**Test 1 Reading Section**

1. C

Top of Form

Bottom of Form

**Explanatory Answer**

An appointment for tutoring.

“So you need some tutoring in English?”

“Yeah.”

2. A

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

Her tone indicates that she is worried.

“Oh, but would that be extra? You know, would I need to pay you for the extra session?”

3. B

Top of Form

Bottom of Form

**Explanatory Answer**

He will not get a paycheck if she is absent.

“…we both sign in, then I’ll get paid….If you don’t show up and sign in for a session, then I don’t get paid.”

4.D

Top of Form

Bottom of Form

**Explanatory Answer**

He will show the woman how to improve her writing.

“Some of my students in the past…they expected me to write their essays for them. But that’s not what a tutor is supposed to do. My job is to help you be a better writer.”

5. D

Top of Form

Bottom of Form

**Explanatory Answer**

“… know … where she’s coming from” means “ to understand her.”

“No problem. I’ve tutored a couple of her students, so I know more or less where she’s coming from.”

6. B

Top of Form

Bottom of Form

**Explanatory Answer**

A comparison of different types of drainage systems

“Okay. Today we’re going to discuss the four major types of drainage patterns.”

7. B

Top of Form

Bottom of Form

**Explanatory Answer**

“I trust you” means “I expect you to.”

“I trust you’ve already read the chapter so you’ll recall that a drainage pattern is the arrangement of channels that carry water in an area.”

8. B

Top of Form

Bottom of Form

**Explanatory Answer**

By comparing it to both a tree and the human circulatory system.

“This is a stream that looks like the branches of a tree. Here’s an example of a dendritic pattern. As you can see, it’s similar to many systems in nature. In addition to the structure of a tree, it also resembles the human circulation system.”

9. C

Top of Form

Bottom of Form

**Explanatory Answer**

To explain the structure of a radial drainage system.

“This drainage pattern is referred to as a radial pattern….It kind of looks like the spokes that radiate out from the hub of a wheel.”

10.

**Explanatory Answer**

A, D, E: YES B refers to the rectangular pattern, and C refers to the dendritic.

“…tributaries of an almost parallel structure….alternating bands of variable resistance, and by that I mean that the bands of rock that are very strong and resistant to erosion alternate with bands of rock that are weak and easily eroded….a horizontal plain folds and outcroppings appear.”

Parallel stream beds flowing beside each other

* Yes

Stream beds with sharp 90 degree turns

* No

Drainage from the top of a central peak

* No

Hard rock formations on top of soft rock formations

* Yes

Geological evidence of folding with outcroppings

* Yes

11. C

**Explanatory Answer**

The basic patterns from the notes will be on the test. Professors who “trick” students ask questions that have not been discussed in class.

“But I’m interested in your understanding the basic drainage systems. So I don’t plan to trick you with test questions about exceptional patterns, but I expect you to know that exceptions to the patterns can occur when geological events influence them.”

12. C

Top of Form

Bottom of Form

**Explanatory Answer**

Some of the more common types of defense mechanisms.

“Okay, we know from our earlier study of Freud that defense mechanisms protect us from bringing painful thoughts or feelings to the surface of our consciousness….So let’s take a look at several different types of defense mechanisms….”

13. A

**Explanatory Answer**

He contrasts it with suppression.

“I’ll try it. I think repression is an unconscious response to serious events or images but suppression is more conscious and deals with something unpleasant but not usually, well, terrible experiences.”

14. B

Top of Form

Bottom of Form

**Explanatory Answer**

The professor’s tone is not serious. She is joking.

“For instance, let’s suppose that you’re very angry with your professor. Not me, of course. I’m referring to another professor.”

15. C

Top of Form

Bottom of Form

**Explanatory Answer**

Blaming someone in your study group instead of blaming the professor.

“Now displacement serves as a defense mechanism when a less threatening person or object is substituted for the person or object that’s really the cause of your anxiety. So, instead of confronting the professor about the unfair test, well, you might direct your anger toward the friend who studied for the test with you, and you could blame him for wasting your time on the material that was in the book and notes.”

16. B

Top of Form

Bottom of Form

**Explanatory Answer**

New terms were introduced for the same mechanisms.

“Many psychologists rejected defense mechanisms altogether during the 70s and 80s, and then in the 90s, cognitive psychologists showed a renewed interest in research in this area. But I must warn you that although they found similar responses, they tended to give them different names.”

17. B

Top of Form

Bottom of Form

**Explanatory Answer**

She uses a scenario that students can relate to. She talks about the way that a student might respond to a professor by using defense mechanisms.

“For instance, let’s suppose that you’re very angry with your professor.”

18. B

Top of Form

Bottom of Form

**Explanatory Answer**

To clarify some of the information from a lecture.

“Well, I got a little mixed up when I started to go over my notes from the last class, so I had a few questions.”

19. D

Top of Form

Bottom of Form

**Explanatory Answer**

The number of years that a company has been in business.

“…you said, ‘staffing patterns may vary depending on the length of time that the multinational company has been operating,’…”

20. B

Top of Form

Bottom of Form

**Explanatory Answer**

Sometimes professors begin a statement and pause to allow the student to continue.

“And an example of that would be…”

21. A,C

**Explanatory Answer**

A Scottish manager in an American company in Africa

A British manager in an American company in India

“Then the example of the American company with British management…when the company is in India…that would be a third-country pattern?”

“Yes….Many Scottish or English managers have been hired for top management positions at United States subsidiaries in the former British colonies—India, Jamaica, the West Indies, some parts of Africa…”

22. A

Top of Form

Bottom of Form

**Explanatory Answer**

They consider them to be permanent career opportunities.

“Japanese multinational companies and European companies tend to assign senior-level home country managers to overseas locations for their entire careers, whereas multinational companies in the United States view overseas assignments as temporary,…”

23.C

Top of Form

Bottom of Form

**Explanatory Answer**

The distinct purposes of drawing.

“Okay, drawing has several other functions besides as a temporary reference….So…what additional purposes might be served by the medium of drawing?”

24. B

Top of Form

Bottom of Form

**Explanatory Answer**

To design large buildings, architects must work in a smaller scale.

“Now, architects are especially prone to sketches because, of course, their buildings are so large that an image in smaller scale is necessary to the imagination and implementation of such projects. So these studies become the basis for future works. And again, this is very interesting as a record of the creative process.”

25. A

Top of Form

Bottom of Form

**Explanatory Answer**

Professors sometimes pause for a comprehension check by asking if everything is okay. This gives students an opportunity to answer questions.

“Okay so far?”

26. C

Top of Form

Bottom of Form

**Explanatory Answer**

The sketch was a historical account of an important event.

“Probably the most often cited example of a sketch that preserved an historical record would be the small drawing of Marie Antoinette as she was taken to the guillotine in a cart through the streets of Paris.”

27. C

Top of Form

Bottom of Form

**Explanatory Answer**

Picasso’s drawings required the confidence and skill of a master artist.

“…they feel as I do that Picasso was drawing because it was so basic, and because it was so spontaneous, and so much fun. And also, think about how difficult it really is to produce a quick drawing with a few lines and no opportunity to…to recreate the original,… So what I’m saying is that drawing when it’s elevated to a finished piece, it must be done with confidence and it must show a high degree of creativity and mastery of the art form.”

28. A,B,D

Top of Form

Bottom of Form

**Explanatory Answer**

A technique to remember parts of a large work.

A method to preserve an historical record.

An educational approach to train artists.

“Okay, to review, we’ve talked about three functions for drawing—as a visual aid for the artists to complete a future work, as a method of education for aspiring artists, and a way to report an event.”

29.B

Top of Form

Bottom of Form

**Explanatory Answer**

A form to order books.

“We have a short form for you to fill out.”

30. A,C

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

Identification

A receipt for the purchase

“If you change classes, you can just bring the books back any time two weeks from the first day of class to get a full refund. Of course, you’ll need the original cash register receipt and a photo ID and, if it’s a new book, you can’t have any marks in it.”

31.A

Top of Form

Bottom of Form

**Explanatory Answer**

She is not sure that the student employee will give her the form. The phrase “ you know how it is” implies that the man will be able to make a logical conclusion. If the student employees are very busy, they might forget to take the forms to the office.

“Don’t give it to one of the student employees, though. They’re usually very good about getting the forms back to the office, but sometimes it gets really busy and…you know how it is.”

32.A

Top of Form

Bottom of Form

**Explanatory Answer**

They are purchased before new books.

“…the used books tend to go first…”

33. D

Top of Form

Bottom of Form

**Explanatory Answer**

Locate the schedule numbers for his classes. They are in his room at the dorm.

“I’m going to go right back to the dorm to get those numbers now, while you’re still here.”

34. C

Top of Form

Bottom of Form

**Explanatory Answer**

The other topics are mentioned in the discussion as they relate to the main focus: Humanism.

“Humanism is a philosophical position that places the dignity of the individual at the center of the movement….Man as the ideal at the center of all creation.”

35. B

Top of Form

Bottom of Form

**Explanatory Answer**

Her tone indicates that she assumes that the students know how to spell the term. Later, she spells a more difficult term.

“A primary principle of humanism—I don’t need to spell that for you, do I? Okay, a primary principle of humanism is that human beings are rational and have an innate predisposition for good.”

36. B

Top of Form

Bottom of Form

**Explanatory Answer**

She uses it as an example of the union of art and science.

“Well, it was at this time that a close association, almost a partnership was forged between art and science. In their efforts to be precise, sculptors and painters studied the human form. In effect, they became anatomists. You may recall the drawing in your textbook, the one by Leonardo da Vinci which demonstrates the geometrical proportions of the human body.”

37. A

Top of Form

Bottom of Form

**Explanatory Answer**

It facilitated communication among intellectuals in many countries.

“By the way, Latin as a universal language for clerics and the aristocracy, this encouraged the exchange of ideas on a wider scale than ever before, and legitimized in a sense the presumption that mankind was at the center of all things.”

38. B

Top of Form

Bottom of Form

**Explanatory Answer**

He would have an aptitude for both art and science.

“So I would say that a Renaissance man would be talented, as you said, but would also have to demonstrate broad interests…in both the arts and the sciences. The quality that was most admired in the Renaissance was the extraordinary, maybe even…universality of talents in diverse fields of endeavor.”

39. B

Top of Form

Bottom of Form

**Explanatory Answer**

Scholars must serve society.

“Mankind is innately good…the individual is important…human beings are rational” are all found in the discussion.