

Directions: Read the paragraph/passage. Then read the questions that follow it. Choose the letter that corresponds to your answer.

For questions 1 – 10:

The following passage is adapted from, “An Introduction to the Prose and Poetical Works of John Milton” by Hiram Corson. Originally published in 2014.

John Milton’s prose works are perhaps not read, at the present day, to the extent demanded by their great and varied merits. Some of his poetical works are extensively “studied” in the schools, and a somewhat reasonable stab at the study of some of his prose works is made in departments of rhetoric, but his prose works cannot be said to be read in the best sense of the word,—that is, with all faculties focused upon the subject-matter as one of major importance, with an openness of heart, and with an accompanying interest in the general loftiness of Milton’s diction. In short, everyone should train himself or herself to read any great author with the fullest loyalty to the author — by which is not meant that all the author’s thoughts, opinions and beliefs are to be accepted, but that what they really are be adequately apprehended. In other words, loyalty to an author means that every reader fully attempt to understand and receive the work’s intended meaning and spirit.

Mark Pattison, in his *Life of Milton*, while fully recognizing the grand features of the prose works as monuments of the English language, undervalues, or rather does not value at all, Milton’s services to the cause of political and religious liberty as a polemic prose writer, and considers it a thing to be much regretted that he engaged at all in the great contest for political, religious, and other forms of liberty. This seems to be the one unacceptable feature of his very able life of the poet. Looking upon the life of Milton the politician merely as a sad and ignominious interlude in the life of Milton the poet, Pattison cannot be expected to entertain the idea that the poem is in any sense the work of the politician. Yet we cannot help thinking that the tension and elevation which Milton’s nature had undergone in the mighty struggle, together with the heroic dedication of his faculties to the most serious objects, must have had not a little to do both with the final choice of his subject and with the tone of his poems. Milton’s great Puritan poetry could hardly have been written by anyone but a militant Puritan.

Milton was writing prose when, some think, he should have been writing poetry, and, as Pattison claims, these works of Milton had no influence whatsoever on current events.

But they certainly had an influence, and a very great influence, on current events not many years after. The restoration of Charles II did not mean that the work of Puritanism was undone, and that Milton's pamphlets were to be of no effect. It was in a large measure due to that work and to those pamphlets that in a few years—only fourteen after Milton's death—the constitutional basis of the monarchy underwent a radical change for the better,—a change which would have been a great pleasure to Milton, if he could have lived to see it. A man constituted as Milton was could not have kept himself apart from the great conflicts of his time. Although the direct subjects of his polemic prose works may not hold a huge interest for the general reader in the present-day, they are all, independently of their subjects, charged with inherent truth and as profoundly expressive as his poetry. All of Milton's work, both poetry and prose, are full of bright gems of enduring truth.

1. The main purpose of the first paragraph is

- A. to describe a failure to appreciate Milton's prose.
- B. to explain how readers can understand what an author intends.
- C. to criticize Pattison for missing the importance Milton's politics had on his poetry.
- D. to explain the lasting impact and value of Milton prose.

2. Why does the author use quotation marks around the word "studied" in sentence 2?

- A. To show that most English teachers are not qualified for their positions.
- B. To explain why Milton is little understood by the general public.
- C. To indicate students rarely complete their homework on poets such as Milton.
- D. To emphasize the incompleteness with which Milton is understood and examined.

3. As used in the first sentence of paragraph 2, "polemic" most nearly means

- A. having an intricate or exquisite quality.
- B. covering many different topics.
- C. socially engaged in activism.
- D. incongruously political.

4. Which sentence(s) best detail(s) the author's criticism of Mark Pattison's work?
- A. Paragraph 2, Sentence 1 ("Mark...liberty.")
 - B. Paragraph 2, Sentences 2–3 ("This...politician.")
 - C. Paragraph 2, Sentence 4 ("Yet...poems.")
 - D. Paragraph 2, Sentence 5 ("Milton's...Puritan.")
5. The author included the sentence, "But they certainly had an influence, and a very great influence, on current events not many years after" (2nd sentence of paragraph 3) in order to
- A. refute the sentence immediately before it.
 - B. change to a new topic before ending the essay.
 - C. praise the far-reaching impact of Pattison's work.
 - D. introduce a criticism that has not yet been discussed.
6. The primary purpose of this passage is to
- A. compare Milton's poetry to his prose works, and emphasize the latent value of the latter.
 - B. decry the unwarranted criticism Milton's prose works have received.
 - C. recommend a reevaluation of Milton's prose works by Pattison and similar scholars.
 - D. criticize Pattison's interpretation of Milton's motives and emphasize the true value of his prose work.
7. Which of the following best summarizes the author's interpretation of Pattison's work on Milton?
- A. It does not appreciate Milton's writing.
 - B. It is regrettable and ignominious.
 - C. It is notable but inadequate.
 - D. It fails to consider both Milton's poetical and prose contributions.

8. The author of the passage implies all of the following about Milton EXCEPT
- A. Milton's polemical writing favored the ideals of the Puritan movement.
 - B. Milton's interest in polemic prose did not influence his poetry.
 - C. Milton was actively engaged in the politics of his day.
 - D. Milton likely opposed monarchism and totalitarian rule.
9. Which choice provides the best evidence for the answer to the previous question?
- A. Paragraph 2, Sentence 4 ("Yet...poems.")
 - B. Paragraph 3, Sentences 1–2 ("Milton...after.")
 - C. Paragraph 3, Sentences 3–4 ("The restoration...it.")
 - D. Paragraph 3, Sentences 5–6 ("A man...poetry.")
10. As used in paragraph 3, the word "constituted" most nearly means
- A. with a repetitive behavioral pattern.
 - B. initiated in a particular manner.
 - C. with a certain predisposition.
 - D. in a position of leadership.

For questions 11 – 14:



Discipline for the Young from Cebu Daily News (9 August 2011)

11. What emotion is conveyed by the editorial cartoon?

- A. Fear
- B. Cynicism
- C. Grief
- D. Ambiguity

12. What issue or situation is being depicted through the editorial cartoon?

- A. Children's rights
- B. Corporal punishment
- C. Child trafficking
- D. Delinquency in children

13. What may be inferred about the government through the situation depicted in this editorial cartoon?

- A. The government apathetically creates laws which exploit children instead of protecting them.
- B. The government is deaf to the implorations of children's rights advocates to write laws protecting children.
- C. The government has the power to intervene between parents' disciplinary methods and children's rights.
- D. The government is on its way to crafting laws which respond to the implorations of children's rights advocates.

14. The belt held by the adult in the editorial cartoon is representative of what?

- A. Corrective measures of older people to the young
- B. Cruelties incurred by parents/guardians
- C. Impositions of discipline to children
- D. Physical punishment as tools for chastisement

For questions 15 – 16:

All mammals feed their young. Beluga whale mothers, for example, nurse their calves for some twenty months, until they are about to give birth again and their young are able to find their own food. The behavior of feeding of the young is built into the reproductive system. It is a nonelective part of parental care and the defining feature of a mammal, the most important thing that mammals-- whether marsupials, platypuses, spiny anteaters, or placental mammals -- have in common.

But not all animal parents, even those that tend their offspring to the point of hatching or birth, feed their young. Most egg-guarding fish do not, for the simple reason that their young are so much smaller than the parents and eat food that is also much smaller than the food eaten by adults. In reptiles, the crocodile mother protects her young after they have hatched and takes them down to the water, where they will find food, but she does not actually feed them. Few insects feed their young after hatching, but some make other arrangements, provisioning their cells and nests with caterpillars and spiders that they have paralyzed with their venom and stored in a state of suspended animation so that their larvae might have a supply of fresh food when they hatch.

For animals other than mammals, then, feeding is not intrinsic to parental care. Animals add it to their reproductive strategies to give them an edge in their lifelong quest for

- descendants. The most vulnerable moment in any animal's life is when it first finds itself completely on its own, when it must forage and fend for itself. Feeding postpones that moment until a young animal has grown to such a size that it is better able to cope. Young that are fed by their parents become nutritionally independent at a much greater fraction of their full adult size. And in the meantime those young are shielded against the vagaries of fluctuating of difficult-to-find supplies. Once a species does take the step of feeding its young, the young become totally dependent on the extra effort. If both parents are removed, the young generally do no survive.
- (20)
- (25)

15. What does the passage mainly discuss?

- A. *The care that various animals give to their offspring.*
- B. The difficulties young animals face in obtaining food.
- C. The methods that mammals use to nurse their young.
- D. The importance among young mammals of becoming independent.

16. The author lists various animals in line 5 to

- A. contrast the feeding habits of different types of mammals
- B. describe the process by which mammals came to be defined
- C. *emphasize the point that every type of mammal feeds its own young*
- D. explain why a particular feature of mammals is nonelective

For questions 17 – 18:

- The first peoples to inhabit what today is the southeastern United States sustained themselves as hunters and gathers. Sometimes early in the first millennium A.D., however, they began to cultivate corn and other crops. Gradually, as they became more skilled at gardening, they settled into permanent villages and developed a rich culture, characterized by the great earthen mounds they erected as monuments to their gods and as tombs for their distinguished dead. Most of these early mound builders were part of the Adena-Hopewell culture, which had its beginnings near the Ohio River and takes its name from sites in Ohio. The culture spread southward into the present-day states of Louisiana, Alabama, Georgia, and Florida. Its peoples became great traders, bartering jewellery, pottery, animal pelts, tools, and other goods along extensive trading networks that stretched up and down eastern North America and as far west as the Rocky Mountains.
- Line (5)
- (10)

- About A.D. 400, the Hopewell culture fell into decay. Over the next centuries, it was supplanted by another culture, the Mississippian, named after the river along which many of its earliest villages were located. This complex civilization dominated the Southeast from about A.D. 700 until shortly before the Europeans began arriving in the sixteenth century.
- (15)

- At the peak of its strength, about the year 1200, it was the most advanced culture in North America. Like their Hopewell predecessors, the Mississippians became highly skilled at growing food, although on a grander scale. They developed an improved strain of corn, which could survive in wet soil and a relatively cool climate, and also learned to cultivate
- (20) beans. Indeed, agriculture became so important to the Mississippians that it became closely associated with the Sun – the guarantor of good crops. Many tribes called themselves "children of the Sun" and believed their omnipotent priest-chiefs were descendants of the great sun god.

- Although most Mississippians lived in small villages, many others inhabited large towns.
- (25) Most of these towns boasted at least one major flat-topped mound on which stood a temple that contained a sacred flame. Only priests and those charged with guarding the flame could enter the temples. The mounds also served as ceremonial and trading sites, and at times they were used as burial grounds.

17. What does the passage mainly discuss?

- A. The development of agriculture
- B. The locations of towns and villages
- C. *The early people and cultures of the United States*
- D. The construction of burial mounds

18. Why does the author mention that many Mississippians tribes called themselves "children of the Sun" (line 22)?

- A. To explain why they were obedient to their priest-chiefs.
- B. To argue about the importance of religion in their culture.
- C. *To illustrate the great importance they placed on agriculture.*
- D. To provide an example of their religious rituals.

For questions 19 – 23:

“Ang Sasabitan ng Ating Bandera”

ni Roberto Anonuevo

Mahal na Senador na kagalang-galang,
kung ang salitaan nati'y pataasan,
kung itong medida ay sa patangkaran,
. puede ka pong tagdan
. sais talampatakan,
isasasabit namin sa tenga mong mahal,
ang aming bandilang karangal-rangalan,
at ikaw ang siyang puno ng kawayan.
Kung ang taas naman nitong isip natin,
ang pagtatangkaan na iyong sukatin,
mga malaking kahoy, nguni't walang lilim,
. dapat mong basahin
. iyang good manner,
maliit mang bayan, ang amin ay amin,
at imbesilidad na iyong nasain,
ang di ninyo lupa'y piliting sakupin.
At naiinis ka tuwing makikita
dalawang bandera ay nagkakasama
ang sa pilipino't sa amerikana?
. alisin ang isa
. isa ang itira. . .

Lupang hindi iyo'y huwag kang manguha,
tanggalin sa amin ang p'ranha't estrelya,
bayaang ang aming bandila'y mag-isa.
Ang bandila namin kahi't na nga ganyan,
iyan ay dakila, iyan ay marangal,
dito kailan man ay hindi sumilang,
. iyang mangangamkam,
. iyang salanggapang,
at kung mayro'n dapat alisi't ilagay,
ilagay sa amin ang sa aming bayan,
at alisin dito ang mga militar.

19. Ang ipinahihwatig ng pamagat ay ukol sa

- A. uri ng material para sa tagdan.
- B. kadakilaan ng tagdan ng bandila ng Pilipinas.
- C. pananakop ng bansang Amerika.
- D. paghingi ng kalayaan para sa bansa.

20. Ano ang tinutukoy ng may-akda sa mga salitang "tanggalin sa amin ang p'ranha't estrelya"?

- A. Pagkokondena sa banyagang pamamahala
- B. pagpapakita ng pagsuporta sa mga banyaga

- C. pagbibigay pag-asa sa mga mananakop
D. pagpapakita ng poot sa mga Pilipinong sumasang-ayon sa banyaga
21. Sino sa mga sumusunod ang nalalapit sa tinutukoy na kinamumuhian sa ula?
- A. Pilipinong walang kredibilidad
B. mga negosyanteng dayuhan
C. mapagbalatkayong pinuno ng pamahalaan
D. mga Amerikanong pilit na nanghihimasok sa buhay ng mga Pilipino
22. Ano ang ibig sabihin ng may-akda sa mga salitang *“Ang bandila namin kahi’t na nga ganyan, iyan ay dakila, iyan ay marangal, dito kailan man ay hindi sumilang, iyang mangangamkam, iyang salanggap”*?
- A. Ang bandila ng Pilipinas ay perpekto.
B. Ang bandila ng Pilipinas ay masining.
C. Ang bandila ng Pilipinas ay walang bahid ng pagkakamali.
D. Ang bandila ng Pilipinas ay makasaysayan at makatarungan.
23. Alin sa mga sumusunod na damdamin ang hindi ipinahihiwatig sa tula?
- A. Galit
B. Pagkasuklam
C. pighati
D. pagkamuhi

For questions 24 – 28:

SULPICIO LINES, INC.

Cebu-Manila	Princess of the Stars	Linggo	10 n.u.
	Princess of the South	Lunes	8 n.g.
	Princess of the Universe	Martes	2 n.g.
	Princess of the Stars	Miyerkules	8 n.g.
	Filipina Princess	Biyernes	10 n.u.
Manila-Cebu	Filipina Princess	Linggo	10 n.u.
	Princess of the Stars	Martes	10 n.u.
	Princess of the South	Miyerkules	10 n.u.
	Princess of the Universe	Huwebes	2 n.g.
	Princess of the Stars	Biyernes	8 n.g.
Cebu-Tacloban	Cebu Princess	Huwebes	6 n.g.
Tacloban-Cebu	Cebu Princess	Miyerkules	4 n.g.
Cebu-Cagayan de Oro	Princess of the Ocean	Lunes, Martes, Miyerkules	7 n.g.
	Princess of the South	Huwebes	10 n.u.
Cagayan de Oro-Cebu	Princess of the Ocean	Linggo, Huwebes, Biyernes	7 n.g.



UPCAT Reading Comprehension Practice Questions

Set 4

	Princess of the South	Lunes	10 n.u.
Cebu-Butuan	Princess of the Earth	Lunes, Miyerkules, Sabado	8 n.g.
	Princess of the South	Huwebes	10 n.g.
Butuan-Cebu	Princess of the Earth	Linggo, Martes, Biyernes	8 n.g.
Cebu-Davao	Filipina Princess	Lunes	12 n.g.
	Princess of the Universe	Biyernes	6 n.g.
Davao-Cebu	Filipina Princess	Miyerkules	7 n.g.
	Princess of the Universe	Linggo	2 n.g.

**Schedule subject to change without prior notice.

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24. Anong mga araw may byahe ng gabi ang Princess of the Ocean patungong Cagayan de Oro?

- A. Martes, Miyerkules, Biyernes
- B. Linggo, Lunes, Martes
- C. Miyerkules, Biyernes, Sabado
- D. Lunes, Martes, Miyerkules

25. Ilang barko ng Sulpicio Lines ang bumabyahe tuwing Linggo?

- A. 2
- B. 5
- C. 6
- D. 8



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To God be the glory!



UPCAT Reading Comprehension Practice Questions

Set 4

26. Anong barko ng Sulpicio Lines ang bumabyahe ng Huwebes 10 n.g.?

- A. Filipina Princess
- B. Princess of the Stars
- C. Cebu Princess
- D. Princess of the South

27. Saang lugar may pinakamaraming byahe ang Sulpicio Lines?

- A. Cebu
- B. Tacloban
- C. Davao
- D. Butuan

28. Anong barko ang may higit sa dalawang ruta?

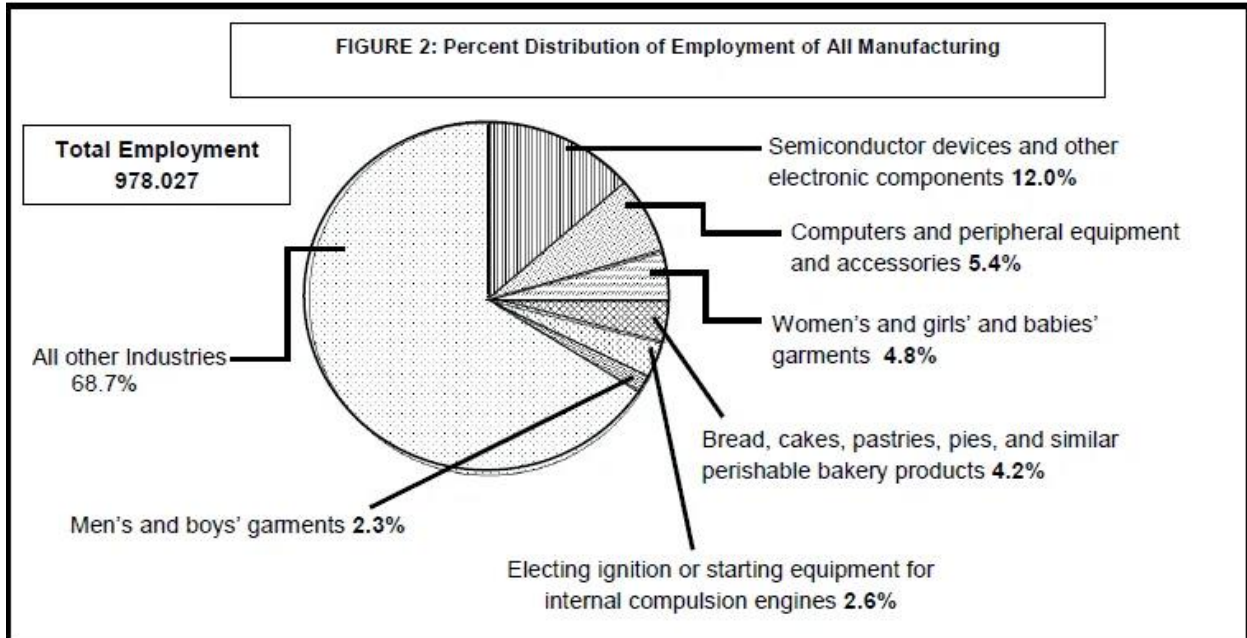
- A. Princess of the Universe
- B. Princess of the Earth
- C. Filipina Princess
- D. Princess of the South



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For questions 29 – 33:



29. Which of the following could be another title for this pie chart?

- A. Percent Distribution of Employees in Business Industries in 2010
- B. Distribution of Philippine Industries in 2010
- C. The Composition of Employment in All Business Industry Sub-class in the Philippines for the Year 2010
- D. The Composition of Employment in Manufacturing Industry Establishments in 2010

30. Which among the following statements is true?

- A. The industry on semiconductor devices and other electronic components employed the highest number of workers with 22,495 employees.
- B. Manufacturing establishments of women's and girls' and babies' garments rank third among the industries employing the most number of workers.

- C. Industries on men's and boy's garments rank last on the industries with the most number of workers.
- D. The percentage of employment of manufacturing industries on women's, girls', and babies' exceed that of industries in men's and boys' garments by 2.7%

31. Where would this chart most likely be found?

- A. Finance magazine
- B. Newspaper editorial
- C. Business section of the newspaper
- D. On a government website

32. It can be inferred from the chart that:

- A. Industries comprising the top slots in terms of employment generation accounted for 306,122 workers of the total workforce in all manufacturing establishments.
- B. Industries comprising the top slots in terms of employment generation accounted for 41.3% of the total workforce in all manufacturing establishments.
- C. Total employment increased greatly in 2010 as compared with the past five years.
- D. The manufacturing industry is a continually advancing business sector in the country due to the increase in its workforce annually.

33. Upon seeing the results of this survey, what would one's response most likely be?

- A. Refrain from buying semiconductor devices and other electronic components.
- B. Invest more on the garments industry to promote growth in this business field.
- C. Do a further study on user consumption of semiconductor devices and the trends on national demands for these products.
- D. Explore other manufacturing industries and plan on starting a business with those not comprising the top slots to boost market participation.

For questions 34 – 38:

For me, as for the others, The Net is becoming a universal medium, the conduit for most of the information that flows through my eyes and ears and into my mind. The advantages of having immediate access to such an incredibly rich store of information are many, and they've been widely described and dully applauded. As the media theorist Marshall McLuhab pointed out in the 1960s, media are not just passive channels of information. They supply the stuff of thought, but they also shape the process of thought. And what the Net seems to be doing is chipping away my capacity for concentration and contemplation. My mind now expects to take in information the way the Net distributes it: in a swifty moving stream of particles. Once I was a suba diver in the sea of words. Now I zip along the surface like a guy on jetski.

Reading, explains Wolf, is not an instinctive skill for human beings. It's not etched into our genes the way speech is. We have to teach our minds how to translate the symbolic characters we see into the language we understand. And the media or other technologies we use in learning and practicing the craft of reading play an important part in shaping the neural circuits inside our brains. Experiments demonstrate the readers of ideograms, such as Chinese, develop a mental circuitry for reading that is very different from the circuitry found in those of us whose written language employs an alphabet. The variations extend across many regions of the brain, including those thrat govern such essential cognitive functions as memory and the interpretation of visual and auditory stimuli. We can expect as well that circuits woven by our use of the Net will be different from those woven by our reading of books and other printed works.

34. Which of the following cannot be inferred from the passage?

- A. The human brain is almost infinitely malleable.
- B. Traditional media have to adapt to the audience's new expectations.
- C. Internet use affects cognition.
- D. People are in the midst of a sea change in the way they read and think.

35. What does the last sentence of the first paragraph most likely suggest?

- A. The author is practicing a new form of reading, which is skimming.

- B. The author is not reading online in the traditional sense.
- C. The author developed a reading technique through constant internet browsing.
- D. The author lost the ability to read and absorb long articles both online and print.

36. Which of the following best summarizes the passage?

- A. The internet promises to have particularly far-reaching effects on cognition.
- B. Internet promotes a new style of reading, a style that puts “efficiency” and “immediacy above all else.
- C. The process of adapting to new intellectual technologies is reflected in an individual’s mental habits.
- D. Internet weakens an individual’s capacity to for the kind of deep reading.

37. In the passage the word “conduit” means

- A. source
- B. instrument
- C. channel
- D. device

38. Which organizational schemes are used in the first and second paragraph of the passage?

- A. assertion followed by supporting evidence
- B. prediction followed by analysis
- C. specific instace followed by generalizations
- D. personal reminiscenes followed by objective reporting