**Test 2 Reading Section**

1. B

Top of Form

Bottom of Form

**Explanatory Answer**

To clarify a question from the midterm.

“But I missed a question, and I’d appreciate it if you could help me understand what I did wrong. I have the test right here, and I just can’t figure it out.”

2. DTop of Form

Bottom of Form

Top of Form

Bottom of Form

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Bottom of Form

**Explanatory Answer**

He is signaling that he will explain his problem.

“Thanks. Here’s the thing. I said that a biotic province was a region with similar life, but with boundaries that prevent plants and animals from spreading to other regions.”

3. C

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

He did not answer one question completely. He did not see the second part.

“But there’s a second part to the question. Look right here. ‘Include an explanation of convergent and divergent evolution.’ So…I was looking for a more complete answer. Next time, be sure to include both parts of a question…when there are two parts like this one….”

4.C

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

A similar group that is separated may develop different characteristics.

“Isn’t it…like when a group of plants or animals…when they’re separated by mountains or a large body of water…then subpopulations evolve from a common ancestor and they have similar characteristics but their development diverges because of the separation, so that’s why we call it divergent evolution.”

“Right. Even when the habitat is similar, if they’re separated, then they diverge.”

5. A

Top of Form

Bottom of Form

**Explanatory Answer**

To avoid the same problem that he had on the midterm, he will look for questions with several parts.

“On the final, I’ll spend more time reading the questions before I start to answer them.”

6. D

Top of Form

Bottom of Form

**Explanatory Answer**

The other choices are all mentioned in order to develop the main topic: the history of early photography.

“We know that the Chinese had been aware of basic photographic principles as early as the fifth century B.C.E., and Leonardo da Vinci had experimented with a dark room in the 1500s, but it was a number of discoveries in chemistry during the eighteenth century that, uh, uh, accelerated the development of modern photography.”

7. B,C

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

**B** The images were very delicate and easily fell apart.  
**C** Multiple images could not be made from the plate.

“First, the images couldn’t be reproduced, so each one was a unique piece, and that greatly increased the cost of photography….Fourth, the surface of the image was extremely fragile and…had to be protected, often under glass, so they didn’t disintegrate from handling.”

8. C

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

The word “supposedly” implies that the speaker is not sure whether the information is accurate.

“At first, he couldn’t figure out why, but eventually, he concluded that this must have occurred as a result of mercury vapor…from a broken thermometer that was also in the…enclosed in the cupboard. Supposedly, from this fortunate accident, he was able to invent a process for developing latent images on…on exposed plates.”

9. B

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

Table salt

“Now here’s the ingenious part—he then fixed the image in a warm solution of common salt, but later he began using sodium sulphite.”

10. D

**Explanatory Answer**

Some of them must have experienced health problems as a result of their laboratory work because the chemicals and the fumes that they released were highly toxic.

“Okay. Third, the chemicals and the fumes that they released were highly toxic, so photography was a very dangerous occupation.”

11. B

Top of Form

Bottom of Form

**Explanatory Answer**

In a chronological sequence of events, beginning with the fifth century B.C. and ending with the mid-1800s.

“We know that the Chinese had been aware of basic photographic principles as early as the fifth century B.C.E….But, by the mid 1800s, improvements in chemistry and optics had resolved most of these issues.”

12. B

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

Different types of grammar.

“But today we’re going to look at grammar from the point of view of the linguist, and to do that, we really have to consider three distinct grammars for every language.”

13. A

**Explanatory Answer**

He explains how to perform an easy experiment. By asking a friend about a sentence, the students will understand the concept.

“One way to clarify mental or competence grammar is to ask a friend a question about a sentence. Your friend probably won’t know why it’s correct, but that friend will know if it’s correct….Haven’t you had the experience of hearing a sentence, and it stood out to you? It just wasn’t quite right? For native speakers, we can call this ability native intuition.”

14. A,C

Top of Form

Bottom of Form

**Explanatory Answer**

**A** The information is very complicated and subject to change.  
**C** The language can be organized correctly in more than one way.

"In the first place, the knowledge is incredibly vast and complex; in the second place, the language itself is changing even while it’s being described; and finally, the same data can be organized in different but equally correct ways in order to arrive at generalizations.”

15. B

Top of Form

Bottom of Form

**Explanatory Answer**

She is confirming that she has understood. Her tone is confused, not challenging.

”But how did prescriptive rules get to be accepted, at least in the schools? And probably even more important, why are so many of these rules disregarded even by well-educated speakers in normal situations?”

“Did you say disregarded?”

16. A

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

Latin was a written language with rules that did not change.

"The argument for the perfection of Latin was reinforced by the fact that Latin had become a written language and, consequently…Latin had stopped changing in the normal ways that spoken languages do, so the rules were also fixed, and for many writers of English during that period, the rules of Latin were held as a standard for all languages, including English.”

17. D

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

It demonstrates the problem in using Latin rules for English.

“For example, how many times have you heard the prescriptive rule, ‘never end a sentence with a preposition?’ This is a Latin rule, but it doesn’t apply to English, so it sounds very formal and even strange when this Latin rule is enforced.”

18. C

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

She is taking a tour of the college.

“I’ve just finished my campus tour and my group leader sent me here.”

19. A

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

He believes that the group leader is very good.

“Well, Jack usually leads a very thorough tour.”

20. A,B

Top of Form

Bottom of Form

**Explanatory Answer**

The class size and Teaching assistants.

“I was wondering how many students are usually in a class…a typical class for a freshman, I mean….And will the teacher be a graduate student?”

21. D

Top of Form

Bottom of Form

**Explanatory Answer**

They change their major fields of study.

“That way, you can choose a major early instead of wasting time changing majors. That’s probably the biggest reason that students don’t graduate in four years. Because some classes that you might have taken for your first major won’t count toward the new major.”

22. C

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

She is surprised that students don’t study full time.

“Some students don’t take 15 hours every semester.”

“Really? I’m used to studying a lot. I don’t think a full load will be a problem.”

23.B

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

They connect corrallite shells to build structures.

“And reproduction is really the basis for the construction of a large reef. You see, as each polyp matures, it converts the calcium and other minerals in ocean water to a hard limestone exoskeleton called a corallite. And this is fascinating. Although the polyps themselves don’t appreciably increase in size, they continue to build new shells periodically, um, connecting them with…with partitions.”

24. C

Top of Form

Bottom of Form

**Explanatory Answer**

A number of the egg bundles will be eaten [by predators].

“So with the water so saturated with them, predators will only be able to devour a small number compared with the huge number that will survive and break open.”

25. A

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

The division of a polyp in half to reproduce itself.

“So the mature polyp doesn’t just grow bigger, it actually replicates itself in a process called budding. After the genetic material is duplicated, then the polyp divides itself in half, and each half becomes a completely mature polyp.”

26. B,C

Top of Form

Bottom of Form

**Explanatory Answer**

**B** The zooxanthella uses the coral for a shelter from enemies.   
**C** The coral eats food produced by the zooxanthella.   
The relationship is symbiotic.

“Remember that to qualify as symbiotic, a relationship must be mutually beneficial. So the zooxanthella produces food for the coral through the by-products of photosynthesis, and the coral provides a safe home for the zooxanthella, because it’s hidden from predators that inhabit the coral reef.”

27. C

**Explanatory Answer**

A ring-shaped reef with a lagoon in the middle and deep water surrounding the ring.

“But the oldest class of coral reef is the atoll, which is a ring-shaped reef with a lagoon in the middle and deep water surrounding the ring.”

Top of Form

Bottom of Form

28.

In general, the organism is quite simple.

* Yes

The structure of a reef can be very large.

* Yes

The living coral grows on top of dead shells.

* Yes

Mass spawning is not very effective.

* No

Top of Form

Bottom of Form

**Explanatory Answer**

Answers are marked with green arrows as shown above.

“So, as we reflect on everything we’ve said about coral, we know that it’s a relatively simple organism with a body ending in a mouth and tentacles….Even so, only the top portion of any reef is actually alive and growing and the lower structure is comprised of the skeletal remains…that’s limestone corallite from coral that has died.”