

SECTION 3: READING COMPREHENSION

Time -- 25 minutes

25 Questions (111 – 135)

Answer the questions below based on the information in the accompanying passages and then darken the corresponding oval on the answer sheet.

Questions 111 – 116 are based on the following passage.

By early adolescence, both boys and girls are well aware of their good and bad traits, and they appraise these in terms of similar traits in their friends. They are also well aware of the role personality plays in social relationships and thus are strongly motivated to improve their personalities—by reading books or articles on the subject, for example—in the hope of increasing their social acceptance.

Older adolescents are also aware of what constitutes a “pleasing personality.” They know what traits are admired by peers of their own sex as well as by peers of the opposite sex. Although different traits are admired as adolescence progresses, and although admired traits differ from what social group to another, adolescents know what group with which they are identified admires.

Many adolescents use group standards as the basis for their concept of an “ideal” personality against which they assess their own personalities. Few feel that they measure up to this ideal, and those who do not may want to change their personalities.

This is a difficult, often impossible task. First, the personality pattern, established during childhood, has begun to stabilize and take the form it will maintain with few modifications during the remaining years of life. True, there will be changes with age, but these will be more quantitative than qualitative, in that desirable traits will be

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strengthened, and undesirable traits will be weakened.

Second, many of the conditions that are responsible for molding the personality pattern are not within the adolescent's control since they are a product of environment in which adolescent lives and thus will continue to affect the self-concept—the core of the personality pattern—as long as the environment remains stable.

111. The primary purpose of the passage is to
 - A. identify the conditions in life that mold the adolescent's personality pattern.
 - B. discuss the psychological changes which occur during adolescence.
 - C. suggest consequences of attempts in improving one's personality.
 - D. reveal the frustration of adolescent in achieving social acceptance.
 - E. define the self-concept of adolescent.

112. According to the passage, which of the following is NOT true about adolescents?
 - A. They want to be accepted in the society.
 - B. They establish their own standards of what ideal personality is.
 - C. They attempt to change their personalities based on the traits they admire to the opposite sex.
 - D. They do not have any control on the conditions responsible in the formation of personality pattern.
 - E. Their personality pattern will not change unless they enter in a new environment.

113. Which of the following statements would the author be likely to agree with?
- Many conditions in life do not contribute in molding the personality of an adolescent.
 - Adolescents who have very high levels of aspiration will experience more successes than failures.
 - Self-acceptance does not necessarily lead to behavior that makes others like and accept adolescent.
 - Adolescents come under peer pressures to develop personality traits approved by the group.
 - An adolescent does not need to have a realistic assessment of their strengths and weakness in order to improve peronality.
114. Which of the following would possibly bring personality changes to an adolescent?
- remaining under the parental roof
 - going to a new place to live or study
 - having a relationship with the opposite sex
 - engaging in different recreational activities
 - reading books and articles about adolescence
115. Which of the following terms best describes the organization of the passage?
- assertion
 - expository
 - antithesis
 - rhetorical
 - narrative
116. Which subject or field can this passage be most appropriately classified in?
- Sociology
 - History
 - Philosophy
 - Psychology
 - Geology

Questions 117 – 121 are based on the following passage.

- 1 First, a poem must be magical,
Then musical as a sea gull.
It must be a brightness moving
And hold secret a bird's flowering.
- 5 It must be slender like a bell,
And it must hold fire as well.
It must have the wisdom of bows
And it must kneel like a rose.
- 10 It must be able to hear
The luminance of dove and deer.
It must be able to hide
What it seeks, like a bride.
And over all I would like to hover
God, smiling from the poem's cover.

– First, A Poem Must Be Magical
Jose Garcia Villa

117. According to the selection, which of the following is NOT TRUE about a good poem?
- It must have the power to communicate with the readers.
 - It should enlighten the readers to seek its effectiveness.
 - It must have a concordance of image.
 - It must be lyrical in order to be magical.
 - It must have cadence and movement to achieve the ideal form and content.
118. It can be inferred from the poem that
- its essence lies in its message.
 - it must always have substance, content, harmony, and narrativity.
 - the poet shines inside the poem.
 - with or without secrecy, it will have a magical utterance.
 - the poet is the most powerful person.

119. What does the author mean when he writes *It must be able to hide/What it seeks like a bride.?*

- A. The poem must not implicitly state meaning.
- B. The poem must leave mystery to the readers.
- C. The poem's meaning must be hidden through the use of figurative language.
- D. The poem must have magical utterance to be considered as good poetry.
- E. The poem must be ambiguous at all times to strengthen its substance.

120. In line 13, the word *hover* is defined as

- A. soar.
- B. linger.
- C. glide.
- D. drift.
- E. hang.

121. What does the "fire" in line 6 represent?

- A. inspiration
- B. passion
- C. emotions
- D. encouragement
- E. excitement

Questions 122 – 125 are based on the following passages.

To the younger person, whose days are so often overly crowded with duties and responsibilities, the years of retirement or semiretirement seem like a golden period of life. By middle age, thoughts of retirement grow increasingly strong, not only because men and women find the burden of work becoming heavier and heavier as their strength and energy diminish but also because they realize that they are waging a losing battle in their competition with younger workers.

When retirement actually comes, however, it may seem far less desirable than it did earlier. Elderly people may find that their pensions are insufficient to enable them to live as they have planned and hope to live. As a result, they are forced to try to find

jobs to supplement their incomes. This means that, for most elderly people, there is a marked difference between the expectations and the realities of retirement.

Havighurst has divided elderly people into two general categories on the basis of their attitudes toward retirement. The first category he labeled the *transformers* – those who are able and willing to change their lifestyles by reducing their activities by choice and by creating for themselves new and enjoyable lifestyles. This they do by dropping old roles and undertaking new ones. They seldom relax and do nothing but, instead, they develop hobbies, travel, and become active in community affairs.

The second category, the *maintainers*, Havighurst has explained, holds onto work by pursuing part-time assignments after retirement and by supplementing this with other activities to fill their time. They, like the transformers, seldom relax and do nothing, but what they do is a continuation of what they have done for years -- some form of work for which they are paid as they throughout their working years.

122. The passage suggests that the author would support which of the following views?

- A. Workers who are forced to retire have a short adjustment period than those who retire voluntarily.
- B. Workers retire voluntarily not only because of health reasons, but because of the desire to take a new career where their skills as well as experiences will be more compensated than their previous job.
- C. The worker's attitude toward retirement does not have any effect on adjustment.
- D. The satisfaction of elderly people during their retirement period depends not so much on the savings they gain in their working years.
- E. A good financial condition, which makes it possible to live comfortably and enjoy meaningful recreations, is crucial to good adjustment to retirement.

123. Which of the following is NOT cited in the passage?
- Early retirement is compulsory because management wants to make changes and forces its older workers out to make way for new ones.
 - Elderly people who find their pensions inadequate to make a good living are forced to find a new job.
 - The two categories, namely *transformers* and *maintainers*, are created by Havinghurst based on the elderly people's attitude toward retirement.
 - Elderly people who develop interests in activities meaningful to them and which provide many of the satisfactions they formerly derived from work can be classified in the first category, *transformers*.
 - Thoughts of retirement during the middle age arise because of the idea that younger workers are better than the older ones.
124. Which of the following is NOT true about the *transformers*?
- They are open to new lifestyle.
 - They are active in community interaction.
 - They completely give up intense physical activities.
 - They engage in new hobbies.
 - They try to venture new roles in life.
125. Which of the following topics would be the most logical one for the author to take up next?
- Conditions affecting adjustment to retirement
 - Adjustments to changes in family life in old age
 - Adjustment problems for women
 - Types of retirement
 - Institutional living for elderly

Questions 126 – 130 are based on the following passage.

I've got the children to tend
 The clothes to mend
 The floor to mop
 The food to shop
 Then the chicken to fry
 The baby to dry
 I got company to feed
 The garden to weed
 I've got shirts to press
 The tots to dress
 The can to be cut
 I gotta clean up this hut
 Then see about the sick
 And the cotton to pick.

Shine on me, sunshine
 Rain on me, rain
 Fall softly, dewdrops
 And cool my brow again.

Storm, blow me from here
 With your fiercest wind
 Let me float across the sky
 'Til I can rest again

Fall gently, snowflakes
 Cover me with white
 Cold icy kisses and
 Let me rest tonight.

Sun, rain, curving sky
 Mountain, ocean, leaf, and stone
 Star shine, moon glow
 You're all that I can call my own.

126. Who is the persona in the poem?
- a hardworking woman
 - a housewife
 - a housemaid
 - a single mother
 - none of the above

127. What is the poem about?
- A. Taking relief and refuge with natural elements
 - B. Domestication of woman
 - C. The drudgery of a housewife's routine
 - D. Escaping a monotonous and prosaic life of a working woman
 - E. The healing power of nature
128. What literary device can be seen in the poem?
- A. amplification
 - B. onomatopoeia
 - C. personification
 - D. oxymoron
 - E. irony
129. Which of the following best describes the tone of the person in the first stanza?
- A. nervous
 - B. anxious
 - C. restive
 - D. timid
 - E. apprehensive
130. The stanzas 2, 3, 4 and 5 indicate that the persona experiences a feeling of
- A. gratification.
 - B. melancholy.
 - C. gratefulness.
 - D. serenity.
 - E. hopefulness.

Questions 131 – 135 are based on the following passage.

Humans have a fraught relationship with beasts. They are our companions and our chattel, our family members and our laborers, our household pets and our household pests. We love them and cage them, admire them and abuse them. And of course, we cook and eat them.

Our dodge—not a reasonable one—has always been that animals are ours to do as we please

simply because they don't suffer the way we do. They don't think, not in any meaningful way. They don't worry. They have no sense of the future or their own mortality. They may pair-bond, but they don't love. For all we know, they may not even be conscious. "The reason animals do not speak as we do is not that they lack the organs," René Descartes once said, "but that they have no thoughts." For many people, the Bible offers the most powerful argument of them all. Human beings were granted "dominion over the beasts of the field," and there the discussions can more or less stop.

But one by one, the berms we've built between ourselves and the beasts are being washed away. Humans are the only animals that use tools, we used to say. But what about the birds and apes that we now know do as well? Humans are the only ones who are empathetic and generous, then. But what about the monkeys that practice charity and the elephants that mourn their dead? Humans are the only ones who experience joy and a knowledge of the future. But what about the recent UK study showing that pigs rose in comfortable environments exhibit optimism, moving expectantly toward a new sound instead of retreating warily from it?

All is forcing us to look at animals in a new way. With his 1975 book *Animal Liberation*, bioethicist Peter Singer of Princeton University launched what became known as the animal-rights movement. The ability to suffer, he argued, is a great cross-species leveler, and we should not inflict pain on or cause fear in an animal that we wouldn't want to experience ourselves. This idea has never met with universal agreement, but new studies are giving it more legitimacy than ever. It's not enough to study an animal's brain, scientists now say; we need to know its mind.

131. What is the author's stand in this passage?
- A. It's okay to eat animals as long as we understand what they're thinking or feeling.
 - B. There is more to an animal's mind than once initially thought so more research should be done to understand their psychology.
 - C. Animals should be liberated from slaughter. Everyone should adapt a vegan diet.
 - D. Animals can be as intelligent as humans.
 - E. People should treat animals as human beings.
132. The word *chattel* in the second sentence of the first paragraph indicates
- A. pride.
 - B. investment.
 - C. friend.
 - D. property.
 - E. enemy
133. What can be a good alternative title for this passage?
- A. The Need for Animal Liberation
 - B. Going Vegan
 - C. Rethinking Animal Ethics
 - D. Building Animal Psychological Profiles
 - E. Animals as Human Beings

134. The word *berm* in the first sentence of the third paragraph most likely means
- A. a wall of dirt or soil
 - B. a burrow
 - C. a clump of grass
 - D. a big boulder
 - E. a border line
135. Which of the following is true regarding the author's citation of René Descartes' statement?
- A. The author strongly agrees with René Descartes.
 - B. The author strongly disagrees with René Descartes.
 - C. The author is simply showing evidence of how we regard animals in the past.
 - D. The author thinks the inability of animals to talk is due to lack of organs not thoughts.
 - E. The author believes that animals will be able to speak if only they have organs.