
D. view |
| 70. | A. also
B. while | C. hence
D. as |
| 71. | A. nearly
B. clearly | C. barely
D. mostly |
| 72. | A. water
B. wells | C. precipitation
D. tunnels |
| 73. | A. suggests
B. studies | C. results
D. recommends |
| 74. | A. model
B. style | C. pattern
D. plan |
| 75. | A. features
B. compensation | C. restrictions
D. disadvantages |
| 76. | A. inhabited
B. resided | C. transferred
D. traded |

READING: CLOZE

This passage is about a U.S. Olympic athlete.

In the 1948 London Olympics, spectators gathered to watch two giants in track and field compete in the high jump finals. Alice Coachman, of the United States, jumped 1.68 meters on her first attempt, (77) breaking a 16-year-old Olympic record. Coachman's (78), London's own Dorothy Tyler, also jumped 1.68 meters. However, because it was (79), Tyler took the silver medal, while Coachman won the gold.

Getting to the Olympics wasn't an easy (80) for Coachman, though. Raising ten children in a rural southern town, her parents couldn't afford expensive training equipment. (81), because she was African American during a time when racial discrimination was rampant, Coachman was (82) from using any of her city's training facilities. Not discouraged, she crafted her own hurdles (83) sticks and rags and practiced (84) barefoot. Years later, she even won several university-level championships performing shoeless. Coachman's teachers (85) her extraordinary talents and introduced her to coaches at Tuskegee Preparatory School, where (86), putting her on the path toward her stellar Olympic performance. As Coachman received her medal from King George VI, she set another record: becoming the first African American woman to have earned the gold.

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| 77. | A. hastily | C. recently |
| | B. instantly | D. formerly |
| 78. | A. contender | C. contestant |
| | B. competitor | D. entrant |
| 79. | A. on her second attempt | C. not as high |
| | B. a longer time | D. a different person |
| 80. | A. stunt | C. feat |
| | B. adventure | D. deed |
| 81. | A. Therefore | C. Additionally |
| | B. Yet | D. Still |
| 82. | A. exiled | C. locked |
| | B. barred | D. eliminated |
| 83. | A. out of | C. through its |
| | B. according to | D. off some |
| 84. | A. running in | C. to running |
| | B. by running | D. having run |
| 85. | A. accepted | C. recognized |
| | B. imagined | D. envisioned |
| 86. | A. she ended up enrolling | C. she first practiced jumping |
| | B. the Olympics were held | D. she coached students |

READING: VOCABULARY

87. Airline passengers may _____ up to twenty-four hours before their flight's scheduled departure.
- A. check in
 - B. check out
 - C. check with
 - D. check on
88. Some experts link the trend of dressing _____ in professional settings to the growing influence of younger employees in many companies.
- A. individually
 - B. vaguely
 - C. loosely
 - D. casually
89. As _____ to the university, Shelly didn't know her way around campus.
- A. a novelty
 - B. an apprentice
 - C. a newcomer
 - D. a rookie
90. Museum staff are in the process of _____ the damaged sculpture.
- A. relieving
 - B. restoring
 - C. replenishing
 - D. reversing
91. At the beginning of university, Ron made _____ decision to study history, and he hasn't regretted it.
- A. a candid
 - B. a unanimous
 - C. an innate
 - D. a spontaneous
92. I couldn't remove the mark from my shirt, because it was made with _____ ink.
- A. intractable
 - B. invaluable
 - C. indelible
 - D. intangible
93. The agency plans to _____ the unused skills of people in the neighborhood to help build the facility for those in need.
- A. tap into
 - B. hit on
 - C. line up
 - D. track down
94. The _____ on this rug is always tangled because my cat plays with it all the time.
- A. fringe
 - B. motif
 - C. hem
 - D. mane

READING: VOCABULARY

95. Job applicants were told not to _____ the influence of a good personal reference.
- A. preclude
 - B. prescribe
 - C. discount
 - D. dispense
96. Treating customers well affects the company's _____ positively because they are likely to return to the store and spend more.
- A. fine line
 - B. fine print
 - C. bottom dollar
 - D. bottom line
97. The new building has been _____ Paulson Hall in honor of one of the university's most popular professors.
- A. nominated
 - B. addressed
 - C. dubbed
 - D. summoned
98. Until its launch, the product's new features will be kept secret to keep the public in _____.
- A. edge
 - B. suspense
 - C. strain
 - D. tension
99. Sandra's athletic _____ was demonstrated by her skillful win at the tennis match this weekend.
- A. knack
 - B. prowess
 - C. fluency
 - D. splendor
100. I thought I had read some of that author's work, but these titles don't really _____.
- A. catch the eye
 - B. say the word
 - C. play a part
 - D. ring a bell
101. According to the study, even newborn babies have the ability to _____ between familiar smells.
- A. ascertain
 - B. discriminate
 - C. categorize
 - D. segregate
102. The changes to the office layout were designed to improve efficiency and be _____ disruptive.
- A. minimally
 - B. scarcely
 - C. narrowly
 - D. silently

This passage is about roads.

Many people would assume that the smooth flow of traffic in urban and suburban areas is highly dependent on street designs that incorporate regulations for vehicles and pedestrians. As it turns out, this may not be the case after all. A type of street design called a *woonerf*, the Dutch term for "living street," operates under quite a different philosophy. A *woonerf* is a paved street area with practically no signs, lines, traffic signals, or curbs. It seems counterintuitive that the absence of typical traffic markings could lead to safer streets with fewer accidents and even enhance traffic flow, yet it seems that it does.

Street markers serve to create an artificial sense of safety, but in fact, they actually make roads less safe because drivers tend to feel that they do not need to be as cautious or pay as much attention if they have signs and markers telling them what to do. Removing markers creates an ambiguous environment for drivers, cyclists, and pedestrians, causing them to pay more attention to their surroundings and requiring them to interact more with each other by making eye contact more frequently. In effect, making streets appear to be more dangerous actually makes them safer, promoting a cooperative balance among the users.

The implementation of this plan has brought positive results. One town in England that recently removed white lines from roads saw a 35 percent decrease in the rate of accidents and a 5 percent drop in average driving speed. First introduced in the 1970s in the Netherlands, where they are still common, living streets can also be found in Germany, Denmark, and Switzerland, and they are becoming more popular throughout Europe and the U.S. By taking into account humans' response to apparent danger, these shared spaces are able to create an environment where humans function well.

103. What is the main purpose of this passage?
 - A. to discuss how the idea of the *woonerf* was developed
 - B. to describe an innovative road design
 - C. to promote *woonerf* use in places with no road signs
 - D. to show how traffic markers are detrimental
104. In the last sentence of paragraph 1, which word could best replace **enhance**?
 - A. connect
 - B. improve
 - C. repair
 - D. heal
105. According to the passage, what can create ambiguity for drivers, cyclists, and pedestrians?
 - A. making eye contact with each other
 - B. no lines on the road
 - C. too many cars on the road
 - D. confusing signs
106. According to the author, how does a *woonerf* make people act?
 - A. more ambiguously
 - B. more awkwardly
 - C. more cooperatively
 - D. more independently
107. What effect does a *woonerf* have on traffic speed?
 - A. There is no effect on traffic speed.
 - B. Traffic goes faster in some places and slower in others.
 - C. Traffic moves faster.
 - D. Traffic moves more slowly.
108. What does the author suggest is humans' response to apparent danger?
 - A. to act more quickly
 - B. to act more cautiously
 - C. to act more aggressively
 - D. to act more impulsively

This passage is about horses.

It seems impossible to imagine the American continents without horses. Nevertheless, modern horses are actually a fairly recent import to the New World, having been brought by Spanish explorers in 1519. Since then, their role in American societies has been fundamental. They are present as working animals on farms and ranches, friends and pets to many people, but also exist in wild herds in many countries in the Americas, including the United States.

In a way, these herds are following paths created by their ancestors, because despite their importation in the 1500s, horses actually originated in North America. By about 4 million years ago horses populated the American continents, and approximately 2.5 million years ago they crossed the Bering land bridge between Alaska and Russia to expand into Asia and then Europe.

They and the counterparts they left behind evolved independently until the end of the Quaternary period, approximately 10,000 years ago, at which point the world's wildlife landscape changed dramatically. The Late Quaternary Extinction, marked by a period of climate change, eliminated between 70 percent and 80 percent of the large mammal species in the Americas. Unlike their saber-tooth cat predators (among many others), horses lived on in the populations that had split off millennia before, and after several thousand years, returned to the land they had come from.

So are horses immigrants to the Americas, or are they a native species whose territorial occupation has merely experienced an interruption? The answer has recently been redefined. The horses that went extinct in North America and those that returned are members of the same genus, *Equus*, but different species. Fossil evidence shows some difference in the two species' physical characteristics. However, newer technology that analyzes fossil DNA shows that the two species are actually genetically identical. As with differences in humans' physical appearances, the horses' different characteristics are merely variations within their single species.

The distinction isn't merely an academic one—there are real consequences to the way horses are classified. In the U.S., as in other countries, native wildlife receives environmental protections that immigrant species are not afforded. Given that horses are hardly at risk of extinction today, it's easy to assume that this classification doesn't matter. But if horses are recognized as a native species, they will be in a better position to withstand any potential threats in the future.

109. What is the main purpose of the passage?
 - A. to illustrate how horses came to populate all the continents
 - B. to argue for stronger animal welfare laws
 - C. to describe the identification of a new horse species
 - D. to introduce an issue of wildlife classification
110. In the third sentence of paragraph 1, what does **their** refer to?
 - A. societies'
 - B. horses'
 - C. Spanish explorers'
 - D. American continents'
111. What difference between horses and saber-toothed cats does the passage point out?
 - A. The two species originated in different locations.
 - B. Horse populations were not entirely eliminated.
 - C. The two species had opposite reactions to climate change.
 - D. Saber-toothed cats did not populate South America.
112. Why does the article mention human differences?
 - A. to support claims about horses' intelligence
 - B. to explain the abilities some horses display
 - C. to illustrate genetic findings about horses
 - D. to describe various roles horses have played in history
113. In the second sentence of paragraph 5, which word could best replace **afforded**?
 - A. expected
 - B. survived
 - C. managed
 - D. provided
114. What implication in the passage does the author likely disagree with?
 - A. Horses' large population numbers protect them from harm.
 - B. Horses have played a significant role in American society.
 - C. Climate change was responsible for a mass extinction.
 - D. Horses were a food source for large cats.

This passage is about documentary films.

In 1903, audiences at London's Alhambra Theatre jumped in fright at what they saw on the screen. Then they watched in fascination as images of giant eight-legged creatures crawled before them. Large and scary looking when projected in a film hall, the creatures were actually tiny organisms called cheese mites. This was the world's first nature documentary, and it was hugely popular.

Cheese Mites and similar films of the time were filmed through a microscope. Like many scientific advances, the technology that made these first nature documentaries possible was the product of individual exploration rather than formal research. Francis Martin Duncan and Percy Smith were amateur scientists in the early twentieth century. They devised a number of clever methods for filming things they found in nature. Producer Charles Urban saw the potential in their inventions for producing a new kind of film for popular viewing.

The times were right for this sort of entertainment. By the end of the nineteenth century, growing numbers of people had taken up science-related pastimes like collecting butterflies and attending nature talks. It is not surprising, then, that movies featuring magnified cheese mites, plant cells, and even a juggling fly were appealing. While many people enjoyed films like *Cheese Mites* simply for the spectacle, other people's primary interest in them was educational. The juggling fly, for instance, was in a film that demonstrated the amazing strength of insects. However, for producers such as Urban, the entertainment value was critical to making them a financial success.

Eventually, nature films became a theater staple. They progressed from microscopic film footage to time-lapse photography, which allowed audiences to see the full life cycle of a flower in an eight-minute film. Producers had discovered that this was an ideal length.

115. What is the main purpose of the passage?
 - A. to compare science films with other kinds of films
 - B. to show how science influences everyday life
 - C. to describe the origins of a type of filmmaking
 - D. to explain how the first film was made
116. What point does the author make about advances in science?
 - A. They are influenced by popular culture.
 - B. They often are the result of informal experiments.
 - C. They generally do not receive enough public attention.
 - D. They usually take longer than people think.
117. Why are butterflies mentioned in the passage?
 - A. to provide an example of a nineteenth-century pastime
 - B. to identify the subject of an early documentary
 - C. to describe the professional background of a filmmaker
 - D. to compare two films about insects
118. In the third paragraph, why does the author describe *Cheese Mites* as a spectacle?
 - A. The insects in the film were very small.
 - B. It was dramatic and unusual.
 - C. It was highly educational.
 - D. The subject matter was important.
119. What does the author suggest about Charles Urban?
 - A. His filmmaking skills were limited for the time.
 - B. He conducted scientific research for his films.
 - C. He also owned movie theaters.
 - D. His primary goal was not science education.
120. What can be concluded about people's hobbies in the early twentieth century?
 - A. They showed that movies were losing popularity.
 - B. They were a factor in the popularity of science films.
 - C. They were enjoyed mainly by educated people.
 - D. They were a result of science education in schools.



End of the test