Reading Check on Paper

Vocabulary Check · Form V | Grades 6–8

Name or code _____ Date _____

Read each passage. Answer each question using the passage. Follow the directions for each response. You may mark the booklet or copy your choices to the answer sheet.

Before the Programs Are Folded

1 Gail spread the performance schedule across the piano bench. The pencil marks beside three acts were already smudged. A note at the top called the order provisional. Two students still had to find out whether their instruments would arrive before the afternoon rehearsal. Gail left room between the acts rather than copying the schedule in ink.

2 At the microphone, she introduced the first reader. From the back row, the reader raised a hand. The microphone had not been switched on. Gail stepped away from it and tried to **project** her voice. The reader lowered his hand, and a student near the door looked up from a stack of programs.

3 The group ran the opening again, this time with the microphone working. Gail marked where each act ended. She had allowed five minutes for carrying a keyboard off the stage. During the run-through, a cable caught under a bench. Then the next performer needed help finding the right place to stand.

4 Gail began to suspect she had **underestimated** the changeover time. The five-minute space on her schedule had passed before the next act was ready. She crossed out that number and watched another changeover from beginning to end. This time, she included the trip back for the microphone stand.

5 A performer asked whether everyone would get less stage time now. Gail drew a line under the two changeovers she had watched. She left the acts' running times alone and changed the gaps between them. Along the edge, she wrote a reminder to check when the missing instruments would arrive.

6 By the end of rehearsal, the paper had a crease through the middle and several new times. Gail put it in a clear sleeve with a pencil clipped to the top. The printed programs were still stacked by the door. She took one to compare with the order on her page before anyone folded the rest.

Questions 1–5 · Before the Programs Are Folded

1. Which two details describe how Gail keeps her schedule at the end of rehearsal?

Circle TWO letters.

A She puts the paper in a clear sleeve.

B She folds the paper inside a printed program.

C She fastens the paper to the microphone stand.

D She clips a pencil to the top of the sleeve.

2. Part A. Which meaning of “project” is used in paragraph 2?

Circle ONE letter.

A Send an image toward the back wall of the room.

B Estimate how long the group’s program will last.

C Make her speech carry to the more distant listeners.

D Move her speaking place nearer to the back row.

3. Part B. Which quotation shows how listeners respond after Gail takes the action in Part A?

Circle ONE letter.

A “The reader lowered his hand, and a student near the door looked up from a stack of programs.”

B “At the microphone, she introduced the first reader. From the back row, the reader raised a hand.”

C “The microphone had not been switched on. Gail stepped away from it and tried to project her voice.”

D “The group ran the opening again, this time with the microphone working. Gail marked where each act ended.”

4. Part A. Which meaning of “underestimated” fits Gail’s schedule problem in paragraph 4?

Circle ONE letter.

A Allowed more time than the changeover required.

B Recorded the time without deciding where acts go.

C Measured the task from a place below the stage.

D Allowed too little time for the full changeover.

5. Part B. Which listed sentence best supports the answer to Part A?

Circle ONE letter.

A Gail marked where each act ended.

B She had allowed five minutes for carrying a keyboard off the stage.

C The five-minute space on her schedule had passed before the next act was ready.

D This time, she included the trip back for the microphone stand.

The Loose Corner

1 Troy carried the model cart to the workbench without letting its wheels touch the floor. One side had come loose during a test on the carpet. He placed the cart on a folded towel and set the small pieces in a shallow tray. His partner brought the drawing they had used to assemble it.

2 They compared two strips left over from the first model. The thin cardboard stayed bent after Troy pressed it. The plastic strip was more **resilient**. He bent it gently, released it and watched it return close to its earlier shape. He put both strips beside the cart rather than choosing immediately.

3 The drawing showed a joint where two parts of the frame met. A short screw held those parts together. Troy’s partner turned the drawing sideways to compare it with the loose corner. They found the screw in the tray, but its head had left a small dent in the softer material.

4 When they tried a replacement piece, the holes were **misaligned**. A screw passed through the first hole but struck solid material behind it. Troy slid the second piece a little to the left. Now the two openings formed a clear path. He marked the new position before taking the pieces apart again.

5 They still had to decide which material to use. The plastic returned to shape after bending, but it needed different holes from the cardboard. The cardboard matched the old drawing. Troy listed those differences in the margin and drew the changed corner larger on a spare page.

6 For the next test, they fastened only that corner and pushed the empty cart over the carpet. Then they tried it with a small load. Troy kept the earlier strip and the marked drawing on the bench. When the corner moved, he could compare its position with the pencil marks instead of relying on how it had looked before.

Questions 6–10 · The Loose Corner

6. For each statement about Troy’s work, decide whether it matches the text.

Use the category letters below. Write one letter for each line. Letters may repeat.

A Matches the text

B Does not match the text

_____ Troy lets the cart’s wheels roll on the floor as he carries it to the bench.

_____ His partner brings the drawing they used when assembling the cart.

_____ The next test begins with a small load already in the cart.

7. Part A. Which phrase could replace “resilient” in paragraph 2 without changing the meaning?

Circle ONE letter.

A easy to cut into the sizes needed

B able to recover after being bent

C able to stay bent after pressure

D unlikely to slip out of its position

8. Part B. Which listed sentence best supports the answer to Part A?

Circle ONE letter.

A They still had to decide which material to use.

B The plastic returned to shape after bending, but it needed different holes from the cardboard.

C The cardboard matched the old drawing.

D Troy listed those differences in the margin and drew the changed corner larger on a spare page.

9. Part A. When the holes are “misaligned” in paragraph 4, which description fits them?

Circle ONE letter.

A Their centers do not line up for the screw.

B Their diameters are too small for the screw.

C Their edges cannot hold the screw.

D Their sides crumble as the screw is turned.

10. Part B. Which quotation best supports the answer to Part A?

Circle ONE letter.

A “The drawing showed a joint where two parts of the frame met. A short screw held those parts together. Troy’s partner turned the drawing sideways to compare it with the loose corner.”

B “He marked the new position before taking the pieces apart again.”

C “A screw passed through the first hole but struck solid material behind it. Troy slid the second piece a little to the left. Now the two openings formed a clear path.”

D “The cardboard matched the old drawing. Troy listed those differences in the margin and drew the changed corner larger on a spare page.”

Which Copy Is Current?

1 A schedule on a desk and a schedule on a wall can disagree even when both were correct when printed. One may be an earlier version. A group sharing information needs a way to tell which copy should guide its next decision and which copy records an earlier plan.

2 Consider a simple procedure for a club running an afternoon event. Each schedule carries a revision number and the time it was prepared. When the order changes, the organizer creates a new version. The club chooses to **retain** an earlier copy in a history folder. That copy is taken off the working noticeboard but is not thrown away.

3 On that noticeboard, only the current schedule stays visible. In this procedure, the highest revision number identifies it. A late arrival can compare the number on a handout with the board before following the listed order. The date alone would not distinguish two versions made on the same afternoon.

4 A further change may require the organizer to **redistribute** the schedule. The earlier copies have already reached the activity leaders. After updating the order, the organizer sends the replacement to each of them. A new copy on the noticeboard would not change the paper already lying on someone else’s desk.

5 The history folder serves a different purpose from the working board. Suppose an act started late under revision 2, while a later copy lists a different start. The earlier copy helps explain the decision made at the time. Treating the newest schedule as if everyone had always seen it would hide that difference.

6 The schedule system’s important distinction is between the version people should use now and the version they actually had earlier. The revision number follows the changing plan, while the history folder preserves enough of the old plan to make a later question answerable.

Questions 11–15 · Which Copy Is Current?

11. For each statement about the noticeboard procedure, decide whether it matches the text.

Use the category letters below. Write one letter for each line. Letters may repeat.

A Matches the text

B Does not match the text

_____ The highest revision number identifies the schedule to use.

_____ A late arrival can compare a handout’s number with the board.

_____ The date alone distinguishes two versions made the same afternoon.

12. Part A. What does the club do when it chooses to “retain” an earlier copy?

Circle ONE letter.

A Put it back beside the working noticeboard.

B Mark it as the plan the leaders should follow.

C Replace it with the newly prepared schedule.

D Keep it instead of getting rid of the paper.

13. Part B. Which listed sentence best supports the answer to Part A?

Circle ONE letter.

A Suppose an act started late under revision 2, while a later copy lists a different start.

B Treating the newest schedule as if everyone had always seen it would hide that difference.

C That copy is taken off the working noticeboard but is not thrown away.

D The schedule system’s important distinction is between the version people should use now and the version they actually had earlier.

14. Part A. Which action matches “redistribute” as it is used in paragraph 4?

Circle ONE letter.

A File the earlier papers in the history folder.

B Send the updated copies out to the leaders again.

C Change the order in which the leaders do their tasks.

D Display the replacement only on the noticeboard.

15. Part B. Which quotation best supports the answer to Part A?

Circle ONE letter.

A “A further change may require the organizer to redistribute the schedule.”

B “The earlier copies have already reached the activity leaders.”

C “A new copy on the noticeboard would not change the paper already lying on someone else’s desk.”

D “After updating the order, the organizer sends the replacement to each of them.”

A Place at the Workshop

1 A sign-up sheet can keep filling after a room is full. The paper still has space for names, but the room may not. Planning a workshop requires someone to connect the entries on the list with the resources available to the people who arrive.

2 In this example, a repair workshop has six workstations. Each has tools and space for one pair. The workshop's capacity for that session is twelve participants. The organizers do not count the waiting chairs as extra workstations, because those chairs have no tools. A larger sheet would not create another place to work.

3 The organizers **reserve** two places for people arriving on a later bus. They mark those places before opening the remaining ones for sign-up. If the bus group cannot come, the places will be released at a stated time. Until then, they are not treated as empty places that anyone may take.

4 To make the process **transparent**, the organizers put the place limits, bus arrangement and release time beside the list. Someone who misses a place can see how the decisions were made. Without that notice, a person might see an unused chair and assume the organizers were refusing entry for an unexplained reason.

5 The waiting list follows the same written order. An organizer records when a place is offered and whether the person accepts. Crossing out a name without a note would make it harder to explain who was contacted. The list is therefore a record of decisions, not simply a row of names.

6 Other workshops may need different rules or group sizes. The repair workshop's sign-up system connects each place on the list with the tools available. The number of people, the places being held and the way changes are recorded all shape what an arrival at the door can reasonably expect.

Questions 16–20 · A Place at the Workshop

16. Which listed sentence states how many workstations the example has?

Circle ONE letter.

A The workshop's capacity for that session is twelve participants.

B In this example, a repair workshop has six workstations.

C Each has tools and space for one pair.

D The organizers do not count the waiting chairs as extra workstations, because those chairs have no tools.

17. Part A. In paragraph 3, which meaning of “reserve” fits how the places are used?

Circle ONE letter.

A Hold those places for the people expected later.

B Offer them to the next names already waiting.

C Set them aside because their tools have failed.

D Leave them unassigned until all visitors arrive.

18. Part B. Which pair of details best supports the answer to Part A?

Circle ONE letter.

A The sheet can keep filling with names; the room may have no places left.

B Two places are marked for a later bus group; others cannot claim them before release.

C Waiting chairs have no tools; a larger sheet creates no extra place to work.

D An organizer notes when a place is offered; the waiting list follows a written order.

19. Part A. What does “transparent” mean as used in paragraph 4?

Circle ONE letter.

A Clear enough to see through.

B Open to anyone regardless of a place limit.

C Clear enough for people to understand.

D Ready to be changed to suit any arrival.

20. Part B. Which details made public best support the answer to Part A?

Circle THREE letters.

A The limits on places

B Whether each person accepts an offered place

C The arrangement for the later bus group

D When each waiting-list place is offered

E The time when the held places can be released

Answer Sheet · Vocabulary Check · Form V

Name or code _____ Date _____

Circle the letter you chose in the booklet. A number in parentheses tells you how many letters to circle. For write-in items, copy the letters in the order shown.

Question	Mark or write your answer	Question	Mark or write your answer
1 (2)	A B C D	11	____ / ____ / ____
2	A B C D	12	A B C D
3	A B C D	13	A B C D
4	A B C D	14	A B C D
5	A B C D	15	A B C D
6	____ / ____ / ____	16	A B C D
7	A B C D	17	A B C D
8	A B C D	18	A B C D
9	A B C D	19	A B C D
10	A B C D	20 (3)	A B C D E

Teacher use

Literal comprehension _____ / 4

Vocabulary _____ / 8

Vocabulary evidence _____ / 8