

UTB – R

Prep

IMPORTANT INFORMATION

1. The Universal Test Battery (UTB) has been modified and is now called the Universal Test Battery – Revised (UTB-R). The test has been revised in the following ways:

- The existing 11 job families have been collapsed into 5 job families.
- Three of the UTB sub-tests, Vocabulary, Mechanical comprehension, and concept Formation, have been eliminated.
- The set of applicable UTB sub-tests for each of the 5 job families has changed. The set sub-tests that previously applied to an associate position may now be different.

See the chart entitled “Sub-tests Applicable to UTB-R Job E-Families (9/99)” in this package to determine the UTB-R job families, the associate positions in those job families, and the applicable sub-tests. Be aware that there may be changes and/or additions in the future.

2. The sub-tests for Vocabulary, Concept Formation and Mechanical Comprehension are not part of the UTB-R. The cognitive sub-tests now on the UTB-R are:

Number Computation
Reading Comprehension
Spelling
Number Series
Clerical Speed and Accuracy
Spatial Visualization

3. The six interpersonal sub-tests, which are part of the Candidate Assessment of Background and Life Experience (CABLE), remain the same.
4. The actual test is no longer administered on a computer. The test is now a pencil and paper test. You will mark your answers on a scannable answer sheet. Disregard any references in your course to the actual test being computerized. It is now a pencil and paper test. This course is still relevant even though the actual test is now no longer computerized. Computer based instruction is still a good way for many people to learn new material.

READING SKILLS INVENTORY - Levels 1, 2, and 3

Directions

- Read the paragraph and fill in each blank by choosing a word from the word list for that paragraph. You will notice that the word list has 5 more words than you will need to complete the paragraph.
- For each choice that you make, you should choose the word that makes sense according to what you have read in the paragraph.

Level 1

Fill in the blanks.

Even though the sun is _____ 93 million miles away, its rays warm the _____. The areas that receive the _____ rays vertically are warmer than those _____ that receive only slanting rays. Vertical _____ do not need to make as _____ a journey through the atmosphere _____ reaching the surface of the _____. Therefore, less of their _____ is lost in the air and _____ of their heat is saved to _____ the earth. Furthermore, slanting rays _____ spread over a wider area than _____ rays so that less heat _____ available at a given point.

The sun's rays do not _____ the huge stretches of space _____ the sun and the earth. If _____ did, we should expect to be _____ on top of a high _____ or riding in an airplane _____ we are on the ground. Actually, we _____ cooler at the top of a _____, and if we fly an _____ high enough, we encounter freezing _____.

WORD LIST

airplane	clouds	heat	rays	are	cool
is	sun's	are	earth	long	temperatures
approximately	earth	more	than	areas	from
mountain	they	before	hard	mountain	vertical
between	heat	only	warm	warmer	

Level 2 : Fill in the blanks.

Now the same _____ of thing is happening in many _____ in Africa and Asia. Peoples _____ have never felt free to _____ their own decisions are trying to _____ free national societies. However, in _____ places independence will be _____ more easily than in others, _____ it will take years of _____ to become free. In _____ places freedom will never be _____.

It is very difficult _____ the countries that have profited _____ colonies for years and _____ to give up the flow of _____ they are accustomed to and _____ reorganize their economy along different _____. However, it is obvious that _____ to hold on to colonies can no _____ be really successful. The successes of the American _____ European revolutions are too _____ for that. All people feel that _____ have as much right _____ national existence as those _____ have enjoyed it for _____ long.

WORD LIST

and	lines	some	too	areas	longer
something	where	efforts	make	sort	who
establish	months	strong	who	for	much
struggle	won	from	other	they	years
gained	profits	to	have	so	to

Level 3

Fill in the blanks.

At the same time _____ the industrial revolution made it _____ to produce goods more _____ and more quickly in _____, an agricultural revolution took _____. Instead of leaving fields _____ every third year, farmers began to _____ clover or some other _____ that would enrich the _____. Instead of using animal _____, farmers began to use chemical fertilizers _____ keep the soil rich. These _____ have enabled French farmers, for _____, to get five times _____ much wheat as was obtained _____ the same land two centuries _____.

In many countries farmers _____ it profitable to raise only one _____ or one kind of animal. They _____ the kind of crop or _____ that gives the _____ results. Then, they sell all that they _____, instead of trying to _____ a little of everything and _____ what they grow.

WORD LIST

ago	crop	from	possible	animal	crop
garden	raise	as	empty	grow	raise
before	example	methods	soil	best	factories
over	that	cheaply	fertilizers	place	to
consume	find	plant	wheat	when	

READING SKILLS INVENTORY - Levels 1, 2, and 3

Answer Key

Level 1 - Answer Key

Score: ____/23

Even though the sun is **approximately** 93 million miles away, its rays warm the **earth**. The areas that receive the **sun's** rays vertically are warmer than those **areas** that receive only slanting rays. Vertical **rays** do not need to make as **long** a journey through the atmosphere **before** reaching the surface of the **earth**. Therefore, less of their **heat** is lost in the air and **more** of their heat is saved to **warm** the earth. Furthermore, slanting rays **are** spread over a wider area than **vertical** rays so that less heat is available at a given point.

The sun's rays do not **heat** the huge stretches of space **between** the sun and the earth. If **they** did, we should expect to be **warmer** on top of a high **mountain** or riding in an airplane **than** we are on the ground. Actually, we **are** cooler at the top of a **mountain**, and if we fly an **airplane** high enough, we encounter freezing.

Level 2 - Answer Key

Score: ____/25

Now the same **sort** of thing is happening in many **areas** in Africa and Asia. Peoples **who** have never felt free to **make** their own decisions are trying to **establish** free national societies. However, in **some** places independence will be **gained** more easily than in others, **where** it will take years of **struggle** to become free. In **other** places freedom will never be **won**.

It is very difficult **for** the countries that have profited **from** colonies for years and **years** to give up the flow of **profits** they are accustomed to and **to** reorganize their economy along different **lines**. However, it is obvious that **efforts** to hold on to colonies can no **longer** be really successful. The successes of the American **and** European revolutions are too **strong** for that. All people feel that **they** have as much right to national existence as those **who** have enjoyed for it for **so** long.

Level 3 - Answer Key

Score ____/23

At the same time **that** the industrial revolution made it **possible** to produce goods more **cheaply** and more quickly in **factories**, an agricultural revolution took **place**. Instead of leaving fields **empty** every third year, farmers began to **plant** clover or some other **crop** that would enrich the **soil**. Instead of using animal **fertilizers**, farmers began to use chemical fertilizers **to** keep the soil rich. These **methods** have enabled French farmers, for **example**, to get five times as much wheat as was obtained **from** the same land two centuries **ago**.

*In many countries farmers find it profitable to raise only one **crop** or one kind of animal. They raise the kind of crop or **animal** that gives the **best** results. Then, they sell all that they raise, instead of trying to **grow** a little of everything and **consume** what they grow.*

READING SKILLS INVENTORY - COMPREHENSION

DIRECTIONS for Reading Comprehension Passage

- Read the passage and answer the questions which follow it.
- You may look back to the passage to find the answers to the questions.
- There is a time limit of 20 minutes.
- All questions must be answered within the 20 minute time period.

Time Limit: 20 minutes

Read the passage and answer the questions.

Today whales have small bones which are the remains of hind legs. These bones, which can only be seen on the inside of the whale, remind us that whales once walked on four legs. Why did whales leave the land to live in the sea? Scientists cannot answer this question. *However, scientists surmise that when the whales changed their environment their bodies changed also, taking on a more fish-like appearance.* Without legs, the whale encountered less body resistance, and thus could swim faster.

Although whales resemble fish, they are not fish. If a whale stays under water too long, it will drown just as a man will. When a whale is under water, it closes its nostrils tightly and holds its breath. The air which is in the whales' lungs then becomes very hot and full of water vapor. After the whale rises to the surface, it exhales; its hot breath then produces a column of water vapor which rises high in the air.

Like other mammals, whales bear their young instead of laying eggs. The mother whale also produces milk for her babies. The whale has other characteristics which mammals possess. The whale is warm-blooded. The whale's body temperature stays the same when it moves from warm to cold water. Most mammals have hair on their bodies to keep them warm; the whales, too, have a few hairs. However, the whales are kept warm by a thick layer of fat, blubber, just under their skins.

Circle the letter that is the correct answer.

1. According to the passage, why do whales no longer have legs?
 - a. Since whales no longer walk, their legs shrank from disuse.
 - b. Whales' bodies changed so that they could swim faster.
 - c. Whales wanted to look like the fish in the sea so that they could be protected from those fish.
2. In paragraph one, find the word **surmise**. What does the word **surmise** mean?
 - a. to make a guess
 - b. to tell a story
 - c. to do an experiment
3. What is the main fact that the author offers to support the statement that whales are not fish?
 - a. whales bear their young
 - b. whales give their babies milk
 - c. whales will drown if they stay under water too long
4. Which of the following is not offered as a characteristic of mammals?
 - a. they have backbones
 - b. they have hair on their bodies
 - c. they produce milk for their young
5. In paragraph two, find the word **exhale**. What does the word **exhale** mean?
 - a. to breathe in
 - b. to breathe out
 - c. to look around
6. In the last paragraph, find the word **blubber**. What is **blubber**?
 - a. skin
 - b. hair
 - c. fat
7. From the passage, we might conclude that:
 - a. as fish become larger, they change into mammals
 - b. as animals' environments change, their bodies change to adapt to the new environment
 - c. few whales drown
8. From the information in paragraph one, we can conclude that:
 - a. we will never be able to explain why whales no longer have legs
 - b. there is a very specific reason why fish do not have legs
 - c. whales will never return to the land
9. How are whales different from most mammals?
 - a. the whale's body temperature stays the same when it moves from warm to cold water
 - b. the whales are kept warm by a layer of fat, rather than a layer of hair
 - c. the mother whales produce milk for their young
10. From the information given we can assume that:
 - a. whales will eventually develop gills
 - b. blubber helps a whale to float
 - c. a fish with legs would be at a disadvantage when it tried to escape

READING COMPREHENSION INVENTORY

Answer Key and Skills Addressed

Score: ____/10

1. b *Identifying specific details*
2. a *Using context clues and making an inference*
3. c *Using the main idea and specific facts*
4. a *Drawing a conclusion using specific facts*
5. b *Context clues*
6. c *Using context clues and making an inference*
7. b *Drawing a conclusion*
8. b *Drawing a conclusion and making an inference*
9. b *Organizing facts to draw a conclusion*
10. c *Drawing an inference*

READING SKILLS INVENTORY - TIMED READING

Directions

- ◆ Use a timer or another person to help. Set the timer for one minute or ask the person to stop you from reading after one minute.
- ◆ Begin reading the passage.
- ◆ Mark the word which you are reading when you must stop.
- ◆ Use the number in the margin to determine how many words per minute you have read.

If your reading rate is less than 250 words per minute, you should work to increase your rate. There are courses and books designed to help you improve your reading rate; check with your local library or bookstore.

Tricks in which the magician apparently cuts people in half or makes them disappear, are called illusions. The word illusion derives from the fact that mirrors are often used to perform these tricks. A famous illusion trick is to saw a woman in half. The woman is put into a long box with her head sticking out of one end, and her feet sticking out of the other end. The magician takes an ordinary wood saw and cuts the box into two halves. The audience is shocked, thinking that perhaps he has killed the woman. A few moments later, however, the magician puts his "magic" cape over the box and the woman comes out. The woman that the audience saw being cut in two was only an image in a mirror - an illusion.

No.
of
words

Conjuring is as popular today as it was in ancient times. Records show that over 2,000 years ago magic performances were being given in Egypt, Rome, India, China, and Greece. These early magicians only performed for small groups of people on a street corner or for a child and his friends. The magicians in those days used only small objects that they could carry with them or borrow, such as cups, pebbles, knives, and string.

163

208

Early conjurers wore a large apron with many pockets in which they could carry their props. The bag-like apron served as identification and as a place to hide things while performing. Conjurers also carried a small folding table on which to perform their tricks.

253

About 1400, more elaborate tricks were invented which used larger equipment, such as boxes and barrels with false bottoms. Under these false bottoms the magician could hide a bird, rabbit, plant, or whatever he wanted to make appear suddenly. From one barrel he could make several different liquids pour forth while he told the audience that he was changing the entire contents of the barrel by magic. People of that time knew very little about mechanical devices, so it was easier for the magician to deceive them.

312

340

MATH SKILLS INVENTORY

This is not a test. It is simply a self-diagnosis of your math abilities and can be used to help plan your study program.

Section 1: WHOLE NUMBERS

1.
$$\begin{array}{r} 71,604 \text{ (ADD)} \\ + 37,283 \\ \hline \end{array}$$

2. $1253 + 98 + 101 + 9 =$

3.
$$\begin{array}{r} 8378 \text{ (SUBTRACT)} \\ - 5164 \\ \hline \end{array}$$

4. $71,104 - 41,227 =$ (SUBTRACT)

5. $1013 \times 52 =$

$$\begin{array}{r} 9790 \\ \times 323 \\ \hline \end{array}$$

7. $8 \overline{)32504}$

8. $32612 \div 96 =$ (DIVIDE)

Section 2: FRACTIONS

9. $1 \frac{2}{3} \times 1 \frac{3}{4} =$

10. $\frac{1}{5}$ of 60 =

11. $2 \div \frac{1}{4} =$ (DIVIDE)

12. $42 \frac{1}{2} \div 2 \frac{1}{2} =$ (DIVIDE)

13. $15 \frac{1}{7} + 8 \frac{2}{3} =$

14. $\frac{1}{4} + \frac{2}{3} + \frac{4}{5} =$

15. $14 \frac{3}{4} + 3 \frac{1}{2} =$

16. $8 - 3 \frac{2}{7} =$

Section 3: DECIMALS

17. $.09 + .25 + .8 + .954 =$

18. $87.395 - 18.426 =$

19. $7.483 + 1 \frac{1}{4} =$

20. $25 - 20.2681 =$ (SUBTRACT)

21. $1.7 \times .15 =$

22.
$$\begin{array}{r} .0015 \\ \times .03 \\ \hline \end{array}$$

23. $.32 \overline{) 609.28}$

24. $21 \div .007 =$ (DIVIDE)

Section 4: PERCENTS

25. $1.3 =$ what percent

26. Write 8% as a fraction reduced to lowest terms.

27. Write $12 \frac{1}{2}\%$ as a decimal.

28. What is $4 \frac{1}{2}\%$ of 120?

29. 5% of what number is 245?

30. What percent of 15,000 is 900?

MATH SKILLS INVENTORY

Answer Key

Whole Numbers (1-8)

Score: _____/8

1. 108,887
2. 1,461
3. 3,214
4. 29,877
5. 52,676
6. 3,162,170
7. 4,063
8. 339R68 or 339 $17/24$

Fractions (9-16)

Score: _____/8

9. $2 \frac{11}{12}$
10. 12
11. 8
12. 17
13. $23 \frac{17}{21}$
14. $1 \frac{43}{60}$
15. $18 \frac{1}{4}$
16. $4 \frac{5}{7}$

Decimals (17-24)

Score: _____/8

17. 2.094
18. 68.969
19. 8.733
20. 4.7319
21. .255
22. .000045
23. 1,904
24. 3,000

Percents (25-30)

Score: _____/6

25. 130%
26. $2/25$
27. .125
28. 5.4
29. 4,900
30. 6%

UTB-R PRE-TEST

The following skills are measured in the UTB-R Pre-Test:

- ◆ Spelling
- ◆ Clerical Speed and Accuracy
- ◆ Reading Comprehension
- ◆ Number Series
- ◆ Number Computation
- ◆ Spatial Visualization

Directions

1. Adhere to the time limits where indicated, using a stop watch, timer or the help of another person.
2. Score your test with the Answer Key
3. Record your scores on the Personal Profile Sheet

SPELLING (1 MINUTE)

For each word, indicate whether the word is spelled correctly or incorrectly.
Circle **a** if the word is spelled correctly; **b** if it is incorrect.

- | | | | |
|-----|-------------|---|---|
| 1. | adolescent | a | b |
| 2. | separate | a | b |
| 3. | grammer | a | b |
| 4. | concievable | a | b |
| 5. | exess | a | b |
| 6. | sergeant | a | b |
| 7. | assasinate | a | b |
| 8. | heros | a | b |
| 9. | vicinity | a | b |
| 10. | outrageous | a | b |
| 11. | superscede | a | b |
| 12. | milenium | a | b |

CLERICAL SPEED AND ACCURACY (1 MINUTE)

Compare the information in the left column to that in the right column.
Circle a if the information is exactly the same; circle b if the two sides are different.

13.	Plextron Corp.	Plextron Corpor.	a	b
14.	L. Rogers	L. Rodgers	a	b
15.	I. Garrity	I. Garraty	a	b
16.	Richard Dougherty	Richard Dougherty	a	b
17.	Baxter's Deli	Baxter's Delly	a	b
18.	Leons Brothers	Leon Brothers	a	b
19.	Graham Company	Grahm Company	a	b
20.	Harker's	Harker's	a	b
21.	Knudson Co.	Knudsen Co.	a	b
22.	R. Stiners	R. Steiners	a	b
23.	Jason L. Jackson	Jason L. Jackson	a	b
24.	Maritime Products	Maratime Products	a	b
25.	Frank D. Leone	Frank D. Leon	a	b
26.	Market Place, Inc.	Marketplace, Inc.	a	b
27.	Ronald R. Dahl	Ronald R. Dahl	a	b
28.	Betty A. Schmidt	Betty A. Schmitt	a	b
29.	Academy Papers	Academy Paper	a	b
30.	Midwest Press	Mid West Press	a	b
31.	Mary B. Carson	Marie B. Carson	a	b
32.	John's Tackle Shop	Johns Tackle Shop	a	b
33.	1900 Towanda Ave.	1900 Towanda Avenue	a	b
34.	1616 E. Belvedere Ave.	1616 E. Belverdere Ave.	a	b
35.	1681 W. North Ave.	1681 West North Ave.	a	b
36.	9887 Broken Land Pkwy.	9887 Broken Land Pkwy.	a	b
37.	415 Bond St.	415 Bond St.	a	b

READING COMPREHENSION (2 MINUTES)

Read the passage and then answer the questions about the information it contains.
Circle the letter of each correct answer.

Scientists are studying causes and cures for the peculiar jet age malady known as "jet fatigue", according to a recent article in Travel and Leisure. Our bodies are programmed for rhythmic changes during each 24-hour period called the "circadian cycle," generating more energy during busy day time hours, less at night, and so on. Bust when we hop a jet and fly east or west through six time zones, the system is thrown out of whack. Energy signals are issued at the wrong times, and we may spend the first days of that dream vacation feeling tired and dragged out.

The article suggests these steps to help combat jet fatigue. 1) Start adjusting to your new time schedule a few days before beginning your trip. 2) Get as much sleep as possible en route to your destination. 3) Break long trips with stopovers. 4) Upon arrival, take it easy, but try to adjust to local time schedules.

38. The passage supports the conclusion that
- a. crossing six times zones should be avoided.
 - b. dream vacations do not relax a person.
 - c. the human body is a "creature" of habit.
 - d. the magazine Travel and Leisure supports controversial issues.
39. If the transcontinental jet traveler is to remain active and alert, he must
- a. travel during daylight hours.
 - b. have first class accommodations.
 - c. use common sense.
 - d. subscribe to Travel and Leisure.
40. The effects of jet fatigue can be controlled with
- a. proper diet.
 - b. careful planning.
 - c. medical help.
 - d. longer vacations.

(From Drawing a Conclusion by J. Giroux and G. Williston, copyright 1974 by Jamestown Publishers, Providence, Rhode Island. Reprinted by permission.)

NUMBER SERIES (2 MINUTES)

Each question contains a group of numbers. You are to determine the pattern and figure out which number would come next in the series. Circle the letter of the next number in the series.

41. **16 25 34 43 52 61**
a) 69
b) 52
c) 70
d) 68
42. **15 17 16 18 17 19 18**
a) 19
b) 21
c) 17
d) 20
43. **12 24 23 46 45 90**
a) 180
b) 95
c) 89
d) 88
44. **100 90 60 80 70 60 60 50**
a) 60
b) 50
c) 80
d) 90

NUMBER COMPUTATION (3 MINUTES)

Circle the letter of the correct answer for each problem. Work directly on this paper.

45. $8 - \frac{3}{5} =$

- a) $7 \frac{2}{5}$
- b) $8 \frac{3}{5}$
- c) $7 \frac{1}{5}$
- d) 7

46. Find 67% of 67

- a) 36.9
- b) 30.88
- c) 40.9
- d) 44.89

47. $7 - .0001 =$ (subtract)

- a) 70,000
- b) 7,000
- c) 700
- d) 70

48. $\frac{1}{3} \times \frac{3}{5} \times \frac{10}{11} =$

- a) $\frac{14}{18}$
- b) $\frac{3}{11}$
- c) $\frac{30}{55}$
- d) $\frac{2}{11}$

49. 6 is what percent of 66?

- a) 6 %
- b) $9 \frac{1}{9}$ %
- c) $9 \frac{1}{11}$ %
- d) 11 %

50. **1/5 of 62 =**

- a) $10 \frac{2}{5}$
- b) 12
- c) $12 \frac{2}{5}$
- d) $1\frac{3}{10}$

51. $\frac{400}{40,000} =$

- a) $\frac{1}{100}$
- b) $\frac{4}{40}$
- c) $\frac{1}{10}$
- d) $\frac{40}{4,000}$

52. **.012 + 8.2 =**

- a) .094
- b) 8.212
- c) 9.4
- d) 821.2

53. **6 is what % of 20?**

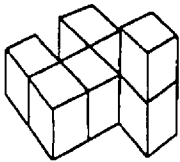
- a) $\frac{3}{10} \%$
- b) 30 %
- c) 3 %
- (d) $\frac{1}{3} \%$

SPATIAL VISUALIZATION (1 MINUTE)

Block Rotation and Perception

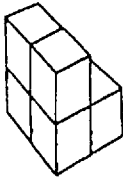
Each problem consists of a three-dimensional picture containing several cubes. Based on this picture, you must identify from four choices what the picture would look like if you were looking down at it (two-dimensional view). Sometimes the cubes will need to be rotated clockwise or counterclockwise to obtain the correct answer. There is only one correct answer among the four choices. Circle the letter of the correct answer.

54.



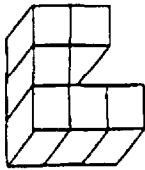
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55.



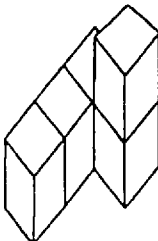
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56.



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57.



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UTB-R PRE-TEST

ANSWER KEY

- | | |
|-------|-------|
| 1. a | 38. c |
| 2. a | 39. c |
| 3. b | 40. b |
| 4. b | 41. c |
| 5. b | 42. d |
| 6. a | 43. c |
| 7. b | 44. a |
| 8. b | 45. a |
| 9. a | 46. d |
| 10. a | 47. a |
| 11. a | 48. d |
| 12. b | 49. c |
| 13. b | 50. c |
| 14. b | 51. a |
| 15. b | 52. b |
| 16. a | 53. b |
| 17. b | 54. a |
| 18. b | 55. d |
| 19. b | 56. b |
| 20. a | 57. c |
| 21. b | |
| 22. b | |
| 23. a | |
| 24. b | |
| 25. b | |
| 26. b | |
| 27. a | |
| 28. b | |
| 29. b | |
| 30. b | |
| 31. b | |
| 32. b | |
| 33. b | |
| 34. b | |
| 35. b | |
| 36. a | |
| 37. a | |