READING

This passage is about lobsters.

American lobsters are marine animals that live in the waters off the eastern coast of North America. They are generally dark blue, green, or brown, although some American lobsters with peculiar coloring have been discovered. One of the most rare and interesting is the calico lobster. These lobsters have an orange and blue pattern all over, from their claws to their tails. It is estimated that only about one in thirty million lobsters are calico.

It is unclear why calico lobsters appear this way. Some scientists think it is caused by environmental factors. Others think it is genetic. One researcher thought he found a clue when he discovered a white paste under the shell of a calico lobster. The paste matched the calico pattern on the shell, and it appeared to be a type of bacteria. Bacteria can cause illness, and some lobster illnesses cause their shell color to change. However, calico lobsters are healthy and live as long as other lobsters.

Other lobster variations have been found, including blue, red, and yellow. Even more rare are split-colored lobsters, which have a different color on each side of the body. The rarest lobsters are albinos, which have no color at all. Some of these variations are known to be caused by genetic defects, but some are still a mystery.

Today, lobsters of all types are at risk. Increasing demand for lobsters as a luxury food means that conservation efforts, research, and public education are needed to protect the American lobster population.

75. What is the main purpose of the passage?
    A. to provide information about rare types of lobsters
    B. to compare lobsters with other ocean creatures
    C. to encourage people to eat less lobster
    D. to educate readers about lobster diseases

76. Where on lobsters does the calico pattern appear?
    A. on the entire body
    B. on just one side
    C. only on the claws
    D. under the shell

77. In the fifth sentence of paragraph 2, what does **it** refer to?
    A. shell
    B. disease
    C. pattern
    D. paste

78. According to the passage, what does a change in a lobster's color sometimes indicate?
    A. It is old.
    B. It is healthy.
    C. It is good to eat.
    D. It is sick.

79. Based on the information in the second paragraph, what can be concluded about lobsters' calico coloring?
    A. It is becoming more common.
    B. Its cause is not known.
    C. It is a sign of disease.
    D. It is connected to the lobster's genetics.

80. How does the author feel about the current status of American lobsters?
    A. American lobsters are not in danger.
    B. Additional research on lobster color is important.
    C. All American lobsters need protection.
    D. Calico lobsters deserve special protection.

LIVEWORKSHEETS

READING

This passage is about geography.

How many continents are there? Most of us learned in school that there are seven, or, in some parts of the world, six. But recently, a new addition has been made to this list.

Beneath New Zealand lies an enormous landmass about two-thirds the size of Australia, called Zealandia. Nearly all of it is submerged underwater. The only parts above water are New Zealand itself and several Australian islands. Though the islands are legally in Australia, geographically they're part of Zealandia.

Scientists only came to know the extent of Zealandia's size a couple of decades ago. Since then, they have debated whether it qualifies as a continent. Recently, a team of scientists examined the data and agreed: the landmass meets enough conditions to be officially declared the world's eighth continent.

Imaging technology shows it's one landmass, not a collection of islands, and that it is separate from Australia. The crust of Zealandia is not as thick as most continents are. However, the entire landmass is significantly thicker than the surrounding ocean floor. It also appears to have some unique ecological features—another defining aspect of continents.

Zealandia has remained relatively unexplored, but new research projects are shedding light on the area. Samples collected show that the region likely has not always been underwater; for instance, some pollen is present that indicates above-ground plant life.

81. What is this passage mainly about?
   A. what Australia and New Zealand have in common
   B. what an area of land is classified as
   C. how the continents are similar and different
   D. different landmasses that are found underwater

82. In paragraph 2, why does the author mention Australian islands?
   A. to explain what part of Zealandia is above water
   B. to compare their size to another continent
   C. to argue who the rightful owner of Zealandia is
   D. to indicate where a scientific discovery was made

83. What is the purpose of paragraph 4?
   A. to explain how scientists reached a decision
   B. to describe ecological features of Zealandia
   C. to discuss the implications of a study's results
   D. to show what research still needs to be done

84. In the last sentence of paragraph 4, what does **it** refer to?
   A. Australia
   B. New Zealand
   C. the ocean floor
   D. Zealandia

85. In the first sentence of the last paragraph, which phrase is closest in meaning to **shedding light**?
   A. describing findings
   B. writing an explanation
   C. making brighter
   D. increasing knowledge

86. According to the author, what does the pollen found on Zealandia suggest?
   A. Other land that is above water connects to Zealandia.
   B. Zealandia is more capable of supporting life than thought.
   C. More of Zealandia used to be above water.
   D. Zealandia is older than other land masses of its size.

LIVEWORKSHEETS

READING

A

New street signs to be installed in Oakville

In early June, many existing street signs around the city will be replaced with new, more visible signs. Lights will shine on the signs, making them easier to read at night. Note that some roads may be briefly closed while work is being completed. The work will be done early in the morning when traffic is light to minimize inconvenience.

Dates: June 3–June 14
Time: 4:30 a.m.–5:30 a.m.

B

Good sign: Streets easier to navigate

by Teresa Davis

Visitors and new residents have long complained about how difficult it is to find their way around Oakville. The city decided to address these complaints and make a serious effort to solve this problem. To this end, $85,000 was invested to develop and implement an improved wayfinding system.

An extensive study was conducted to determine where new signs were needed. It also took a look at which existing signs should be modified. As a result of the study, ten brand-new road signs were installed and twenty-five existing ones replaced. According to a recent poll, the majority of Oakville residents approve of the changes. They consider the new system to be a significant improvement over the previous one.

C

READER COMMENTS:

Peter H.

Tuesday, July 15: 2:43 p.m.

I completely disagree with this article. The new signs installed around town last month are NOT an improvement. Am I really the only one to think that they are awful? They're ugly, and not consistent with the look of the other downtown signs in Oakville. Plus, there's way too much information on them to be able to fully interpret them while driving.

I simply cannot understand why the city would spend so much money on a project that wasn't necessary in the first place. I, for one, found nothing wrong with the previous signs—they were simple and easy to read, unlike these. Why in the world would the city feel the need to replace them?

D

Elements of Effective Interior Wayfinding Systems

by Sam Swanson

Many people have had the unfortunate experience of getting lost while trying to navigate an unfamiliar building. Finding one's way in an unknown space does not need to be so difficult, however. Building designers can plan and implement wayfinding systems to help people figure out where they are going.

There are many ways to incorporate helpful wayfinding elements in the design of a building. For example, varying colors or materials could be used to help people distinguish between different areas, floors, or paths. Also, staircases, elevators, and restrooms could be located in the same place on each floor to make them easier to find.

Signs and maps can also be used to help people navigate unfamiliar interiors. To be most effective, all text should be concise and accompanied with images whenever possible. Signs should be placed in a way that people of all heights will be able to read them. Additionally, it is a good idea to include a "you are here" symbol on all maps to help people orient themselves. Finally, text and symbols should have a consistent format and style in all signs throughout the building.

LIVEWORKSHEETS

READING

Refer to page 28 when answering the questions below.

The following question refers to section A.

87. What is the main purpose of section A?
    A. to warn residents about driving at night
    B. to share information with city residents
    C. to encourage people to attend an event
    D. to discuss the benefits of waking up early

The following questions refer to section B.

88. According to the passage, why were city signs replaced?
    A. The city had extra money to spend.
    B. The previous signs had been too small.
    C. Some street names had changed.
    D. Many people didn't like the previous signs.

89. In the second sentence of paragraph 2, what does **It** refer to?
    A. a result
    B. a sign
    C. a study
    D. a system

The following questions refer to section C.

90. What does the author think about the new signs?
    A. There are too many of them.
    B. They are not easy to find.
    C. They are worse than the old signs.
    D. They look the same as the old signs.

91. According to the passage, who replaced the signs?
    A. Oakville residents
    B. the city
    C. Peter H.
    D. local businesses

92. In the last sentence of paragraph 1, which word could best replace **interpret**?
    A. believe
    B. explain
    C. see
    D. understand

The following questions refer to section D.

93. What is the main purpose of section D?
    A. to describe a type of building
    B. to help people who are lost
    C. to give directions to a building
    D. to explain some helpful design ideas

94. In the last sentence of paragraph 1, what does **they** refer to?
    A. building visitors
    B. wayfinding systems
    C. unknown spaces
    D. building designers

95. According to the passage, what would help people notice differences between areas of a building?
    A. changing the style of the text on signs
    B. marking spaces with different colors
    C. putting elevators in several locations
    D. installing a map in each area

96. What is the author's opinion of building wayfinding systems?
    A. They should only use maps.
    B. They are difficult to use.
    C. They can help many people.
    D. They are easy to create.

The following questions refer to two or more sections.

97. Based on the information in the passages, what can probably be said about Peter H.?
    A. His opinion is different than most of his neighbors'.
    B. He has not lived in Oakville very long.
    C. He has experience working in graphic design.
    D. He donated money to improve signs in Oakville.

98. How does section D differ from the other sections?
    A. It is written for Oakville residents.
    B. It is about signs inside buildings.
    C. It mentions a specific project.
    D. It discusses the cost of a system.

LIVEWORKSHEETS

READING

A

Pine Nature Center Camp

Looking for a way to keep your children outside in nature during the school break? Join us for one of our day camps. Students will enjoy taking nature walks through the park, working on team projects, and learning about the environment.

Little Explorers
Ages 3-5
June 5-9

Busy Bees
Ages 6-8
June 12-16

Trail Trackers
Ages 9-11
June 19-23

B

To: Past staff

Subject: Upcoming programs

Hi all,

It's that time again! We have a full schedule of events planned at the nature center!

Like last year, we have several camp sessions planned at the nature center for ages 3-11. We're looking forward to a great program that motivates children to spend time learning about the environment.

We've also added a nature program for adults aged 60+ that starts June 25. This group will enjoy taking weekly walks through the nature center's beautiful trails and learning about environmental issues that affect our community.

Finally, we're again offering several musical events in our outdoor concert area.

Let me know if you'd like to help with any of these programs this season!

Regards,
Fred Brown, *Events Coordinator*
Pine Nature Center

C

Dear parents:

Your child's camp session is just around the corner! Your child is enrolled in the Little Explorers group. The group will enjoy nature walks around the park, play time in our forest play area, and learning activities that will teach children about preserving the environment.

Along with this letter, I've included a list of reading recommendations to help your child make the most of this camp experience. You can check out these books from our nature center library.

You can find more information, including camp schedules and suggestions for what children should wear each day, on our website. Please don't hesitate to contact me with any other questions. We're excited to welcome you soon!

Best regards,
Nina Wilson
Camp Education Director

D

SCREEN TIME OR GREEN TIME

By Jen George

The school year is almost over! With the arrival of a long break from school, parents will be looking for activities to occupy their children. Finding the right educational opportunities for kids can be a challenge—sometimes even the best of us rely too much on the games and videos on electronic devices.

Of course, many software programs can be beneficial to children's education. However, research shows that too much screen time can slow children's progress, while spending time in nature can significantly benefit children's development. It's important not to let time with electronic devices take away time from outdoor experiences.

Being out in nature stimulates children's learning processes. It allows them to be creative with materials such as sticks, soil, and water. When children play outside together, they learn to solve problems cooperatively as they explore the materials around them. Materials in an outdoor environment are usually less controlled, so children learn to think creatively as they use them in many different ways.

This break is the perfect time to take advantage of outdoor activities. Let's make sure our children have plenty of opportunities to learn outside!

LIVEWORKSHEETS

READING

Refer to page 30 when answering the questions below.

The following questions refer to section A.

99. What is the main purpose of section A?
    A. to describe a new nature center for children
    B. to advertise children's outdoor activities
    C. to explain the benefits of playing outdoors
    D. to suggest that children care for the environment

100. How are children grouped in the sessions?
    A. according to their learning style
    B. according to their interests
    C. according to how old they are
    D. according to when they register

The following questions refer to section B.

101. In the second sentence of paragraph 2, what does **motivates** mean?
    A. proposes
    B. organizes
    C. encourages
    D. suggests

102. What is new at the nature center this year?
    A. a program for older adults
    B. newly created nature trails
    C. an outdoor concert program
    D. an activity for school children

The following questions refer to section C.

103. What is the main purpose of section C?
    A. to promote a summer camp
    B. to give details about a program
    C. to describe a summer camp's history
    D. to provide information about a library program

104. What other information did Nina Wilson send with the letter?
    A. a daily schedule
    B. a registration form
    C. book suggestions
    D. clothing recommendations

The following questions refer to section D.

105. What is section D mostly about?
    A. the effects of nature on children's development
    B. outdoor materials children can use in the classroom
    C. a software program that benefits children's learning
    D. where to find outdoor activities for children

106. In the second sentence of paragraph 1, what does **occupy** mean?
    A. expect
    B. involve
    C. address
    D. recommend

107. What does the author suggest about playing inside rather than outside?
    A. It provides fewer opportunities to be creative.
    B. It can be difficult to organize children inside.
    C. It is usually safer than playing outdoors.
    D. It is preferred by most school children.

108. What example does the article give of how playing outdoors benefits social development?
    A. Children are introduced to more new people.
    B. Children learn to find solutions in groups.
    C. Children improve their moods by being active.
    D. Children have opportunities to learn new games.

The following questions refer to two or more sections.

109. Which sections were produced by the same organization?
    A. A, B, C
    B. A, B, D
    C. A, C, D
    D. B, C, D

110. How does the organization in section A promote ideas from section D?
    A. It offers classes that teach parenting skills.
    B. It produces new technologies that improve learning.
    C. It provides opportunities for children to play outside.
    D. It organizes conferences on caring for the environment.

End of the test

LIVEWORKSHEETS