# Reading Check on Paper

## Inference Check · Form B | Grades 9–10

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.

## The Stop on the Map

**1** Alden had drawn the recreation-center stop with a thick red circle. Two evenings a week, he went there after helping with the younger students' sports club. The proposed late bus would save his mother a second drive across town. At the planning meeting, he slid the map toward his debate partner and asked her to put the stop in their opening speech. She wrote it on a separate card.

**2** The council had given the team enough presentation time for one route. A bus could turn toward the center or continue directly to the north apartments. The longer version reached the apartments later. Several students there looked after younger siblings while their parents worked. Their families had asked for an earlier arrival. Alden's route served both places, but not at the time the apartment group wanted.

**3** His partner had collected comments at lunch. Most students at the center preferred the loop. Most students from the apartments preferred the direct route. She laid the two groups of cards side by side. Alden began counting them, then stopped when she pointed out that several students had been absent. She asked him which need they should explain first. He pulled the map back toward his notebook.

**4** During rehearsal, he described the center stop as a small addition. His partner timed the speech and asked him to say the extra travel time aloud. Alden looked toward the doorway, where one of the students from the apartments was waiting to speak with them. He erased "small" from the card. When the student came in, Alden asked which afternoons she needed to be home earliest.

**5** She spread her timetable beside the map. On Tuesdays and Thursdays, her brother's care ended earlier. Those were also Alden's sports-club evenings. A teammate suggested alternating routes by day. Alden pushed his own timetable under the map before answering. He said the two groups would still need the same days. His partner put the unused route cards back into their separate piles.

**6** They tried another version of the speech. It asked for the direct route first and a center pickup only if another vehicle became available. Alden read the opening, then gave his partner the card with the center stop. He asked her to keep it in the folder rather than throw it away. On his phone, he began a message to his mother about arranging the two evening rides again.

**7** At the council meeting, his partner presented the direct route. Alden unfolded the map when a member asked about the red circle. He explained who would still need a ride and left the circle visible. Afterward, he asked the apartment student which entrance a bus should use. She drew a small gate beside the building. Alden copied the gate onto the map and added a note for the council. His partner kept the center card in their folder while he folded the map along its old creases.

Questions 1–5 · The Stop on the Map

**1. Decide whether each statement about preparing the route proposal 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

_____ Alden marks the recreation-center stop with a thick red circle.

_____ His partner puts the proposed stop on a separate card.

_____ The council gives the team time to present two routes.

**2. Part A. Why does Alden push his timetable under the map before answering?**

Circle ONE letter.

**A** He is reluctant to reveal that he has already changed the evenings of his sports club.

**B** He wants his partner to miss the fact that his own calendar leaves both routes free.

**C** He wants to keep his own inconvenience out of view while they discuss the conflict.

**D** He is keeping a second count of route preferences from changing their discussion.

**3. Part B. Which listed text best supports the answer to Part A?**

Circle ONE letter.

**A** Alden began counting them, then stopped when she pointed out that several students had been absent. She asked him which need they should explain first. He pulled the map back toward his notebook.

**B** On Tuesdays and Thursdays, her brother’s care ended earlier. Those were also Alden’s sports-club evenings.

**C** She spread her timetable beside the map.

**D** Alden read the opening, then gave his partner the card with the center stop. He asked her to keep it in the folder rather than throw it away.

**4. Part A. What most likely explains Alden’s conversation with the apartment student after the meeting?**

Circle ONE letter.

**A** He is helping put the direct route they proposed into practice by checking access to the apartments.

**B** He is checking whether the gate allows the center stop even without the extra vehicle they requested.

**C** He is arranging separate transport for the apartment student before requesting the center route.

**D** He is replacing the direct-route proposal with a shared stop outside the apartment entrance.

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

Circle ONE letter.

**A** Alden asks that the center card be kept, and he begins a message to his mother about the evening rides.

**B** The speech asks for the direct route first, and afterward Alden adds the apartment gate to his map.

**C** Alden stops counting incomplete comments, and he asks when the apartment student needs to arrive home.

**D** Alden erases the word small, and his partner returns the unused route cards to their separate piles.

# 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.

Questions 6–10 · Beside the Repair Table

**6. Which TWO pieces of information does Anya explain they need when the woman first arrives?**

Circle TWO letters.

**A** The woman's name.

**B** The woman's home address.

**C** The woman's preferred collection day.

**D** The woman's contact number.

**E** The woman's usual contact language.

**7. Part A. 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.

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

Circle ONE letter.

**A** Anya translated that the radio had belonged to the woman's father. The volunteer smiled and said they would take care of it.

**B** A piece of tape held the loose edge of the case. She demonstrated how lifting the knob pulled that edge upward.

**C** He asked through Anya whether the case had been opened before. The woman nodded and indicated two screws at the back.

**D** 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.

**9. Part A. 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.

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

Circle ONE letter.

**A** "The woman pointed to the matching part and supplied the word herself. Anya wrote it underneath."

**B** "She wore a paper badge and carried a notebook for unfamiliar words."

**C** "Once, the volunteer asked her whether a connection should be moved. Anya repeated the question to the woman instead of answering from the notes."

**D** "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."

## 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.

Questions 11–15 · Where the Cards Wait

**11. Complete the sentence with a disruption named in the final paragraph.**

One disruption the author names is _____.

Circle ONE letter.

**A** a jammed stamping tool

**B** a torn visitor card

**C** a missing envelope

**D** a lost checking pen

**12. Part A. 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.

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

Circle ONE letter.

**A** “There are enough visitors to keep the first worker busy. Each worker handles one card at a time.”

**B** “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.”

**C** “Every card must pass through the jobs in that order.”

**D** “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.”

**14. Part A. 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.

**15. Part B. Which listed text best supports the answer to Part A?**

Circle ONE letter.

**A** 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.

**B** The stamp worker can handle that one-card-per-minute flow, and the envelope worker can handle the stamped cards that follow.

**C** 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.

**D** A tray between stations provides a place for a card that is waiting.

# 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.

Questions 16–20 · A Room for Rehearsal

**16. Which TWO details are stated in the example in paragraph 2?**

Circle TWO letters.

**A** The drama group requests Tuesdays for a whole term.

**B** The room is available after classes on four afternoons.

**C** The science group needs only one rehearsal before Friday.

**D** The room is also available for weekend meetings.

**E** The debate club meets every Monday.

**17. Part A. 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.

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

Circle ONE letter.

**A** A club can plan around a regular place, while weekly moves can take time away from its work.

**B** A term calendar cannot anticipate every project, while some reservations can open closer to the date.

**C** Quiet editing may use one table, while small groups can still interfere when both practice aloud.

**D** The division of time can depend on demand, while regular groups need not request every session again.

**19. Part A. 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.

**20. Part B. Select the TWO listed texts that, together, best support the answer to Part A.**

Circle TWO letters.

**A** 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.

**B** 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.

**C** 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.

**D** 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.

# Answer Sheet · Inference Check · Form B

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 | ____ / ____ / ____ | 11 | A B C D |
| 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 (2) | A B C D E | 16 (2) | A B C D E |
| 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 (2) | A B C D |

## Teacher use

Literal comprehension _____ / 4

Inference _____ / 8

Evidence _____ / 8