

## **BELT Practice**

### **Reading Comprehension**

1. The sun was going down beyond great banks of cloud which were full of orange- pink light. It would usually be time for Joe to be going in but he didn't want to go back if Aunt Daisy and Uncle Ted were still there, because his mother would only send him straight to bed out of the way. So he turned away from home and walked down the lane past the football field, kicking a stone before him at the risk of scratching the toes of his best brown shoes. A couple of dogs, one large, black and smooth-haired, the other smaller with a long black and white coat, played on the edge of the field, running round, jumping at each other and sometimes rolling over and over together, totally content in each other's company.

Joe watched them for a moment or two and walked on. Twenty minutes later he was on the riverside and half-way round the circle he had set out to walk from the town and back again. On his way he had passed several couples and one or two family groups returning from their Sunday evening walk; but now there was no one about except one man resting on the grass between the path and the river bank. When Joe realized that it was his father, his surprise was so great that he stopped. Then his father, who had been leaning on his arm and looking into the river, looked round, but did not seem surprised to see him.

"Hello, Joe", he said dully. He went back to staring at the river. The fact that he was wearing his best clothes somehow added to the strangeness of his sitting there alone like this, and as Joe looked at him he was conscious for the first time of a sense of his father as not his father, but as someone without connection with himself: as a man, with thoughts and feelings outside their existence as father and son. He saw, for the first time, his father as a person carrying about with him a world of his own, and he had an indefinite sense of this world of his father's extending back to a time and a life before he himself was born. He was only a part of his father's world, while his father belonged in the center of his, Joe's world. And things were far from well in his father's world, he knew.

He moved a few steps nearer, and his father did not look at him. "They're all at home, wondering where you are," said Joe.

Joe didn't go straight home because he

- A. half-way to the town

- B. wanted to find his father first
- C. along the bank of the river
- D. didn't want to see Aunt Daisy and Uncle Ted

Instead of going home Joe went

- A. on to the football field.
- B. through some fields.
- C. half-way to the town.
- D. along the bank of the river.

When Joe had completed half his intended walk, he

- A. went back to the town.
- B. passed a couple of people.
- C. saw a man sitting by himself.
- D. met some family groups.

When Joe's father saw Joe, he

- A. sat down on the grass.
- B. went back to the river.
- C. looked round at the river.
- D. didn't seem very interested in him.

That evening Joe realised that

- A. he hardly knew his father at all.
- B. his father had a life of his own.
- C. he had never really loved his father.
- D. he had not seen his father wearing those clothes before.

2. The canopy, the upper level of the trees in the rain forest, holds a plethora of climbing mammals of moderately large size, which may include monkeys, cats, civets, and porcupines. Smaller species, including such rodents as mice and small squirrels, are not as prevalent overall in high tropical canopies as they are in most habitats globally.

Small mammals, being warm blooded, suffer hardship in the exposed and turbulent environment of the uppermost trees. Because a small body has more surface area per unit of weight than a large one of similar shape, it gains or loses heat more swiftly. Thus, in the trees, where shelter from heat and cold may be scarce and conditions may fluctuate, a small mammal may have trouble maintaining its body temperature.

Small size makes it easy to scramble among twigs and branches in the canopy for insects, flowers, or fruit, but small mammals are surpassed, in the competition for food, by large ones that have their own tactics for browsing among food-rich twigs. The weight of a gibbon (a small ape) hanging below a branch arches the terminal leaves down so that fruit-bearing foliage drops toward the gibbon's face. Walking or leaping species of a similar or even larger size access the outer twigs either by snapping off and retrieving the whole branch or by clutching stiff branches with the feet or tail and plucking food with their hands.

Small climbing animals may reach twigs readily, but it is harder for them than for large climbing animals to cross the wide gaps from one tree crown to the next that typify the high canopy. A macaque or gibbon can hurl itself farther than a mouse can: it can achieve a running start, and it can more effectively use a branch as a springboard, even bouncing on a limb several times before jumping. The forward movement of a small animal is seriously reduced by the air friction against the relatively large surface area of its body. Finally, for the many small mammals the supplement their insect diet with fruits or seeds, an inability to span open gaps between tree crowns may be problematic, since trees that yield these foods can be sparse.

The passage answers which of the following questions?

- A. How is the rain forest different from other habitats?
- B. How does an animal's body size influence an animal's need for food?
- C. Why does rain forest provide provide an unusual variety of food for animals?

- D. Why do large animals tend to dominate the upper canopy of the rain forest?

Which of the following animals is less common in the upper canopy than in other environments?

- A. Monkeys
- B. Cats
- C. Porcupines
- D. Mice

According to paragraph 2, which of the following is true about the small mammals in the rain forest?

- A. They have body shapes that are adapted to life in the canopy.
- B. They prefer the temperature and climate of the canopy to that of other environments.
- C. They have difficulty with the changing conditions in the canopy.
- D. They use the trees of the canopy for shelter from heat and cold.

In discussing animal size in paragraph 3, the author indicates that

- A. small animals require proportionately more food than larger animals do.
- B. a large animal's size is an advantage in obtaining food in the canopy.
- C. Small animals are often attacked by larger animals in the rain forest.
- D. Small animals and large animals are equally adept at obtaining food in the canopy.

According to paragraph 4, what makes jumping from one tree crown to another difficult for small mammals?

- A. Air friction against the body surface.
- B. The thickness of the branches.
- C. The dense leaves of the tree crown.

- D. The inability to use the front feet as hands.

The word “**supplement**” is closest in meaning to

- A. control  
B. replace  
C. look for  
D. add to
3. During the seventeenth and eighteenth centuries, almost nothing was written about the contribution of women during the colonial period and the early history of the newly formed United States. Lacking the right to vote and absent from the seats of power, women were not considered an important force in history. Anne Bradstreet wrote some significant poetry in the seventeenth century, Mercy Otis Warren produced the best contemporary history of the American Revolution, and Abigail Adams penned important letters showing she exercised great political influence over her husband, John, the second President of the United States. But little or no notice was taken of these contributions. During these centuries, women remained invisible in history books.

Throughout the nineteenth century, this lack of visibility continued, despite the efforts of female authors writing about women. These writers, like most of their male counterparts, were amateur historians. Their writings were celebratory in nature, and they were uncritical in their selection and use of sources.

During the nineteenth century, however, certain feminists showed a keen sense of history by keeping records of activities in which women were engaged. National, regional, and local women’s organizations compiled accounts of their doings.

Personal correspondence, newspaper clippings, and souvenirs were saved and stored. These sources form the core of the two greatest collections of women’s history in the United States – one at the Elizabeth and Arthur Schlesinger Library at Radcliffe College, and the other the Sophia Smith Collection at Smith College. Such sources have provided valuable materials for later generations of historians.

Despite the gathering of more information about ordinary women during the nineteenth century, most of the writing about women conformed to the “great women” theory of history, just as much of mainstream American history concentrated on “great men”. To demonstrate that women were making

significant contributions to American life, female authors singled out women leaders and wrote biographies, or else important women produced their autobiographies. Most of these leaders were involved in public life as reformers, activists working for women's right to vote, or authors, and were not representative at all of the great mass of ordinary women. The lives of ordinary people continued, generally, to be untold in the American histories being published.

What does the passage mainly discuss?

- A. The role of literature in early American histories.
- B. The place of American women in written histories.
- C. The keen sense of history shown By American women.
- D. The "great women" approach to History used by American historians.

In the first paragraph, Bradstreet, Warren, and Adams are mentioned to show that

- A. a woman's status was changed by marriage.
- B. even the contributions of outstanding women were ignored.
- C. only three women were able to get their writing published.
- D. poetry produced by women was more readily accepted than other writing by women.

The word "**celebratory**" means that the writings referred to were

- A. related to parties
- B. religious
- C. serious
- D. full of praise

The word "**they**" refers to

- A. efforts
- B. authors
- C. counterparts

D. sources

In the second paragraph, what weakness in nineteenth-century histories does the author point out?

- A. They put too much emphasis on daily activities.
- B. They left out discussion of the influence on money on politics
- C. The sources of the information they were based on were not necessarily accurate.
- D. They were printed on poor quality paper.

On the basis of information in the third paragraph, which of the following, would most likely have been collected by nineteenth-century feminist organizations?

- A. Newspaper accounts of presidential election results.
- B. Biographies of John Adams.
- C. Letters from a mother to a daughter advising her how to handle a family problem.
- D. Books about famous graduates of the country's first college.

What use was made of the nineteenth-century women's history materials in the Schlesinger Library and the Sophia Smith Collection?

- A. They were combined and published in a multivolume encyclopedia about women.
- B. They formed the basis of college courses in the nineteenth-century.
- C. They provided valuable information for twentieth-century historical researchers.
- D. They were shared among women's colleges throughout the United States.

In the last paragraph, the author mentions all of the following as possible roles of nineteenth-century "great women" EXCEPT:

- A. authors
- B. reformers
- C. activists for women's rights
- D. politicians