

## Reading Comprehension Questions: 7 Passages, 30 Questions

Note: on the GRE, reading comprehension questions are mixed in with the other types of verbal reasoning questions.

### Reading Passage 1:

Since the late nineteenth century, fingerprint identification methods have been used by police agencies around the world to identify suspected criminals as well as the victims of crime. The basis of the traditional fingerprinting technique is simple. The skin on the palmar surface of the hands and feet forms ridges, so-called papillary ridges, in patterns that are unique to each individual and which do not change over time. Even identical twins (who share their DNA) do not have identical fingerprints. The best way to render latent fingerprints visible, so that they can be photographed, can be complex and may depend, for example, on the type of surfaces on which they have been left. It is generally necessary to use a 'developer', usually a powder or chemical reagent, to produce a high degree of visual contrast between the ridge patterns and the surface on which a fingerprint has been deposited.

Developing agents depend on the presence of organic materials or inorganic salts for their effectiveness, although the water deposited may also take a key role. Fingerprints are typically formed from the aqueous-based secretions of the eccrine glands of the fingers and palms with additional material from sebaceous glands primarily from the forehead. This latter contamination results from the common human behaviors of touching the face and hair. The resulting latent fingerprints consist usually of a substantial proportion of water with small traces of amino acids and chlorides mixed with a fatty, sebaceous component that contains a number of fatty acids and triglycerides. Detection of a small proportion of reactive organic substances such as urea and amino acids is far from easy.

Fingerprints at a crime scene may be detected by simple powders, or by chemicals applied *in situ*. More complex techniques, usually involving chemicals, can be applied in specialist laboratories to appropriate articles removed from a crime scene. With advances in these more sophisticated techniques, some of the more advanced crime scene investigation services from around the world were, as of 2010, reporting that 50% or more of the fingerprints recovered from a crime scene had been identified as a result of laboratory-based techniques.

Text source:

Fingerprint. (2010, December 19). In *Wikipedia, The Free Encyclopedia*. Retrieved 19:14, December 21, 2010, from <http://en.wikipedia.org/w/index.php?title=Fingerprint&oldid=403128546>

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1. Which of the following is the best title for this passage?
  - A In Situ Powder Use in Crime Scene Investigations
  - B How to Identify a Criminal
  - C Amino Acids in Fingerprint Detection
  - D Fingerprint Composition and Detection
  - E Uses of Papillary Ridge Secretions
  
2. According to the article, amino acids and chlorides in fingerprints originate from the
  - I sebaceous glands
  - II eccrine glands
  - III papillary ridges
  - A I only
  - B II only
  - C III only
  - D I and II only
  - E none of the above
  
3. According to the passage, powders to detect fingerprints are most likely to be used
  - A instead of reactive organic substances
  - B at the crime scene
  - C in laboratories
  - D to detect triglycerides
  - E as one of the more sophisticated techniques
  
4. According to the passage, all of the following are true EXCEPT
  - A fingerprints identify the victims of crime
  - B fingerprint patterns may become distorted by sebaceous contamination
  - C identical twins have different fingerprints
  - D investigators want to make fingerprints visible so they can be photographed
  - E touching the face and hair contaminates eccrine gland secretions

**Answers & explanation**

1. Answer: D.

Explanation: While elements of the other titles are mentioned in the article, overall the best choice reflects the discussion of both what fingerprints are made of and of how they are detected.

2. Answer: B

Explanation: The amino acids and chlorides mentioned in the second paragraph are associated with the aqueous secretions of the eccrine glands, while the fatty acids and triglycerides are associated with the sebaceous glands.

3. Answer: B.

Explanation: “In situ” means at the site, or crime scene. However, even if you didn’t know that, the context of the passage is that other techniques, not powder, are used in the laboratories.

4. Answer: B.

Explanation: Support for all of the statements may be found in the text, except for the one about distortion. Sebaceous material is a component of a fingerprint, not a distorting factor.

**Reading Passage 2:**

The following is an excerpt of a letter written by one fictional literary character to another:

"Two offenses of a very different nature, and by no means of equal magnitude, you last night laid to my charge. The first mentioned was, that, regardless of the sentiments of either, I had detached Mr. Bingley from your sister, and the other, that I had, in defiance of various claims, in defiance of honour and humanity, ruined the immediate prosperity and blasted the prospects of Mr. Wickham. Wilfully and wantonly to have thrown off the companion of my youth, the acknowledged favourite of my father, a young man who had scarcely any other dependence than on our patronage, and who had been brought up to expect its exertion, would be a depravity, to which the separation of two young persons, whose affection could be the growth of only a few weeks, could bear no comparison. But from the severity of that blame which was last night so liberally bestowed, respecting each circumstance, I shall hope to be in the future secured, when the following account of my actions and their motives has been read. If, in the explanation of them, which is due to myself, I am under the necessity of relating feelings which may be offensive to yours, I can only say that I am sorry. The necessity must be obeyed, and further apology would be absurd."

Text source: Pride and Prejudice, by Jane Austen

5. According to the writer of the letter, which offense would be considered the worst?
- A obeying necessity
  - B separating Mr. Bingley from the letter reader's sister
  - C continuing dependency through patronage
  - D relating feelings that may be offensive to the letter reader
  - E ruining Mr. Wickham's prospects wantonly
6. Which of the following characters are the "young persons" mentioned?
- A Mr. Wickham and the letter reader's sister
  - B the letter writer and the letter reader
  - C Mr. Bingley and the letter reader
  - D the father's favourite and the letter reader
  - E the letter reader's sister and Mr. Bingley
7. Near the end of the passage, the phrase "secured" is used to mean

- A tightly fastened
- B safe from being charged
- C captured or confined
- D accomplished
- E guaranteed

8. The letter writer's purpose in presenting his comments is

- I to defend his actions against the letter reader's accusations of wrongdoing
- II to apologize for offending the letter reader's feelings with his explanation
- III to satisfy himself in retrospect that his actions were appropriate

- A I only
- B II only
- C III only
- D I and II only
- E I, II, and III only

### **Answers & explanation**

5. Answer: E.

Explanation: In the third sentence of the passage, the letter writer states that he considers the idea of throwing off the companion of his youth to be a depravity, while separating two young people who had known each other only a few weeks would be a lesser offense.

6. Answer: E.

Explanation: The second sentence mentions the separated couple referred to later.

7. Answer: B

Explanation: Restating the sentence with fewer details clarifies it for analysis: "In the future I hope to be \_\_\_\_\_ (with) the severity of the blame." Although all the choices could be definitions for "secured" in some context, only choice B meets the sense of the letter writer's usage.

8. Answer: E.

Explanation: Support for I: "... from the severity of that blame which was last night so liberally bestowed ... I shall hope to be in the future secured, when the following account

of my actions and their motives has been read.” Support for II: “If ... I am under the necessity of relating feelings which may be offensive to yours, I can only say that I am sorry.” Support for III: “the explanation of them, which is due to myself”.

**Reading Passage 3:**

The history of ropes and knots is so dim and ancient that really little is known of their origin. That earliest man used cordage of some kind and by his ingenuity succeeded in tying the material together is indisputable, for the most ancient carvings and decorations of prehistoric man show knots in several forms. Doubtless the trailing vines and plants first suggested ropes to human beings; and it is quite probable that these same vines, in their various twistings and twinings, gave man his first idea of knots.

Since the earliest times knots have been everywhere interwoven with human affairs; jugglers have used them in their tricks; they have become almost a part of many occupations and trades, while in song and story they have become the symbol of steadfastness and strength.

Few realize the importance that knots and cordage have played in the world's history, but if it had not been for these simple and every-day things, which as a rule are given far too little consideration, the human race could never have developed beyond savages. Indeed, I am not sure but it would be safe to state that the real difference between civilized and savage man consists largely in the knowledge of knots and rope work. No cloth could be woven, no net or seine knitted, no bow strung and no craft sailed on lake or sea without numerous knots and proper lines or ropes; and Columbus himself would have been far more handicapped without knots than without a compass.

History abounds with mention of knots, and in the eighth book of "Odyssey" Ulysses is represented as securing various articles of raiment by a rope fastened in a "knot closed with Circean art"; and as further proof of the prominence the ancients gave to knots the famous Gordian Knot may be mentioned. Probably no one will ever learn just how this fabulous knot was tied, and like many modern knots it was doubtless far easier for Alexander to cut it than to untie it.

The old sorcerers used knots in various ways, and the witches of Lapland sold sailors so-called "Wind Knots," which were untied by the sailors when they desired a particular wind. Even modern conjurors and wizards use knots extensively in their exhibitions and upon the accuracy and manner in which their knots are tied depends the success of their tricks.

In heraldry many knots have been used as symbols and badges and many old Coats of Arms bear intricate and handsome knots, or entwined ropes, emblazoned upon them.

As to the utility of knots and rope work there can be no question. A little knowledge of knots has saved many a life in storm and wreck, and if every one knew how to quickly and securely tie a knot there would be far fewer casualties in hotel and similar fires. In a thousand ways and times a knowledge of rope and knots is useful and many times necessary. Many an accident has occurred through a knot or splice being improperly



formed, and even in tying an ordinary bundle or "roping" a trunk or box few people tie a knot that is secure and yet readily undone and quickly made. In a life of travel and adventure in out-of-the-way places, in yachting or boating, in hunting or fishing, and even in motoring, to command a number of good knots and splices is to make life safer, easier, and more enjoyable, aside from the real pleasure one may find in learning the interesting art of knot-tying.

Through countless ages the various forms of knots and fastenings for rope, cable, or cord have been developed; the best kinds being steadily improved and handed down from generation to generation, while the poor or inferior fastenings have been discarded by those whose callings required the use of cordage.

Gradually, too, each profession or trade has adopted the knots best suited to its requirements, and thus we find the Sailor's Knot; the Weaver's Knot; Fishermen's knots; Builders' knots; Butchers' knots; and many others which have taken their names from the use to which they are especially adapted.

In addition to these useful knots, there are many kinds of ornamental or fancy knots used in ornamenting the ends of ropes, decorating shrouds of vessels, railings, and similar objects; while certain braids or plaits, formed by a series of knots, are widely used aboard ship and on land.

In many cases ropes or cable must be joined in such a way that they present a smooth and even surface and for such purposes splices are used, while knots used merely as temporary fastenings and which must be readily and quickly tied and untied are commonly known as "bends" or "hitches." Oddly enough, it is far easier to tie a poor knot than a good one, and in ninety-nine cases out of a hundred the tyro, when attempting to join two ropes together, will tie either a "slippery" or a "jamming" knot and will seldom succeed in making a recognized and "ship-shape" knot of any sort.

The number of knots, ties, bends, hitches, splices, and shortenings in use is almost unlimited and they are most confusing and bewildering to the uninitiated. The most useful and ornamental, as well as the most reliable, are comparatively few in number, and in reality each knot learned leads readily to another; in the following pages I have endeavored to describe them in such a manner that their construction may be readily understood and mastered.

Text Source: Knots, Splices, and Rope Work by A. Hyatt Verril



9. The author's purpose in writing this passage is
- A to explore the history of the more commonly used, useful, and ornamental knots
  - B to encourage the reader to learn to tie knots
  - C to convince the reader that knots were essential to Columbus' success
  - D to teach the reader the associations between certain knots and particular professions
  - E to explain how sorcerers, witches, and wizards used knots
10. The author would be most likely to agree with which statement(s)?
- I Most people are not as well informed about knots as they ought to be.
  - II Only when tying a bundle is it acceptable to make a knot that cannot be readily undone.
  - III Excellent knots were the key to many advances in human history.
- A I only
  - B II only
  - C III only
  - D I and II only
  - E I and III only
11. In the sentence concerning Ulysses, the term "raiment" most likely means
- A small pieces of boating equipment
  - B gear for wet or stormy weather
  - C fine clothing
  - D sculpture by the goddess Circe
  - E golden treasures collected on the voyage
12. The author offers the following reasons for learning to tie knots, EXCEPT:
- I to be able to easily untie a properly secured bundle and to escape a hotel fire
  - II to have a safer and easier life and to be able to do without a compass if necessary
  - III to be able to enjoy the pleasure of learning an interesting art and to avoid mistakes such as tying a "slippery" knot
- A I only
  - B II only
  - C III only
  - D I and II only
  - E II and III only

13. According to the passage, splices are used
- A as temporary fastenings
  - B because they are easier to tie than hitches
  - C to join ropes so that they have an even surface
  - D so that they can be quickly tied and untied
  - E despite the fact that they confuse the uninitiated
14. The term “tyro” as it is used in the passage means
- A someone who knows how to make a “shipshape” knot
  - B someone attempting to make an ornamental knot
  - C a beginner
  - D a mistake in typography
  - E someone who knows knots but not splices
15. The term “seine” most likely refers to
- A a kind of net
  - B a kind of knitted cloth
  - C a kind of bowstring
  - D a rope used on a boat
  - E a kind of cordage
16. Of the following, the best title for this passage would be
- A Making Cordage from Plant Material
  - B The History of the Uses of Knots
  - C Unusual Uses for Knots in Everyday Life
  - D Common Errors in the Use of Knots and Splices
  - E Knots: Their History, Utility, and Mastery

**Answers & explanation**

9. Answer: B

Explanation: By mentioning many colorful details about knots, and by making disparaging comments about poor knots tied by untrained people, the author hopes to encourage the reader to go on to learn to tie proper knots. The colorful details (the history, interesting uses, Columbus, sorcerers, etc) merely support this purpose and are not central in themselves.

10. Answer: E.

Explanation: Statements I and III must be inferred by the general sense of the passage but are fairly well supported by it; Statement II is contradicted by a specific sentence in one of the middle paragraphs.

11. Answer: C

Explanation: This is just a straight vocabulary question; the context won't help you much. If you are familiar with the story of Ulysses, you might remember that the Circean knot was used to secure a chest that had been filled with gifts of clothing.

12. Answer: B

Explanation: Each of the benefits are mentioned in the passage, except that the author did not assert that knot knowledge could have actually replaced the hypothetical lack of a compass, only that it was perhaps more valuable.

13. Answer: C

Explanation: On the GRE, phrases from the passage often appear in the answer choices, but they are not necessarily support for the correct answer. Only Choice C can be correctly drawn from the sentences in the last two paragraphs. A case can be made for Choice E, but it is the "second-best" answer.

14. Answer: C

Explanation: The author is suggesting that training is necessary to avoid tying poor knots instead of good ones, to be able to join two ropes together, and to avoid "slippery" or "jamming" knots; so, a "tyro" is someone who does not yet know these things, i.e. a beginner with knots.

15. Answer: A

Explanation: If you don't know what a "seine" is (a fishing net with floats at the top and weights at the bottom), note its closest neighbors in the passage. It is paired with "net", and although "knitted" and "cloth" have just been mentioned, the sentence is moving on toward tools and boats.

16. Answer: E

Explanation: The first paragraphs discuss knots in early human history, literature, and magic arts. Next comes a discussion of their utility and of what happens when poor knots are tied by people who lack the training. Knowledge of knot-tying is next characterized as valuable in various professions, a worthy subject of study. Again poor knot-tying through ignorance is deplored. Finally, the reader is assured that although there are many knots, the "most reliable" may be "readily understood and mastered." The author definitely advocates that the reader master these knots.

**Reading Passage 4:**

It was not until some time after having passed through the course of training in two of our chief schools of art that the author got any idea of what drawing really meant. What was taught was the faithful copying of a series of objects, beginning with the simplest forms, such as cubes, cones, cylinders, &c. (an excellent system to begin with at present in danger of some neglect), after which more complicated objects in plaster of Paris were attempted, and finally copies of the human head and figure posed in suspended animation and supported by blocks, &c. In so far as this was accurately done, all this mechanical training of eye and hand was excellent; but it was not enough. And when with an eye trained to the closest mechanical accuracy the author visited the galleries of the Continent and studied the drawings of the old masters, it soon became apparent that either his or their ideas of drawing were all wrong. Very few drawings could be found sufficiently "like the model" to obtain the prize at either of the great schools he had attended. Luckily there was just enough modesty left for him to realise that possibly they were in some mysterious way right and his own training in some way lacking. And so he set to work to try and climb the long uphill road that separates mechanically accurate drawing from artistically accurate drawing.

Text source: The Practice and Science of Drawing by Harold Speed

17. It can be inferred from the passage that the "great schools of art" the author had attended
- A effectively taught the true essence of drawing
  - B included trips to see the works of the old masters
  - C neglected to teach drawing the human form
  - D did not emphasize sufficient mechanical accuracy in their curricula
  - E held drawing contests or other assessments to judge drawings' accuracy
18. The author would likely agree with the following statements EXCEPT:
- I It is important to learn to draw simple forms such as cones and cylinders.
  - II The painters represented in the galleries of the Continent produced works of great mechanical accuracy.
  - III Artistically accurate drawing can only be learned from the schools of art such as the ones attended by the author.
- A I only
  - B II only
  - C III only
  - D II and III only

E I and III only

19. The author would be most likely to advise a beginning art student to

- A avoid copying cubes, cones, and cylinders to begin with
- B understand that the ideas of drawing of the artists represented in the galleries of the Continent are all wrong
- C develop both mechanically accurate and artistically accurate drawing skills
- D attend at least two great schools of art
- E focus on copying the human head and figure in various poses

### **Answers & explanation**

17. Answer: E

Explanation: The key words and phrases needed to kind and check each statement against the passage are sometimes clear, such as “old masters”, “human” and “mechanical”; sometimes you have to infer them, such as “contest” suggested by “prize”.

18. Answer: D.

Explanation: Be careful not to get confused by the format of the question. Statement I is supported by the parenthetical statement in the second sentence, while the other two conflict with the author’s views. However, you don’t want to select answer choice A, Statement I; you want to select the answer choice that represents NOT II or III.

19. Answer: C

Explanation: The point of the paragraph is that the author did not understand from his schooling that drawing “really meant” artistic, rather than mechanical, accuracy. He would be likely to advise a student to realize this while also developing valuable mechanical skills.

**Reading Passage 5:**

The real attractions of the Hollowell farm, to me, were: its complete retirement, being, about two miles from the village, half a mile from the nearest neighbor, and separated from the highway by a broad field; its bounding on the river, which the owner said protected it by its fogs from frosts in the spring, though that was nothing to me; the gray color and ruinous state of the house and barn, and the dilapidated fences, which put such an interval between me and the last occupant; the hollow and lichen-covered apple trees, nawned by rabbits, showing what kind of neighbors I should have; but above all, the recollection I had of it from my earliest voyages up the river, when the house was concealed behind a dense grove of red maples, through which I heard the house-dog bark. I was in haste to buy it, before the proprietor finished getting out some rocks, cutting down the hollow apple trees, and grubbing up some young birches which had sprung up in the pasture, or, in short, had made any more of his improvements. To enjoy these advantages I was ready to carry it on; like Atlas, to take the world on my shoulders—I never heard what compensation he received for that—and do all those things which had no other motive or excuse but that I might pay for it and be unmolested in my possession of it; for I knew all the while that it would yield the most abundant crop of the kind I wanted, if I could only afford to let it alone. But it turned out as I have said.

Text source: Walden by Henry David Thoreau

20. The author of the passage valued the Hollowell farm mostly because of
- A old memories of travelling past the farm, although he hadn't been able to see it very well
  - B its good neighbors, although they were a half mile away
  - C it was a good place to retire and to raise abundant crops
  - D the improvements, especially the ones recently completed
  - E the fact that it was bordered by a river that produced romantic fog
21. After buying the farm, the author intended to
- A finish removing the birch trees and rocks in the pasture
  - B conceal the house with red maples as it had been in days gone by
  - C harvest an abundant crop of apples
  - D establish a good relationship with the dog
  - E change the farm as little as possible
22. Why did the author like the gray color and ruinous state of the house and barn, and the dilapidated fences?



- A because they meant he could get a good price on the farm, and he wasn't going to use the barn or fences in any case
- B because they indicated he wouldn't have to keep up appearances for the sake of the faraway neighbor
- C because he thought it made the farm look charmingly rustic
- D because it meant he could build a new house where the birch trees were growing
- E because they were more a reflection of the nature he values than of the personalities of the previous human owners

### **Answers & explanation**

20. Answer: A

Explanation: Sometimes the reason that makes the most sense to you is not the one best supported by the passage. You might consider the river and the improvements to be important when buying such a farm, but the author states that the "recollection I had of it" was the "real attraction" "above all."

21. Answer: E

Explanation: The author says that he intended to buy the farm before more "improvements" had been made so that he could "let it alone."

22. Answer: E

Explanation: The author seems to like the distance to the nearest neighbor and to the village, the idea that animals and nature would be his closest neighbors, and to imagine being "unmolested" in how he chose to run the farm. He is glad to see that the fading house, barn, and fences will not remind him of the previous tenants.

**Reading Passage 6:**

This is an excerpt from a literature analysis paper:

Lockwood represents the ultimate Victorian man—he is rich, well-mannered, polite, and expects hospitality everywhere he goes. He is naïve to the traditions and ties among the persons of the two estates and is unaware of them and their pasts. When he learns of the past from Nelly (in person and through her writings) and through others, Lockwood's reaction is to continue barging into the tumultuous affairs of the Earnshaws and Lintons, before finally running away to a distant country. As the “ultimate Victorian man”, Brontë is not portraying Lockwood (and by extension Victorianism) in a favorable light. Lockwood is the voice of new society, but is ignorant of the past.

Text source: Mallett, Ian. “Wuthering Heights.” January 2010. Used with permission of the author.

23. The main idea of the passage is that
- A the affairs of the Earnshaws and Lintons symbolize Brontë's view of Victorian repression
  - B Nelly should inform Lockwood of the ideals of the new society
  - C Lockwood's inappropriate actions symbolize aspects of Victorianism rejected by Brontë
  - D the new society values traditions and ties among families
  - E the new society fails to uphold Victorian ideals embodied by Lockwood
24. According to the passage, for Brontë's purposes Lockwood's most important characteristic is his
- A well-mannered politeness and expectation of hospitality
  - B general naivete
  - C persistence in getting information from Nelly
  - D boorish disregard for the shared history of the Earnshaws and Lintons after he learns of it
  - E financial ability to travel to distant countries when he is unsuccessful in his efforts

**Answers & explanation**

23. Answer: C

Explanation: The author discusses how Brontë uses her character Lockwood to illustrate her dissatisfaction with Victorian society.

24. Answer: D

Explanation: As a symbol of Victorianism, it is Lockwood's "barging into the tumultuous affairs" that is central to his usefulness.

**Reading Passage 7:**

The structure of the feet and legs varies greatly among frog species, depending in part on whether they live primarily on the ground, in water, in trees, or in burrows. Frogs must be able to move quickly through their environment to catch prey and escape predators, and numerous adaptations help them do so.

Many frogs, especially those that live in water, have webbed toes. The degree to which the toes are webbed is directly proportional to the amount of time the species lives in the water. For example, the completely aquatic African dwarf frog (*Hymenochirus sp.*) has fully webbed toes, whereas the toes of White's tree frog (*Litoria caerulea*), an arboreal species, are only a half or a quarter webbed.

Arboreal frogs have "toe pads" to help grip vertical surfaces. These pads, located on the ends of the toes, do not work by suction. Rather, the surface of the pad consists of interlocking cells, with a small gap between adjacent cells. When the frog applies pressure to the toe pads, the interlocking cells grip irregularities on the substrate. The small gaps between the cells drain away all but a thin layer of moisture on the pad, and maintain a grip through capillarity. This allows the frog to grip smooth surfaces, and does not function when the pads are excessively wet.

In many arboreal frogs, a small "intercalary structure" in each toe increases the surface area touching the substrate. Furthermore, since hopping through trees can be dangerous, many arboreal frogs have hip joints that allow both hopping and walking. Some frogs that live high in trees even possess an elaborate degree of webbing between their toes, as do aquatic frogs. In these arboreal frogs, the webs allow the frogs to "parachute" or control their glide from one position in the canopy to another.

Ground-dwelling frogs generally lack the adaptations of aquatic and arboreal frogs. Most have smaller toe pads, if any, and little webbing. Some burrowing frogs have a toe extension—a metatarsal tubercle—that helps them to burrow. The hind legs of ground dwellers are more muscular than those of aqueous and tree-dwelling frogs.

Text source: Frog. (2010, December 19). In *Wikipedia, The Free Encyclopedia*. Retrieved 03:07, December 22, 2010, from <http://en.wikipedia.org/w/index.php?title=Frog&oldid=403162933>

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25. Which of the following best characterizes the main idea of the passage?

A An introduction mentioning the different frog types is followed by a discussion about the structure and use of webbed feet in arboreal and aquatic frogs and brief mentions of other adaptations.

B After the first paragraph follow details on how to identify the different types of frogs based on their adaptations.

C Detailed descriptions of the structure and function of frog toe pads explain how some frogs can “parachute” in the canopy.

D The role of webbed feet in the survival behaviors of three kinds of frogs is detailed.

E A general discussion of frog adaptations leads to a core passage concerning the “intercalary structure” common to all frogs.

26. Of the following choices, the best title for this passage is

A Structure and Function of Frog Foot Webbing and Toe Pads

B Capillarity and Suction in the Webbed Feet of Frogs

C Muscular Differences Among Frogs

D Foot Structure in Arboreal, Aquatic, and Ground-Dwelling Frogs

E Burrowing Behavior in Frogs

27. According to the passage, webbed feet would most likely be found on which type of frog?

I arboreal

II aquatic

III ground-dwelling

A I only

B II only

C III only

D I and III only

E I and II only

28. The terms “arboreal” and “substrate” as used in the passage most likely mean

A endangered; vertical plant surface

B water-dwelling; bark

C tree-dwelling; surface upon which an organism is attached

D burrowing; frog foot tissue supporting the intercalary structure

E having the capability to become occasionally airborne; smooth plant parts that allow capillarity

29. A frog with a metatarsal tubercle and highly developed hind legs most likely lives

A in a burrow; the adaptations help the frog dig

- B in the water; the adaptations allow the frog to swim quickly through its environment to catch prey and avoid predators
- C in the trees, occasionally “parachuting”; the adaptations help the frog make safe landings when moving from one position in the canopy to another
- D in the trees, occasionally walking along the ground to get from tree to tree; the adaptations help the frog move quickly to avoid predators and catch prey
- E in areas with many smooth surfaces or where other toe pad adaptations are likely to get excessively wet

30. It may be inferred from the passage that capillarity

- A requires plenty of water to function
- B is a type of suction
- C is the term for interlocking cells on the toe pad
- D works only with thin films of water
- E works even better when found in conjunction with an intercalary structure

### **Answers & explanation**

25. Answer: A

Explanation: This is not a how-to article; it is webbing, not toe pads, that enables parachuting; not all kinds of frogs have webbing or an “intercalary structure”. Choice A best describes the structure of the article and its main points.

26. Answer: D

Explanation: Although a case might be made for Choice A since much of the passage is concerned with toe pads and webbing, Choice D is somewhat more general and includes the idea of why different frog types have different feet.

27. Answer: E

Explanation: The second paragraph discusses webbed feet on aquatic frogs. The second-to-last paragraph mentions “an elaborate degree of webbing” between the toes of arboreal frogs.

28.

29. Answer: A

Explanation: It is only in the final paragraph that the tubercles are mentioned, and then only for burrowing frogs.

30. Answer: D

Explanation: Although some of the other words, such as “intercalary structure” and “interlocking cells” are found in the passage, only Choice D correctly preserves the point that a “thin layer of moisture” is what causes capillarity to function, while “excessively wet” conditions will cause it to fail.