Inference Skill Check

Making Inferences · Grades 9–10 · Try 2

Name or code _____ Date _____

Read each passage and circle one answer for each question.

Passage 1 · A Room for Rehearsal

1 A school that lends a room for group work should give short projects a way to use it. Otherwise, a few established groups can occupy the calendar before a new group knows it needs a place. The issue is not whether long-running clubs deserve support. It is whether reserving a room for a whole term should automatically take priority over a project that lasts only a week.

2 Imagine one room available after classes on four afternoons. A debate club meets every Monday. A drama group wants Tuesdays for a month. Students preparing a science presentation need two rehearsals before Friday. Each has a reasonable purpose. If the school accepts every recurring request before opening short bookings, the presentation group may discover that the usable afternoons are gone before its assignment is even given.

3 One approach would protect some recurring time and keep some time available for short projects. Monday might remain with debate while another afternoon opens for reservations closer to the date. The exact division would depend on demand. The essential point is that advance planning and immediate need should both have a place in the system. A term calendar cannot predict every worthwhile piece of work students will be asked to do.

4 A booking should also say what part of the room is needed. Three students quietly editing a script may use one table. A group rehearsing a spoken presentation may need the whole space. Two bookings that appear to overlap on the calendar might coexist, while two small groups could still interfere with each other if both need to practice aloud. The number of people is not a complete description of the activity.

5 There is a case for continuity. A club can prepare better when it knows where it will meet. Moving its materials every week may consume time intended for the work. That is why protecting short projects should not mean making established groups request every session from the beginning. A sensible arrangement could keep their regular place while requiring them to release dates they already know they will not use.

6 Releasing a date should be easy enough that someone actually does it. A student representative could cancel an unused session on the same calendar used for booking. Another group would then see the opening without having to find a teacher who remembers every club’s plans. Announcing a cancellation only in a club’s private conversation would not make the space available to the people outside that conversation.

7 After a term, the school could review which requests were met and which were turned away. The purpose would be to adjust the division of time, not to rank subjects by importance. A one-week presentation and a year-long club can both deserve a place. A room calendar should help their different rhythms fit together, rather than treating the group that arrived first as the room’s permanent owner.

1. A booking form records group size and table space, but not the planned activity. What problem could that omission cause under the author's proposal?

Circle ONE letter.

A Groups could lose continuity because the form requires them to move their materials each week.

B Groups could be scheduled together with incompatible ways of using the same room.

C Groups could gain a full-term claim because the form treats short projects as recurring clubs.

D Groups could be ranked by subject because table space is taken to show importance.

2. A school keeps unused club dates on the calendar and records them only in the end-of-term review. How would this change the effect of the author's proposal?

Circle ONE letter.

A It would keep openings usable in the same term, since a review would list dates that went unused.

B It would lose clubs' regular slots, since the review would replace their recurring reservations.

C It would keep club meetings flexible, since an end-of-term cancellation would free a future session.

D It would miss those current openings, since the review happens after the unused dates have passed.

Passage 2 · Beside the Repair Table

1 Anya had been asked to translate at the neighborhood repair workshop. She wore a paper badge and carried a notebook for unfamiliar words. At the first table, a woman set down an old radio wrapped in a towel. The repair volunteer greeted her in English. Before the woman could answer, Anya explained why they needed her name and contact number. The woman gave both, then folded the towel into a small square.

2 The volunteer reached for the radio's tuning knob. The woman put her hand over it and spoke quickly in the language Anya shared with her. Anya translated that the radio had belonged to the woman's father. The volunteer smiled and said they would take care of it. He reached again. The woman kept her hand in place and pointed to a narrow crack beneath the knob. Anya stopped writing.

3 The woman turned the radio herself. A piece of tape held the loose edge of the case. She demonstrated how lifting the knob pulled that edge upward. The volunteer put down his screwdriver and watched. Anya translated the woman's explanation, but by the end he was following the movement of the woman's hands. He asked through Anya whether the case had been opened before. The woman nodded and indicated two screws at the back.

4 They moved to a larger table. Anya began explaining where the woman should sit, but the woman was already pulling a chair beside the lamp. She placed the folded towel beneath the radio and held out her hand for the small screwdriver. The volunteer passed it to her. Anya looked at the badge pinned to her shirt, then turned to a clean notebook page.

5 The woman removed the screws and lined them along the towel. When the volunteer named a part inside, she looked toward Anya. Anya searched for the word, then drew a small shape in the notebook. The woman pointed to the matching part and supplied the word herself. Anya wrote it underneath. The volunteer waited while they settled which component he meant, then asked the woman what she had already tried.

6 For the next few minutes, Anya translated short questions in both directions. She left the notebook open between them. Once, the volunteer asked her whether a connection should be moved. Anya repeated the question to the woman instead of answering from the notes. The woman asked to see a printed diagram of the radio's connections first. Together they turned the lamp so its light reached the printed lines.

7 When the radio made a brief sound, all three looked up. It faded before the volunteer could adjust it. The woman laughed and reached for the diagram again. Anya's badge had curled away from her shirt. She pressed its corner flat, then wrote a second word beneath the drawing. This time she asked the woman to check the spelling before translating the volunteer's next question.

3. Why does the woman keep her hand over the knob after the volunteer reassures her?

Circle ONE letter.

A She wants him to preserve the radio's tuning position as a reminder of her father.

B She wants him to compare the printed diagram with the tuning controls before moving them.

C She wants him to let her translate the repair instructions before handling the radio.

D She wants him to understand the risk to the case before he touches that part.

4. What does Anya's final request suggest about what she hopes to learn?

Circle ONE letter.

A She hopes to learn how the woman has repaired the radio in the past.

B She hopes to learn repair vocabulary in the language she shares with the woman.

C She hopes to learn the English instructions that the volunteer has been giving.

D She hopes to learn how to draw the connections in the radio's printed diagram.

Passage 3 · Where the Cards Wait

1 A pile of waiting work can reveal how a process is arranged. Consider an imaginary exhibition desk with three jobs. One person checks a visitor's card, another stamps it and a third puts it in a numbered envelope. Every card must pass through the jobs in that order. The organizers want to know why an envelope worker sometimes waits even though the desk has a line.

2 In the model, checking one card takes two minutes. Stamping it takes one minute, and placing it in an envelope takes another minute. There are enough visitors to keep the first worker busy. Each worker handles one card at a time. The times are fixed for this example so that attention can stay on the arrangement of the jobs, rather than on differences among actual visitors.

3 At the end of minute two, the first checked card goes to the stamp worker. It reaches the envelope worker at the end of minute three and is finished at the end of minute four. The second card finishes checking at the end of minute four. While it is being stamped, the envelope worker has no new card to handle. The line at the first desk does not let the envelope worker skip the checking step.

4 After the first finished card, another envelope is completed every two minutes. Adding a second envelope worker would not change how often checked cards arrive. The two envelope workers would share the same supply of stamped cards. The visible empty chair at the envelope station is therefore not

necessarily a sign that somebody has failed to work. Its usefulness depends on the work arriving from the earlier jobs.

5 Now change the model by adding a second checking worker. Each checker still takes two minutes per card, but they begin one minute apart. At the end of minute two, one checked card arrives for stamping; at the end of minute three, another arrives. The same pattern continues. The stamp worker can handle that one-card-per-minute flow, and the envelope worker can handle the stamped cards that follow.

6 The timing of the checkers matters. If both start together, two checked cards arrive together every two minutes. One must wait for stamping even though the average supply over time is the same. Starting the checkers a minute apart spreads the arrivals. It does not make either person check faster; it changes when the next job receives work. A tray between stations provides a place for a card that is waiting.

7 This model is not a promised rate for a real exhibition. A difficult card, a missing envelope or a visitor's question could alter the pattern. It does show why looking only at the busiest-looking person can mislead someone rearranging a process. To understand a waiting pile or an idle station, follow what each job receives, what it can handle and what it must pass along to the next job.

5. In the one-checker run, an organizer sees no card waiting just before the envelope job and concludes that its worker has been occupied continuously. Which interpretation does the model support instead?

Circle ONE letter.

A An empty space can follow a finished envelope while the next card is still at an earlier job.

B An empty space can result from checking and stamping being done after the envelope is filled.

C An empty space can show that the visitor line feeds the last job without an interruption.

D An empty space can mean that the jobs finish together because each card moves as one group.

6. An organizer describes both two-checker arrangements only as supplying the same average number of checked cards. Which criticism of that description follows from the passage?

Circle ONE letter.

A It treats the two arrangements as equivalent despite a different order of required jobs.

B It treats the two arrangements as equivalent despite different envelope-handling capacities.

C It treats the two arrangements as equivalent despite different patterns of work arriving.

D It treats the two arrangements as equivalent despite different times for checking a card.

Teacher use: ____ / 6