

Reading Comprehension Section

Directions

In this section of the test, you will read seven texts and answer 42 questions. Choose the correct answer to each question and mark the letter of the correct answer on your answer sheet.

Before you start, read the sample text and the questions below.

Sample Text

The Golden Gate Bridge is a famous bridge in San Francisco. The bridge has a red color, but gray clouds often surround it. On clear days people come to take pictures of the bridge. The pictures show the green hills next to the bridge and the blue water under it.

Sample Question 1

What is this text mostly about?

- (A) Gray clouds
- (B) San Francisco
- (C) A famous bridge
- (D) Taking photographs

The correct answer is C, "A famous bridge."

Sample Question 2

What color is the Golden Gate Bridge?

- (A) Red
- (B) Green
- (C) Blue
- (D) Gray

The correct answer is A, "Red."

Questions 1-5 are about the following note from a teacher.

Dear Cathy,

Thanks for volunteering to clean up the science laboratory this afternoon. Usually, when a student does this for the first time, I go to the lab to show him or her exactly what to do. However, today I have a teacher's staff meeting at 3:30, so I can't be there. Still, I'm sure everything will be fine, since you have worked in the lab many times. Here is what you should do:

1. Clean all the glass containers that were used in class today.
2. After washing the containers, place them upside down on a towel to dry.
3. Wipe down all the worktables with a wet cloth.
4. Put all the microscopes that have been left out back on the equipment shelf.
5. Sweep the floor.
6. Put the trash outside the door.
7. Turn off the lights and lock the door when you leave.

If you have any questions, please ask Ms. Edwards in the classroom next door.

You can return the key to me tomorrow when we have class at 10:30.

Thank you so much for your help!

— Mr. Marston

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1. **In line 2 of the note, the word this refers to _____.**
 - (A) saying thank you
 - (B) finishing homework
 - (C) going to the science laboratory
 - (D) cleaning the science laboratory

2. **Where will Mr. Marston probably be when Cathy cleans the lab?**
 - (A) In the lab
 - (B) In his office
 - (C) At a meeting
 - (D) In the classroom next door

3. **Where should Cathy put the glass containers?**
 - (A) On a towel
 - (B) Near the door
 - (C) Next to the sink
 - (D) On the equipment shelf

4. **What should Cathy do immediately after sweeping the floor?**
 - (A) Lock the lab door
 - (B) Put away any microscopes
 - (C) Wipe down the worktables
 - (D) Take the trash out of the lab

5. **When should Cathy give the key back to Mr. Marston?**
 - (A) On her way home
 - (B) In class the next day
 - (C) Right after she cleans the lab
 - (D) Before school begins the next morning

PART 3

Questions 6-10 refer to the following letter in a school newspaper.

Line This is my first year attending Wilson Middle School. Last year I went to a different middle school. Over the summer my father got a new job, so our whole family moved. Now I go to Wilson.

5 I want to make some comments based on my unique perspective as someone who has attended two different middle schools. For example, I was surprised by all the complaints that the students at Wilson make about the food in the cafeteria. Either they don't like it, or they want more choices. But I like the food. The dishes are pretty tasty. And as for choices, at the school I went to last year there were never more than two lunch options each day. Sometimes there was only one!

10 However, I don't want anyone to think that I have a negative opinion of the Wilson students. Actually, I have been impressed with how involved the students here are. I plan to participate in some of the special clubs here that are organized by students, like the photography club and the hiking club. At my last school, students were not as actively involved in forming clubs.

6. **Why is the author a student at Wilson Middle School?**

- (A) Because his family recently moved
- (B) Because his father is a teacher there
- (C) Because it is the best school in the area
- (D) Because he just completed primary school

7. **In line 4, the word perspective is closest in meaning to _____.**

- (A) cause and effect
- (B) back and forth
- (C) out of date
- (D) point of view

8. **In line 9, the word one refers to _____.**

- (A) day
- (B) school
- (C) option
- (D) cafeteria

9. **Why does the author like the food at Wilson Middle School?**

- (A) It tastes good.
- (B) It is very healthful.
- (C) The servings are large.
- (D) Students help to make it.

10. **What does the author imply about the students at his previous school compared to students at Wilson Middle School?**

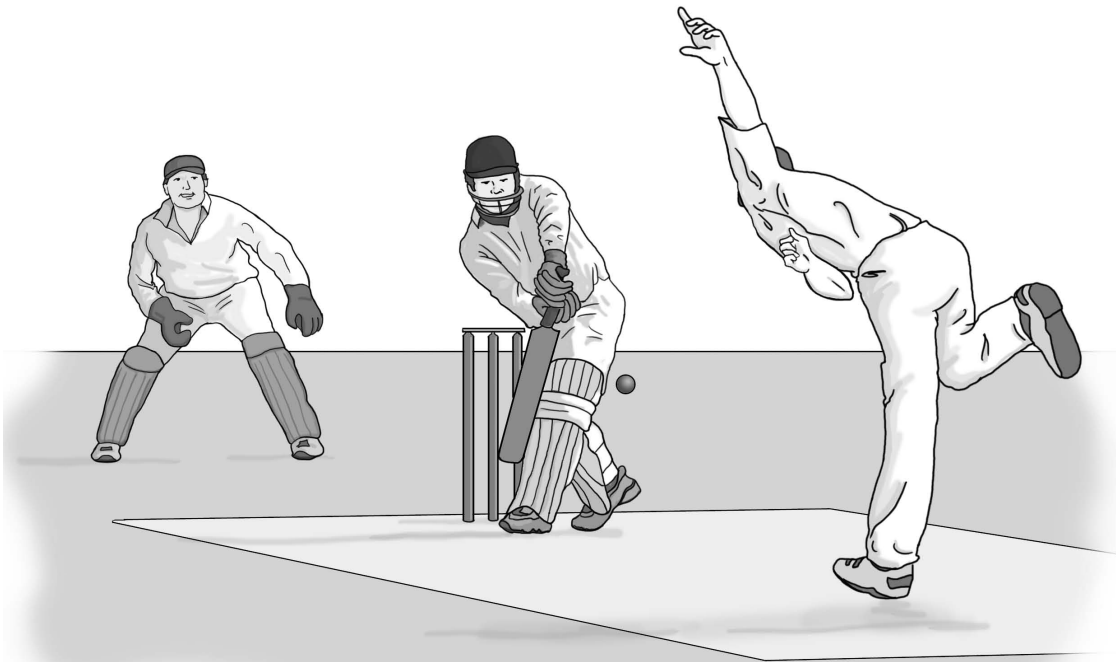
- (A) They did better in their studies.
- (B) They planned fewer activities.
- (C) They belonged to sports clubs.
- (D) They gave him more help.

Questions 11-17 are about the following story.

Line Cricket—how I detested this game when I was young! My family would spend hours and hours watching it on television while I angrily waited for it to end. Every game seemed the same. Yes, one team won and the other one lost, but it was always the same game—some men pitching a ball, some running back and forth.

5 Then something happened. I became old enough to start playing cricket myself with the other kids in my neighborhood. We found a place to play wherever we could put up a wicket. We played on the street, in the backyard—even on the tops of buildings, believe it or not!

10 I can recall so clearly the sounds of the ball hitting the bat and the quick running feet. I can still feel the sun on my face as I played and the bruises and scratches from falling down. I can still see the blue sky fading to darkness behind the buildings as our games continued into the night. It became my favorite thing in the world. Now I watch it not with anger, but with fond memories of the endless days and nights spent playing the game.



11. What title best summarizes the main idea of the passage?

- (A) Cricket: A Game for All Ages
- (B) How I Learned to Love Cricket
- (C) The Dangers of Playing Cricket
- (D) Learning the Rules of a Difficult Game

12. In line 1, the word detested is closest in meaning to _____.

- (A) hated
- (B) played
- (C) wanted
- (D) watched

13. What best describes the author's attitude toward cricket when he was very young?

- (A) It was boring to watch.
- (B) It was difficult to learn.
- (C) It was fun to talk about.
- (D) It was dangerous to play.

14. According to the author, what was surprising about some of the cricket games he played?

- (A) They were played without bats.
- (B) They were played on rooftops.
- (C) No one cared who won them.
- (D) No one got hurt playing them.

15. The author describes memories of all of the following EXCEPT _____.

- (A) how the sun felt on his skin
- (B) how the ball sounded hitting the bat
- (C) how the sky turned from light to dark
- (D) how the rules of the game caused arguments

16. What change does the author describe?

- (A) He could not remember the rules of cricket at first, but then he decided it did not matter.
- (B) He was afraid of getting hurt playing cricket at first, but then he stopped being afraid.
- (C) He did not like cricket at first, but then he began to enjoy it.
- (D) He liked playing cricket at first, but then he grew tired of it.

17. In line 13, the word fond is closest in meaning to _____.

- (A) old
- (B) cruel
- (C) happy
- (D) interesting

Questions 18-23 are about the following story.

Line Edward rang the Millers' doorbell. Mr. and Mrs. Miller had moved into the neighborhood last month. They had a five-year-old son, and they had asked Edward to watch him that evening while they went out.

"Hello, Edward," Mrs. Miller said as she opened the door.

5 Mr. Miller stood behind her with a boy at his side. "This is Lucas," Mr. Miller said. "Lucas, this is Edward. He will watch you tonight while Mom and I are out."

The little boy waved shyly to Edward. The Millers asked Edward to entertain Lucas for an hour and then put him in bed.

10 After Lucas's parents left, Edward went with the boy to his room. They played some games and built a tower out of wooden blocks.

"It's time for you to go to sleep now," Edward said. Lucas looked disappointed, but he changed into his pajamas and got into bed.

"Will you read me a story?" he asked Edward.

15 Edward took a picture book from the shelf and read it to Lucas. When he finished reading the book to Lucas, he turned out the light and said good night. But as soon as Edward left the room, Lucas called out to him.

"What's wrong?" Edward asked.

"I'm afraid of the dark," Lucas explained.

Edward turned on the small light by Lucas's bed. "Good night," Edward said again.

20 Five minutes later, Lucas cried out again.

"What's wrong now?" Edward asked.

"I thought I heard a sound," Lucas said. "I think there might be a monster under my bed."

Edward explained that there was no monster under the bed, but Lucas was still afraid.

25 Finally, Edward went to the kitchen and found a flashlight. He shined the flashlight under Lucas's bed. "See?" he said. "No monster."

"Will you stay with me in case one comes?" Lucas begged.

Edward could see that the little boy was frightened. He agreed to sit in the chair by Lucas's bed, with the flashlight in his hand.

30 Edward sat in the chair, waiting for Lucas to fall asleep. The dim light in the room and the soft chair made Edward feel tired, too. He closed his eyes.

The next thing he knew someone was shaking him gently. Edward opened his eyes and saw Mr. and Mrs. Miller.

"We're home," Mrs. Miller whispered. "Thank you for taking care of Lucas. We had a wonderful evening."

35 Edward shook himself in amazement. Was the evening over already?

18. Why did Edward go to the Millers' house?

- (A) To borrow a flashlight
- (B) To take care of Lucas
- (C) To welcome the Millers to the neighborhood
- (D) To help the Millers move into their house

19. In line 7, the word entertain is closest in meaning to _____.

- (A) look for
- (B) cook for
- (C) play with
- (D) argue with

20. What did Edward and Lucas do before Lucas went to bed?

- (A) They built a tower of blocks.
- (B) They looked for a flashlight.
- (C) They put books on a shelf.
- (D) They drew pictures.

21. In line 26, the word one refers to a _____.

- (A) shelf
- (B) chair
- (C) monster
- (D) flashlight

22. How did Lucas probably feel about going to bed?

- (A) Disappointed and afraid
- (B) Angry and nervous
- (C) Relieved and tired
- (D) Sad and confused

23. Why did Lucas keep calling out to Edward?

- (A) He saw something under the bed.
- (B) He did not want to be left alone.
- (C) He could not reach the book on the shelf.
- (D) He forgot where the wooden blocks were.

Questions 24-31 are about the following newspaper article.

Line Marina Hills High School is fighting
pollution in an unusual way. It's planting
trees!

5 In an effort to fight pollution and help
the environment, the Marina Hills Ecology
Club offers free trees to institutions willing
to plant them on their grounds. Among
those that took advantage of the offer was
Marina Hills High School. After consulting
10 with his teachers on where to plant the
trees, Principal Max Webb contacted the
Ecology Club.

But when the seedlings arrived, Webb
had an idea. Instead of planting the young
15 trees in front of the school, he thought it
would be better to put them behind the
school, where the sun gets very hot in the
afternoon.

"It gets so hot inside the building that
20 the students start to sweat during their
afternoon classes," said Webb. "Now the
shade from our trees will bring them some
relief."

"There was no argument from the
25 teachers," he added. "When I proposed
the idea, everyone said, 'Now why didn't
I think of that!'"

The relief won't come until the trees
grow taller, but the school will not have to
30 wait long because it requested two species
of trees that grow quickly.

"Time is key, and we wanted our trees
to get big fast," said Webb. "We were
given a wide choice, from shrubs to fruit
35 trees. We requested eucalyptus and willow
trees."

Webb said he is also looking forward to
finally seeing some wildlife in the school
yard at Marina Hills High School.

40 "If all you have is a grass lawn with no
trees, you can't expect the local birds to
come and visit," said Webb. "They have
no place to make their nests. Now that will
change, and we'll be able to see birds from
45 our classroom windows."

24. What would be the most appropriate headline for this article?

- (A) Local School Gets Greener
- (B) Student Wins Science Award
- (C) Principal Discovers New Tree
- (D) Teacher Leads Ecological Club

25. What problem does Principal Webb talk about?

- (A) Pollution in the city
- (B) Classrooms that are too hot
- (C) Tall trees that block the view
- (D) Wild animals that destroy trees

26. What did the Ecology Club do for Marina Hills High School?

- (A) It helped design the school yard.
- (B) It put flowers in the classrooms.
- (C) It sold seeds to the school.
- (D) It provided free trees.

27. In line 13, the word seedlings is closest in meaning to _____.

- (A) bird nests
- (B) young trees
- (C) packages of seeds
- (D) members of a club

28. What decision was changed?

- (A) Which trees should be dug up
- (B) When the old trees should be cut down
- (C) Where the new trees should be planted
- (D) Which type of tree should be chosen

29. In line 22, the word them refers to _____.

- (A) trees
- (B) classes
- (C) students
- (D) teachers

30. What can be inferred from the article about eucalyptus and willow trees?

- (A) They grow quickly.
- (B) They become extremely tall.
- (C) They are less expensive than fruit trees.
- (D) They do not grow flowers in the springtime.

31. What does Principal Webb imply about the local birds?

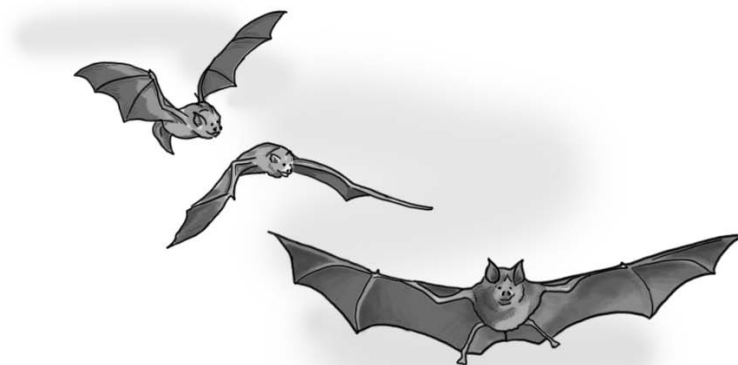
- (A) They make their nests on the ground.
- (B) They are not often seen at the school.
- (C) There are fewer of them due to the pollution problem.
- (D) They fly into the classrooms when the windows are open.

Questions 32-42 are about the following passage.

Line Being able to land safely is a critically important skill for all flying animals. Whereas terrestrial animals face no particular challenge when they need to stop running or crawling, flying animals move at much higher speeds, and they must be careful about how they land. Hitting the ground, or even water, at full flight speed would be quite dangerous. Before
5 touching down, they must decrease their speed in order to land safely. Both bats and birds have mastered the skill of landing, but these two types of flyers go about it quite differently.

In the past it was believed that, in terms of flying mechanics, there was little difference between bats and birds. This belief was based only on assumption, however, because for years nobody had actually studied in graphic detail how bats move their wings. In recent
10 years, though, researchers have discovered a number of interesting facts about bat flight. Bats are built differently from birds, and their wings incorporate both their front and hind limbs. This makes coordinating their limbs more difficult for bats and, as a result, they are not very good at flying over longer distances. However, they are much better at maneuverability: a bat can quickly change its direction of flight or completely reverse it,
15 something a bird cannot easily do.

Another interesting characteristic of bat flight is the way in which bats land—upside down! Unlike birds, which touch down on the ground or on tree branches, bats can be observed flying around and then suddenly hanging upside down from an object overhead. How do they do it? A group of researchers recently used video cameras to film bats landing
20 on nets suspended from the ceiling of their laboratory and studied the recordings in slow motion. They painted spots on the bats' wings to see in detail what happens to the wings in flight and during touchdown. It turns out that the bats flew in a straight line up to the net and then quickly flipped over and attached themselves to it upside down. One downside to this landing routine is that the bats often slam into their landing spot with some force,
25 which probably causes pain. However, not all bats hit their landing spots with the same speed and force; these will vary depending on the area where a bat species makes its home. For example, a cave bat, which regularly perches on a hard stone ceiling, is more careful about its landing preparation than a bat more accustomed to landing in leafy treetops.



32. What is the main topic of the passage?

- (A) Places where flying animals choose to land
- (B) Why scientists have difficulty observing bats
- (C) Differences in the eating habits of bats and birds
- (D) Ways in which bats move differently from birds

33. In line 2, the word terrestrial is closest in meaning to _____.

- (A) high-flying
- (B) fast-moving
- (C) tree-climbing
- (D) ground-living

34. According to the passage, what skill is crucial for flying animals?

- (A) Diving underwater
- (B) Slowing down to land
- (C) Flying over great distances
- (D) Balancing on high branches

35. Which of the following is a false assumption about bats that was recently corrected?

- (A) They cannot hear.
- (B) They sleep upside down.
- (C) They fly similarly to birds.
- (D) They hide in tree branches.

36. According to the passage, what is an advantage that bats have over birds?

- (A) Bats can land on a greater variety of surfaces.
- (B) Bats can turn in the air more quickly.
- (C) Bats can eat while flying.
- (D) Bats are lighter.

37. In line 11, the word incorporate is closest in meaning to _____.

- (A) add
- (B) deliver
- (C) include
- (D) discover

38. In line 14, the word it refers to _____.

- (A) bat
- (B) bird
- (C) direction
- (D) maneuverability

39. The researchers used all of the following to study bats EXCEPT _____.

- (A) nets
- (B) paint
- (C) cables
- (D) cameras

PART 3

40. In line 20, the word suspended is closest in meaning to _____.

- (A) hanging
- (B) entering
- (C) falling
- (D) living

41. In line 24, the word slam is closest in meaning to _____.

- (A) crash
- (B) bring
- (C) break
- (D) change

42. According to the passage, what helps determine a bat's landing speed?

- (A) What it eats
- (B) How old it is
- (C) How big it is
- (D) Where it lives

