

## Cloze

### Passage 1

This passage is about the early history of chess.

Chess is certainly one of the oldest games in the world, and perhaps also the most widespread. No matter where you go, it is (91) that you will be able to find someone living there who plays, or at least knows (92), chess. But the (93) of chess remain shrouded in mystery, and various writers have (94) the invention of the game to virtually every one of the great early civilizations.

A careful (95) at the competing claims, however, reveals that India at around 550 A.D. may in fact be the strongest (96). A Persian poem written in 600 A.D. declares that chess came to Persia from India, and before 550 A.D. there are no specific references to the (97) in any literature whatsoever.

In India, chess was called *chaturanga*, meaning “four parts.” The name (98) to the four army divisions which were standard at the time: foot soldiers, cavalry, chariots, and elephants. Such terminology confirms (99) all doubt that chess was (100) an abstract representation of war from the outset. Over the following centuries, like a true conqueror, chess spread across the globe, becoming ever more popular even as earthly empires rose and fell.

- |      |               |                  |
|------|---------------|------------------|
| 91.  | a. probably   | c. surely        |
|      | b. likely     | d. undoubtedly   |
| 92.  | a. how        | c. that          |
|      | b. of         | d. about         |
| 93.  | a. beginners  | c. initials      |
|      | b. births     | d. origins       |
| 94.  | a. attributed | c. claimed       |
|      | b. explained  | d. reported      |
| 95.  | a. study      | c. examination   |
|      | b. look       | d. consideration |
| 96.  | a. applicant  | c. candidate     |
|      | b. player     | d. inventor      |
| 97.  | a. game       | c. poem          |
|      | b. country    | d. Persians      |
| 98.  | a. describes  | c. refers        |
|      | b. responds   | d. equals        |
| 99.  | a. above      | c. without       |
|      | b. beyond     | d. in            |
| 100. | a. designed   | c. thought       |
|      | b. considered | d. known         |

## Cloze

### Passage 2

This passage is about interesting research related to Alzheimer's disease.

The estimated four million Americans suffering from Alzheimer's disease may someday get help from two novel treatments: a nasal spray and a common ingredient of Indian food. Both seem to prevent the sticky accumulations of a brain protein that ultimately (101) to nerve degeneration and memory loss.

Researchers have developed a vaccine to stop the damaging protein, beta-amyloid, (102) piling up as plaque in the brain. The vaccine, (103) sprayed into the nose, instructs the immune system to produce antibodies (104) attach to the rogue proteins and neutralize them. When the researchers tested the vaccine on mice that had (105) genetically altered to simulate the onset of Alzheimer's, the rate of plaque formation (106) by 75 percent.

It may be years before a nasal vaccine passes through clinical trials, (107) another study points to a more immediate, and appetizing, potential therapy. A second group of researchers found (108) diets rich in curcumin, a compound in the curry spice turmeric, reduced the accumulations of beta-amyloid protein in rat brains. Rats (109) with curcumin also performed (110) on memory-dependent maze tests than rats on normal diets. The finding may explain why in India, where foods are loaded with turmeric, just 10 percent of people over 65 contract Alzheimer's – the lowest incidence of the disease worldwide.

- |      |            |              |
|------|------------|--------------|
| 101. | a. lead    | c. has       |
|      | b. due     | d. result    |
| 102. | a. when    | c. that      |
|      | b. which   | d. from      |
| 103. | a. which   | c. was       |
|      | b. when    | d. that      |
| 104. | a. and     | c. that      |
|      | b. to      | d. or        |
| 105. | a. to      | c. undergone |
|      | b. them    | d. been      |
| 106. | a. plunged | c. rose      |
|      | b. down    | d. falling   |
| 107. | a. but     | c. because   |
|      | b. while   | d. so        |
| 108. | a. their   | c. which     |
|      | b. when    | d. that      |
| 109. | a. cured   | c. treated   |
|      | b. healed  | d. dealing   |
| 110. | a. well    | c. worse     |
|      | b. better  | d. less      |

## Cloze

### Passage 1

This passage is about the early history of Las Vegas.

Almost everyone has heard of Las Vegas, Nevada. (91) as famous as the town is, few people know (92) at all about the town's early history.

The Las Vegas Valley was (93) in December 1829 by Rafael Rivera, a Mexican scout who was looking for a new trade route (94) Santa Fe and Los Angeles. The (95) importance was immediately appreciated, and (96) became one of the critical links in the "Old Spanish Trail," which was used (97) by pioneers and traders until 1849. In 1905, a railroad company founded the town of Las Vegas, (98) was used first as a kind of supply base for railroad workers and then, from 1931–1935, as a place to (99) builders who were (100) on the nearby Hoover Dam. Meanwhile, in 1930, the Nevada state legislature passed a bill that made gambling legal in Nevada. In subsequent years, people began pouring into the state to try their luck.

- |      |                |                |
|------|----------------|----------------|
| 91.  | a. Despite     | c. Just        |
|      | b. But         | d. Now         |
| 92.  | a. that        | c. if          |
|      | b. it          | d. anything    |
| 93.  | a. invented    | c. discovered  |
|      | b. conceived   | d. built       |
| 94.  | a. between     | c. for         |
|      | b. over        | d. from        |
| 95.  | a. scout's     | c. trade's     |
|      | b. town's      | d. valley's    |
| 96.  | a. he          | c. it          |
|      | b. they        | d. had         |
| 97.  | a. extremely   | c. extensively |
|      | b. expansively | d. excessively |
| 98.  | a. but         | c. where       |
|      | b. which       | d. it          |
| 99.  | a. store       | c. occupy      |
|      | b. house       | d. reside      |
| 100. | a. working     | c. employing   |
|      | b. building    | d. living      |

## Cloze

### Passage 2

This passage is about global warming.

Despite the wealth of information campaigns telling people about global warming and its causes, most people have yet to realize how severe the problem is. Coming climate changes could alter as (101) as one third of plant and animal habitats (102) the end of the 22nd century. These changes could in (103) cause widespread extinctions among plant and animal (104) around the globe.

Coastal and island habitats are perhaps in the greatest danger (105) they face the combined threats of warming oceans and rising sea (106). As habitats change, many animals will come (107) intense pressure to find more suitable homes for themselves. Mass (108) of at least some animals are certainly to be expected, but the fact remains that many animals will simply not be able to move fast enough.

Such dire predictions may sound alarmist, but they are based on the rather moderate estimate that the amount of carbon dioxide in the atmosphere will double by 2100. Many scientists believe, however, that this figure is actually very (109), and they claim that a tripling is far more realistic. If they are (110), the effects on nature will be even more dramatic.

- |      |                  |                |
|------|------------------|----------------|
| 101. | a. well          | c. long        |
|      | b. much          | d. far         |
| 102. | a. at            | c. by          |
|      | b. until         | d. since       |
| 103. | a. turn          | c. result      |
|      | b. order         | d. line        |
| 104. | a. types         | c. genres      |
|      | b. categories    | d. species     |
| 105. | a. although      | c. since       |
|      | b. providing     | d. therefore   |
| 106. | a. heights       | c. altitudes   |
|      | b. levels        | d. tides       |
| 107. | a. from          | c. under       |
|      | b. across        | d. by          |
| 108. | a. migrations    | c. emigration  |
|      | b. immigration   | d. extinctions |
| 109. | a. conservative  | c. underscored |
|      | b. overestimated | d. inaccurate  |
| 110. | a. unfortunate   | c. erroneous   |
|      | b. perceptive    | d. correct     |

## Cloze

### Passage 1

This passage is about the history of chocolate.

Somehow, more than two thousand years ago, ancient humans in Mesoamerica\* figured out the secret of cacao beans. If you scoop them from the pod with their pulp, let them ferment and dry in the sun, then roast them over a gentle fire, (91) extraordinary happens. They become chocolaty. And if you then grind and press the beans, you (92) a rich, crumbly, chocolate-brown paste: chocolate in its most pure and simple (93). The Mayas and Aztecs revered this chocolate, (94) they combined with water and spices to create tasty concoctions. Long after Spanish explorers (95) the beverage to Europe in the 16th century, chocolate retained an (96) of aristocratic luxury.

In the last two hundred years, an eye blink in chocolate's history, the bean has been totally democratized, (97) from an elitist drink into familiar candy bars, cocoa powders, candies, and baked goods. Indeed, chocolate is becoming (98) more popular worldwide, with new markets opening up in Eastern Europe and Asia. But that's both good (99) and bad. While farmers are producing record numbers of cacao beans, some experts believe that that's just not enough to keep pace with global (100). What's worse is that cacao faces not only dwindling habitats but also the threat of devastating diseases. Has chocolate become a victim of its own success? Is it in trouble?

\* **Mesoamerica** – (from Latin, meaning “Middle America”) historical term used for the geographical and cultural area extending from central Mexico down through Central America. The area was home to important pre-Columbian civilizations such as the Olmecs, Zapotecs, Teotihuacanos, Mayas, and Aztecs.

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|------|----------------|-----------------|
| 91.  | a. and         | c. something    |
|      | b. then        | d. an           |
| 92.  | a. possess     | c. construct    |
|      | b. obtain      | d. require      |
| 93.  | a. formation   | c. format       |
|      | b. form        | d. formula      |
| 94.  | a. while       | c. so           |
|      | b. but         | d. which        |
| 95.  | a. introduced  | c. announced    |
|      | b. revealed    | d. discovered   |
| 96.  | a. aroma       | c. aura         |
|      | b. ascent      | d. appreciation |
| 97.  | a. transported | c. transformed  |
|      | b. transferred | d. transmitted  |
| 98.  | a. ever        | c. always       |
|      | b. quite       | d. so           |
| 99.  | a. business    | c. chocolate    |
|      | b. sense       | d. news         |
| 100. | a. warming     | c. marketing    |
|      | b. supply      | d. demand       |

## Cloze

### Passage 2

This passage is about tigers.

Adult tigers will meet socially only during courtship, when a male and female stay together for several days. After successful mating, the tigress will (101) away the male to (102) the cubs by herself. Cubs are born blind after a gestation period of (103) 96 and 104 days. (104) their eyes open after two weeks, they do not begin to (105) well until the second month. At this stage, they are most (106) to predators like jackals and hyenas (107) they are left alone for long periods when the tigress is away hunting. Infant mortality is (108) high; a tigress (109) raises more than one cub per litter successfully. She will keep her (110) with her for almost two years, teaching them everything necessary to perfect their survival skills. At the end of this time, she will gently push them away so that she is free to search out a new mate and begin the breeding cycle anew.

- |      |               |               |
|------|---------------|---------------|
| 101. | a. run        | c. throw      |
|      | b. give       | d. drive      |
| 102. | a. rear       | c. lift       |
|      | b. grow       | d. develop    |
| 103. | a. from       | c. just       |
|      | b. between    | d. roughly    |
| 104. | a. When       | c. Although   |
|      | b. If         | d. Because    |
| 105. | a. walk       | c. see        |
|      | b. eat        | d. sleep      |
| 106. | a. averse     | c. subject    |
|      | b. vulnerable | d. inclined   |
| 107. | a. and        | c. so         |
|      | b. however    | d. as         |
| 108. | a. therefore  | c. so         |
|      | b. not        | d. too        |
| 109. | a. seldom     | c. that       |
|      | b. usually    | d. only       |
| 110. | a. newborn    | c. descendant |
|      | b. offspring  | d. cub        |

## Cloze

### Passage 1

This passage is about global warming and public health.

Warmer weather and abnormally mild winters may bode well for orange growers, but they also encourage the proliferation of mosquitoes that carry diseases such as malaria and dengue fever. The incidence of infectious diseases is already on the (91) in the United States, and (92) are occurring in areas previously too cold for (93) to inhabit. In recent years, cases of malaria have been (94) as far north as Michigan, New Jersey, and New York, and a recent study by the Center for Disease Control and Prevention (95) that the proliferation of disease-carrying mosquitoes (96) increase the percentage of the world's population at risk from malaria from 42 percent to 60 percent.

In (97), lethal heat waves, such as the 1995 event that (98) over 700 people in Chicago alone, will be (99) deadly consequence of global warming. As temperatures rise, major cities around the world could (100) thousands of heat-related deaths annually.

- |      |                 |                 |
|------|-----------------|-----------------|
| 91.  | a. go           | c. way          |
|      | b. air          | d. rise         |
| 92.  | a. outbursts    | c. outcomes     |
|      | b. outbreaks    | d. outgrowths   |
| 93.  | a. diseases     | c. mosquitoes   |
|      | b. people       | d. winters      |
| 94.  | a. observing    | c. opened       |
|      | b. reported     | d. suffering    |
| 95.  | a. recommends   | c. suggests     |
|      | b. believes     | d. prefers      |
| 96.  | a. to           | c. that         |
|      | b. and          | d. could        |
| 97.  | a. addition     | c. total        |
|      | b. conclusion   | d. general      |
| 98.  | a. terminated   | c. killed       |
|      | b. assassinated | d. executed     |
| 99.  | a. more         | c. further      |
|      | b. another      | d. increasingly |
| 100. | a. experience   | c. develop      |
|      | b. cause        | d. produce      |

## Cloze

### Passage 2

This passage is about biotechnology.

Biotechnology in one form or another has flourished since prehistoric times. When the first human beings realized that they could plant their own crops and breed their own animals, they were acting as biotechnologists. From the moment they (101) that fruit juices fermented into wine, and that milk could be (102) into cheese or yogurt, and that beer could be made (103) fermenting solutions of malt and hops, they began to apply the (104) of biotechnology. So too did the first bakers when they found that they could make a soft, spongy bread (105) than a firm, thin cracker . . . and the first animal breeders when they realized that different physical traits could be either magnified or lost by (106) appropriate pairs of animals.

What then is biotechnology in the modern world? The (107) brings to mind many different things. Some think of developing new types of animals. Others (108) of producing almost unlimited quantities of therapeutic drugs. (109) others envision the (110) of growing crops that are more nutritious and naturally pest-resistant to feed a rapidly growing world population. The question elicits almost as many responses as there are people to whom the question can be posed.

- |      |                   |                |
|------|-------------------|----------------|
| 101. | a. claimed        | c. heard       |
|      | b. implied        | d. discovered  |
| 102. | a. transferred    | c. exchanged   |
|      | b. converted      | d. reformed    |
| 103. | a. into           | c. by          |
|      | b. from           | d. of          |
| 104. | a. technicalities | c. principles  |
|      | b. ideals         | d. values      |
| 105. | a. quicker        | c. other       |
|      | b. rather         | d. more        |
| 106. | a. mixing         | c. cloning     |
|      | b. raising        | d. mating      |
| 107. | a. term           | c. condition   |
|      | b. definition     | d. expression  |
| 108. | a. wonder         | c. dream       |
|      | b. fantasize      | d. imagine     |
| 109. | a. Still          | c. The         |
|      | b. Even           | d. While       |
| 110. | a. probability    | c. capacity    |
|      | b. possibility    | d. opportunity |



## Cloze

### Passage 1

This passage is about frogs and our changing environment.

Because they are so sensitive to environmental changes, frogs are a sort of ecological “canary in a coal mine.” In other (91), their disappearance is often the first warning sign of negative environmental effects. The rapid worldwide disappearance of many species of frogs is a serious (92) that something is (93) very wrong on our planet.

What (94) is causing these problems in our frog populations? Researchers are still (95) from finding any definitive answers. For one thing, (96) are several other facts to (97) into account. (98) all species of amphibians are in trouble. Up until now, for instance, salamanders seemed to be doing fine (99) to frogs. And some species of frogs are actually increasing in numbers (100) than decreasing. This suggests that the frog crisis is not the result of a single planet-wide phenomenon. Instead, several factors have probably combined to contribute to the problem.

- |      |               |                  |
|------|---------------|------------------|
| 91.  | a. words      | c. times         |
|      | b. ways       | d. places        |
| 92.  | a. evidence   | c. indication    |
|      | b. problem    | d. symptom       |
| 93.  | a. happening  | c. becoming      |
|      | b. going      | d. turning       |
| 94.  | a. concisely  | c. approximately |
|      | b. inevitably | d. exactly       |
| 95.  | a. far        | c. tired         |
|      | b. prevented  | d. suffering     |
| 96.  | a. they       | c. there         |
|      | b. included   | d. missing       |
| 97.  | a. consider   | c. look          |
|      | b. keep       | d. take          |
| 98.  | a. Not        | c. Nearly        |
|      | b. And        | d. Above         |
| 99.  | a. comparing  | c. comparison    |
|      | b. compared   | d. comparable    |
| 100. | a. more       | c. rather        |
|      | b. better     | d. other         |

## Cloze

### Passage 2

This passage is about the building blocks of life.

That each creature from microbe to man is unique in all the world is amazing when you consider that every life form is assembled from the same identical building blocks. Every electron in the universe is, by definition, indistinguishable. You can't (101) one from the other by examining for nicks and scratches. All protons and all neutrons are also (102) the same. And when you (103) these three kinds of particles together to make atoms, there is (104) no individuality. Every carbon atom and every hydrogen atom is the same. (105) atoms are strung together into complex molecules (such as enzymes and other proteins), this uniformity begins to break (106). Minor variations occur. But it is at the next step up the ladder (107) something strange and wonderful happens. There are so many (108) that molecules can be combined into the complex little machines called cells that (109) two of them can be exactly alike. And when cells (110) combined to form organisms, the differences become overwhelming. A threshold is crossed and individuality is born.

- |      |                |             |
|------|----------------|-------------|
| 101. | a. see         | c. perceive |
|      | b. observe     | d. tell     |
| 102. | a. precisely   | c. justly   |
|      | b. accurately  | d. rarely   |
| 103. | a. assemble    | c. put      |
|      | b. hold        | d. attach   |
| 104. | a. never       | c. just     |
|      | b. still       | d. almost   |
| 105. | a. These       | c. When     |
|      | b. Though      | d. Because  |
| 106. | a. out         | c. in       |
|      | b. apart       | d. down     |
| 107. | a. that        | c. so       |
|      | b. while       | d. whenever |
| 108. | a. differences | c. purposes |
|      | b. ways        | d. forms    |
| 109. | a. the         | c. never    |
|      | b. only        | d. no       |
| 110. | a. are         | c. that     |
|      | b. had         | d. thus     |

## Cloze

### Passage 1

This passage is about computer viruses and hackers.

If you've got a computer, chances are that you have heard about viruses. But what are they exactly? In (91), they are computer programs (92) to sneak into computers, usually through the Internet and especially through e-mails. (93) in your computer, they can do all sorts of terrible things, (94) sending themselves to other people. In fact, that's why they are called viruses – because they (95) from computer to computer like an illness.

But where do viruses come (96)? A simple explanation is (97) they are developed by “hackers” – (98) who use computers to do any number of illegal or improper things. Nobody understands the inner workings of the Internet (99) than hackers. Yet, sadly, few people outside of this culture of hackers understand much about them: not their unnerved teachers, (100) the journalists who write about them, and certainly not the politicians who complain about the need for more security on the Web.

- |      |               |              |
|------|---------------|--------------|
| 91.  | a. short      | c. addition  |
|      | b. generally  | d. fact      |
| 92.  | a. training   | c. designed  |
|      | d. developing | d. installed |
| 93.  | a. Once       | c. Those     |
|      | b. After      | d. Since     |
| 94.  | a. as         | c. in        |
|      | b. from       | d. like      |
| 95.  | a. send       | c. catch     |
|      | b. spread     | d. stick     |
| 96.  | a. up         | c. to        |
|      | b. out        | d. from      |
| 97.  | a. because    | c. so        |
|      | b. that       | d. when      |
| 98.  | a. everybody  | c. people    |
|      | b. somebody   | d. them      |
| 99.  | a. less       | c. better    |
|      | b. other      | d. rather    |
| 100. | a. but        | c. neither   |
|      | b. most       | d. not       |

## Cloze

### Passage 2

This passage is about how early European settlers were viewed by Native Americans.

As early Europeans first stepped ashore in what they considered the “New World,” they were usually welcomed by the peoples\* indigenous to the Americas. Native Americans seemed to regard their lighter-complexioned (101) as something of a marvel, not only for their (102), beards, and winged ships, but even (103) for their technology – steel knives, swords, and cannons; mirrors and earrings; copper and brass kettles; and other unusual (104).

Nonetheless, Native Americans soon recognized that the Europeans were flawed and thoroughly human. (105), early records show that 16th- and 17th-century Native Americans very often (106) Europeans as rather detestable specimens. For instance, Europeans were frequently (107) of being stingy with their wealth and (108) to the extreme, as witnessed in their insatiable desire for beaver furs and deer hides. (109), the indigenous population was also surprised at the Europeans’ intolerance for native religious beliefs, marital arrangements, eating habits, and other (110).

- |      |                 |                  |
|------|-----------------|------------------|
| 101. | a. faces        | c. hair          |
|      | b. hosts        | d. visitors      |
| 102. | a. dress        | c. uniform       |
|      | b. outfit       | d. garment       |
| 103. | a. though       | c. more          |
|      | b. so           | d. also          |
| 104. | a. behavior     | c. metals        |
|      | b. items        | d. jewelry       |
| 105. | a. Factually    | c. Indeed        |
|      | b. Eventually   | d. Realistically |
| 106. | a. admired      | c. thought       |
|      | b. looked       | d. regarded      |
| 107. | a. blamed       | c. known         |
|      | b. accused      | d. considered    |
| 108. | a. greedy       | c. indolent      |
|      | b. righteous    | d. sophisticated |
| 109. | a. Similarly    | c. Alternatively |
|      | b. Conclusively | d. Inevitably    |
| 110. | a. vices        | c. festivities   |
|      | b. ceremonies   | d. customs       |

\* Note the plural use of *peoples*, meaning tribes or races.

# Key to Revised Cloze Passages

Practice Test 1
91 b
92 d
93 d
94 a
95 b
96 c
97 a
98 c
99 b
100 b
101 a
102 d
103 b
104 c
105 d
106 a
107 a
108 d
109 c
110 b

Practice Test 2
91 b
92 d
93 c
94 a
95 d
96 c
97 c
98 b
99 b
100 a
101 b
102 c
103 a
104 d
105 c
106 b
107 c
108 a
109 a
110 d

Practice Test 3
91 c
92 b
93 b
94 d
95 a
96 c
97 c
98 a
99 d
100 d
101 d
102 a
103 b
104 c
105 c
106 b
107 d
108 a
109 a
110 b

Practice Test 4
91 d
92 b
93 c
94 b
95 c
96 d
97 a
98 c
99 b
100 a
101 d
102 b
103 c
104 c
105 b
106 d
107 a
108 c
109 a
110 b

Practice Test 5
91 a
92 c
93 b
94 d
95 a
96 c
97 d
98 a
99 b
100 c
101 d
102 a
103 c
104 b
105 c
106 d
107 a
108 b
109 d
110 a

Practice Test 6
91 a
92 c
93 a
94 d
95 b
96 d
97 b
98 c
99 c
100 d
101 d
102 a
103 c
104 b
105 c
106 d
107 b
108 a
109 a
110 d