Academic Reading 2 (AR2)
Sample Final Test 1
Test Booklet

Instructions to Students

1. TURN OFF your cell phone.
2. Place your student ID, pencils, and eraser on the desk. Put everything else in your bag and put your bag on the floor.
3. Before the test begins, you will receive this test booklet and an answer sheet. The test booklet contains 9 pages plus this cover page.
4. Do NOT open the test booklet before you are told to do so by the examiner.
5. At the top of the answer sheet, write the information required about yourself and your Academic Reading class.
   - Day (Monday, Tuesday, Wednesday, Thursday, or Friday)
   - Class Period (1, 2, 3, 4, or 5)
   - Teacher's Name
   - Student ID
   - Student Name
6. Write all your answers on the answer sheet.
7. Dictionaries are not allowed.
8. The following behavior during the test is considered cheating and is subject to severe punishment.
   - the use of a camera or a cell phone
   - looking at notes
   - looking at another student's answer sheet
   - providing answers to another student
9. You will have 60 minutes to complete the test.
10. When the test is completed, wait quietly for the examiner to collect all of the answer sheets.
11. Take this test booklet home with you.

Important Note

The questions in this sample test are from AY2014 and earlier. Future tests will be based on the current list of Science News items listed on the AR2 web page. The questions here should therefore be seen only as samples of the kinds of questions that may appear on the AR2 final test.

Part I (Goal 6): Science News

Instructions: Answer the following questions based on the information contained in the assigned science news articles during AY2014 Fall Semester.

1. How much of earth's water is older than the sun itself?
   a. much less than half b. all of it c. about half d. much more than half

2. Why are the cave paintings found in Indonesia thought to be important?
   a. They show that Europe was not the only place people painted in caves.
   b. They were found in the 1950s when little research was done in Indonesia.
   c. They show that more cave paintings may be found in India.
   d. They demonstrate that uranium decay can be used to measure painting age.

3. What effect does drinking milk and eating yoghurt have on health?
   a. They both increase the chance of broken bones.
   b. Milk increases the chance of broken bones, but yoghurt decreases the chances.
   c. Yoghurt increases the chance of broken bones, but milk decreases the chances.
   d. They both decrease the chance of broken bones.

4. When conducting research with penguins, what reduces stress?
   a. Measuring the heart rates of penguins. b. Training penguins to become used to people.
   c. Dressing researchers like penguins. d. Using remotely operated rovers.

5. Which is the cleanest way to dry your hands?
   a. jet air dryer b. paper towel c. warm air dryer d. vigorous shaking

6. What does it mean to attack prey by "remote control"?
   a. The eel uses electric shock to block messages to the prey's muscles.
   b. The eel makes and uses traps to catch the prey and keep it alive.
   c. The eel uses electric shock to stop the prey's heart from beating.
   d. The eel makes and uses traps to detect when the prey is coming closer

7. What was surprising about the research on plastic in the world's oceans?
   a. The researchers found much fewer small plastic particles than expected.
   b. The researchers found much more small plastic particles than expected.
   c. The researchers found much more plastic in the northern hemisphere.
   d. The researchers found much more plastic in the southern hemisphere.

8. For what proportion of a TV doctor's recommendations could researchers find supporting evidence?
   a. less than 10% b. about 25-30% c. about 45% d. over 75%

Part II (Goal 2): Recognizing Common Linguistic Features

Instructions: Paragraphs [A] – [D] come from *ONE longer text*. Read the paragraphs and answer the questions that follow.

[A] The best ideas occur to me when my mind is otherwise unchallenged and there is no pressure to create. I have mentally composed whole articles while jogging, flashed upon the solution to a software dilemma while sitting in the steam room, come up with just the right opening line for a client's speech while pushing a vacuum. These were not problems I had set out to address at those particular times. Inventiveness came to my uncluttered mind in a random, unfocused moment.

[B] The bonus is that creative thought is joyful. It doesn't matter if the idea is for a clever party decoration, a better way to rearrange the living-room furniture or the definitive antigravity machine.

When a fine idea emerges there is a moment of "Eureka!" that simply beats all.

[C] The simple fact is that time spent lost in thought isn't really lost at all. That's why "unplugged time" is vital. It's when new directions, different approaches and exciting solutions emerge from a place that can't be tapped at will.

[D] It is unwise to take this resource for granted. Better to recognize it, understand something about where it resides and thereby ensure it is not lost.

[Newsweek Staff 1993]

9. Which paragraph(s) use(s) a subjective register?
   a. [A]
   b. [B], [C], and [D]
   c. All four paragraphs
   d. There is no paragraph with a subjective register.

10. What do paragraphs [A]-[D] indicate about the longer text from which they are taken?
   a. A text must be objective throughout.
   b. A text can include both objective and subjective registers.
   c. A text must be subjective throughout.
   d. An objective register is better than a subjective register.

Instructions: Read texts [E] – [I] and answer the question that follows each.

[E] My home base for my writing center research was the wonderful writing center of the UW Madison, but I also travelled around and visited other universities. <u>All in all</u>, I visited 16 writing centers, interviewed their directors, talked to staff and tutors and observed and participated in the centers' activities.

[Girgensohn 2014]

11. What relationship does the underlined logical connector indicate?
   a. generalization
   b. example
   c. cause
   d. similarity

[F] (A) it is agreed that sexual harassment is widespread in the United States, it is (B) clear that most victims do not report these abuses to proper authorities. (C), in a survey of federal government employees conducted in 1988, only 5 percent of those who had been harassed stated that they had filed complaints.

[Schaefer and Lamm 1995 in Upton 2004]

12. Which of the following sets of logical connectors best fit in blanks (A), (B), and (C), respectively?
   a. Whereas, similarly, Subsequently
   b. While, nevertheless, For example
   c. When, meanwhile, However
   d. Since, regardless, Consequently

[G] <u>Despite the fact that</u> I am 25 years old, (A).

13. Which answer option best fits in the blank (A) and is consistent with the underlined logical connector?
   a. I could have got my driver's license
   b. I have my driver's license
   c. I want to have my driver's license
   d. I don't have my driver's license

[H] In hierarchical diffusion, ideas leapfrog from one important person to another or from one urban center to another, temporarily bypassing other persons or rural territory. We can see hierarchical diffusion at work in everyday life by observing the acceptance of new modes of dress or hairstyles. <u>By contrast</u>, contagious diffusion involves the wavelike spread of ideas, without regard to hierarchies, in the manner of contagious diseases.

[From Upton 2004, page 46]

14. What logical organization is used in this text?
a. attribution b. cause c. contrast d. violated expectation

15. How many logical connectors are there that show the organization type of this text?
a. 1 b. 2 c. 3 d. none

16. Which of the following is the best replacement for <u>by contrast</u> in this text?
a. *Similarly* b. *On the other hand* c. *In addition* d. *Therefore*

[I] Fatal accidents can be related to a number of causes (Baker et al. 1992). One potential cause that has been relatively little explored is disturbed sleep. In a prospective study, Kripke et al. (1979) found that individuals with very short or very long sleep had an increased mortality in a number of diagnoses, including accidents. Martikainen et al. (1998) used a 5-year follow-up and found changes in sleepiness related to road accidents. Roth and Ancoli-Israel (1991) used cross-sectional data and demonstrated a connection between disturbed sleep and accidents.

Disturbed sleep because of night work or long hours has been implicated in several major accidents, such as the nuclear plant accidents at Three-Mile Island and Chernobyl, as well as in transport disasters such as the grounding of the oil tanker Exxon Valdez (Dinges 1995; Mitler et al. 1988). Similar conclusions, based on risk analysis, have been obtained in industrial shift work (Smith et al. 1994), and in studies of the pattern of sleep-related road accidents (Horne and Reyner 1999). Attempts at estimating the costs to society of accidents and other effects of disturbed sleep have produced figures around $50 billion per year (Leger 1994).

[Kerstedt et al 2002]

17. What is the primary logical organization of this text?
a. contrast b. cause c. classification d. comparison

18. What are some of the words and phrases that signal the primary logical organization?
a. *related to, connection, implicated* b. *prospective, found, obtained*
c. *accidents, mortality, risk analysis* d. *including, such as, similar*

Part III (Goal 3): Comprehending Texts

Instructions: Answer the following questions.

19. In the reading method SQ3R, what does 3R stand for? Choose the correct option with the correct order.
a. Recite → Read → Repeat b. Recite → Review → Read
c. Read → Recite → Review d. Read → Repeat → Recite

20. What do you do in the Recite step in the SQ3R reading method?
a. Write a summary of the text.
b. Write your answers to your questions.
c. Say what you memorized from the text.
d. Say the topic sentence of each paragraph from your memory.

Instructions: Read texts [J] – [M] and answer the question that follows them.

[J] In this chapter, we explore how ecosystems work at the fundamental level of chemicals and energy. Our look at this basic level will reveal underlying principles that enable natural ecosystems to be sustainable, and it will provide insight into the pathways we must take to make our human systems sustainable.

[K] Squabbles between farmers and animal rights' protestors bore me senseless. This week,

environmental secretary Caroline Spelman announced that the scientific evidence supports her new policy of farmers killing badgers to prevent bovine TB. It's an overstatement, but more importantly, this story walks through several important issues in science.

[L] Given the choice between noisy hand dryers and tree-felling paper towels, dryers are the better option, right? May be not, at least when it comes to your health. A University of Leeds study finds hand dryers, especially "jet-air" models, can actually spread germs around a public bathroom.

[M] Among the strengths of our study are: the large sample size, the matching according to age, sex, and socioeconomic background, and the standardized measurement of all variables. Other strengths of our study include considering the influence of weight and lifestyle factors on health, e.g. physical exercise and smoking behavior.

[Nebel and Wright 1998 in Upton 2004; Goldacre 2011; Dier 2014; Burkert et al 2014]

21. Which of the following shows the correct matching of text types with texts J – M?

	Research article	Science news article	Scientist's blog post	Book chapter
a.	L	J	K	M
b.	K	M	L	J
c.	K	J	M	L
d.	M	L	K	J

Instructions: Read texts [N] – [O] and answer the questions that follow each.

[N] The very first computers did not have the ability to save information. When you unplugged them, all of the data vanished. The early computers used holes punched in cards to represent data. Computer users were often seen carrying their programming cards around in shoe boxes. Today, "floppy" and "hard" disks are used. Removable cartridges, also common, are hard disks enclosed in a plastic shell. They may be removed from the drive and transported like floppy disks. Optical disks have become a very good means of storing large amounts of data. These include compact audio disks (CDs) and CD-ROMs.

At the same time, the memory inside the computer has increased dramatically. Today, a desk top computer may have more than 1000 times as much memory as did the first desktop computers in the 1970s. This means computer programs can be much, much larger. Today's desktop computers are far more powerful than those that occupied several large rooms several decades ago!

[From Upton 2004, page 49]

22. Which of the following is the best title for this text?
   a. Similarities between early and today's computers
   b. The classification of computers
   c. Differences between early and today's computers
   d. The structure of computers

23. Choose the best main idea of this text.
   a. The only differences between early computers and today's computers are ability to save information and memory size.
   b. There are differences between early computers and today's computers: ability to save information and memory size.
   c. The ability to save information and memory size are being contrasted based on early computers and today's computers.
   d. The ability to save information and memory size are being compared based on early computers and today's computers.

[O] We have seen that no system can run without an input of energy, and living systems are no exception. For all major ecosystems, both terrestrial and aquatic, the initial source of energy is sunlight absorbed by green plants through the process of photosynthesis. (The only exceptions are ecosystems near the ocean floor or in dark caves, where the producers are bacteria that derive energy from the oxidation of hydrogen sulfide in those locations. These bacteria use that energy to make organic compounds, in a manner similar to that of higher plants. The process is called chemosynthesis because it turns on chemical energy rather than light.)

Using sunlight as the basic energy source is fundamental to sustainability for two reasons: it is both *nonpolluting* and *nondepletable*.

Nonpolluting. Light from the Sun is a form of pure energy; it contains no substance that can pollute the environment. All the matter and pollution involved in the production of light energy are conveniently left behind on the Sun some 93 million miles (150 million kilometers) away in space.

Nondepletable. The Sun's energy output is constant. How much or how little of this energy is used on Earth will not influence, much less deplete, the Sun's output,. For all practical purposes, the sun is an everlasting source of energy. True, astronomers tell us that the Sun will burn out in another 3-5 billion years, but we need to put this figure in perspective. One thousand is only 0.0001 percent of a billion. Thus, even the passing of millennia is hardly noticeable on this time scale.

Hence, we uncover the second basic principle of ecosystem sustainability: For sustainability, ecosystems use sunlight as their source of energy.

[Nebel and Wright 1998 in Upton 2004]

24. What is the main idea of this text?
    a. No system can run without an input of energy.
    b. The basis of ecosystem sustainability is the use of sunlight as an energy source.
    c. Nonpolluting and nondepletable are two important sides of sunlight.
    b. There are two reasons to support the second basic principle of ecosystem sustainability.

25. What is chemosynthesis in the first paragraph?
    a. It's a process for organisms to derive energy from the oxidation of hydrogen sulfide.
    b. It's a process for living systems to survive with an input of energy.
    c. It's a process for bacteria to make organic compounds.
    d. It's a process for major ecosystems to use sunlight.

26. Why is sunlight nonpolluting?
    a. Green plants absorb sunlight.
    b. Sunlight is fundamental to sustainability.
    c. The production of light energy doesn't involve pollution.
    d. Sunlight contains no substance that can pollute the environment.

Part IV (Goal 4): Using Higher-level Cognitive Skills

Instructions: Read text [P] and the corresponding notes and answer the questions that follow.

[P] Rising global temperatures may cause a big jolt in the number of lightning strikes in the United States over the rest of the 21st century in the latest example of extreme weather spawned by climate change, scientists say.

Researchers forecast on Thursday that lightning strikes will increase by about 50 percent by 2100 in the continental United States because thunderstorms will become more explosive in the coming decades thanks to a warming planet.

This increase could lead to more wildfires, because lightning already triggers half of these

blazes in the United States, the researchers said. Lightning also kills dozens of Americans annually, with that risk expected to rise.

Considering factors including precipitation levels, cloud buoyancy and warming air, the scientists predicted a 7 percent increase in the number of lightning strikes with each degree Fahrenheit of global average temperature increase (12 percent for each degree Celsius).

The 11 different climate models used in the study pointed to an increase of 7 degrees Fahrenheit (4 degrees Celsius) between now and 2100.

"There are about 30 million strikes per year in the contiguous U.S. now. So, in 2100, we would expect about 45 million per year," said climate scientist David Romps of the University of California-Berkeley and the U.S. government's Lawrence Berkeley National Laboratory, who led the study published in the journal *Science*.

The researchers said rising temperatures breed lightning because the amount of water vapor in the atmosphere — the fuel for thunderstorms — increases exponentially as the air gets warmer.

"As the planet warms, there will be more of this fuel lying around, so when thunderstorms get triggered, they will be more energetic. This increase in thunderstorm energy is the primary reason for the projected increase in lightning strikes," Romps said.

Many experts blame weather intensity in recent years on global climate change they attribute to human activities.

[Reuters 2014]

(A)	• a big ↑ • 50% by 2100 • caused by ↑ global temperatures
expected results	• (B) • more people killed
(C)	• # of lightning strikes—7% ↑ for a 1°F avg. temp. ↑ • a ↑ of 7°F between now and 2100 ○ my calculation: $(1.07)^7 \fallingdotseq 1.61$
number of lightning strikes in the contiguous U.S.	• now—30 million per year • 2100—(D)
source of data	• from paper in Science • written by David Romps and others
cause-and-effect relationships between events	more human activities → (E) → more lightning strikes → more wildfires and more people killed
The number of lightning strikes will increase by 50% by 2010 due to rising global temperatures, resulting in more wildfires and more people killed.	

27. Which of the following best fits in blank (A)?
  a. a big jolt b. lightning strikes c. extreme weather d. climate change

28. Which of the following best fits in blank (B)?
  a. more explosive b. more wildfires c. blazes d. precipitation levels

29. Which of the following best fits in blank (C)?
a. yearly strikes b. warming air c. climate models d. scientists' predictions

30. Which of the following best fits in blank (D)?
a. 15 million per year b. 45 million per year c. 49 million per year d. 90 million per year

31. Which of the following best fits in blank (E)?
a. rising temperatures → more explosive thunderstorms → more water vapor in the atmosphere
b. more water vapor in the atmosphere → rising temperatures → more explosive thunderstorms
c. rising temperatures → more water vapor in the atmosphere → more explosive thunderstorms
d. more water vapor in the atmosphere → more explosive thunderstorms → rising temperatures

Instructions: Read text [Q] and answer the questions that follow it.

[Q] (1)Winning a gold medal in a major international championship requires not only outstanding athletic ability and long-term training progression, but also that the athlete achieves peak performance at the right time. However, studies (2)_____ing the characteristics of the long-term training process to those of the short term pre-peaking and peaking process are lacking.

Recently, a number of descriptive studies, both retrospective and prospective, have been published on the training characteristics of athletes from endurance sports such as running, cycling, XC skiing, swimming, rowing, triathlon, speed skating and kayaking. Training load variables such as volume, frequency and intensity distribution appear to play an interactive role in maximizing physical capacity and performance. Depending on the specific muscular loading characteristics of the sport, athletes typically train 500 h (distance running) to well in excess of 1000 h per year (rowing, swimming, cycling, triathlon) performed during 400–800 annual training sessions, in order to reach an internationally elite level.

Short-term training manipulations to achieve peaking for optimal sports performance have been investigated for more than 20 years. A synthesis of studies on well-trained athletes from a variety of different sports has shown a performance improvement of up to 3%, providing the final 4–28 days of training are executed correctly. All other things being equal, a well-executed peaking phase can (3)_____ dramatically increase the odds of winning a gold medal at a championship event for an individual athlete with finalist potential. Despite 20 years of research on peaking for athletic performance, we are unaware of any study that has successfully quantified the "real life" peaking strategies of athletes achieving ultimate success in Olympic Games or World Championship events. It is therefore unclear how the models developed from controlled experimental studies are translated to the actual peaking practices of elite endurance athletes. Furthermore, few studies have (2)_____ed peaking strategies to annual training characteristics and the competitive season of elite athletes.

(Adapted from Tønnessen et al 2014)

32. Which of the following accurately describes the organization of sentence (1)?
a. It describes three causes and one effect.
b. It describes one cause and two effects.
c. It lists one contrast and one comparison.
d. It contrasts two things which have elaborations.

33. What word fits in BOTH blanks labeled (2) to suggest a causal connection?
a. react b. form c. result d. link

34. Which of the following connectors best fits in blank (3)?
   a. however b. therefore c. previously d. similarly

35. What is the main idea of this text?
   a. Winning a gold medal in a major international championship requires outstanding athletic ability and long-term training progression.
   b. The Olympics consists of many sports such as running, cycling, XC skiing, swimming, rowing, and others which require much training.
   c. While much research has been done on athlete's peak training, few researchers have looked at how such training relates to Olympic results.
   d. Olympic athletes train for many hours a day in order to be a finalist and have the best chance to win a gold medal.

36. Which of the following descriptions of how this text fits into a longer research article is most likely to be true?
   a. This text is the abstract to a research article that explains a research proposal to investigate the best way to earn a gold medal at the olympics.
   b. This text is the background section to an article which examines a large database of olympic athlete training and their performance at the olympics.
   c. This text is the methods and materials section of a research article which relates the duration of athletic training to the success rate of athletic training
   d. This text is the discussion section of a research article which describes an experimental investigation to minimize olympic athletes' peak performance.

End of Sample Final Test

List of Sources

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Academic Reading 2 (AR2)
Sample Final Test 1
Answer Sheet

Instructions: Fill in the circle corresponding to your answer for each item below. Be sure to fill in the circle completely. Fill in only one circle for each item.

Ex.	ⓐ	●	ⓒ	ⓓ
1	ⓐ	ⓑ	ⓒ	ⓓ
2	ⓐ	ⓑ	ⓒ	ⓓ
3	ⓐ	ⓑ	ⓒ	ⓓ
4	ⓐ	ⓑ	ⓒ	ⓓ
5	ⓐ	ⓑ	ⓒ	ⓓ
6	ⓐ	ⓑ	ⓒ	ⓓ
7	ⓐ	ⓑ	ⓒ	ⓓ
8	ⓐ	ⓑ	ⓒ	ⓓ
9	ⓐ	ⓑ	ⓒ	ⓓ
10	ⓐ	ⓑ	ⓒ	ⓓ
11	ⓐ	ⓑ	ⓒ	ⓓ
12	ⓐ	ⓑ	ⓒ	ⓓ
13	ⓐ	ⓑ	ⓒ	ⓓ
14	ⓐ	ⓑ	ⓒ	ⓓ
15	ⓐ	ⓑ	ⓒ	ⓓ
16	ⓐ	ⓑ	ⓒ	ⓓ
17	ⓐ	ⓑ	ⓒ	ⓓ
18	ⓐ	ⓑ	ⓒ	ⓓ
19	ⓐ	ⓑ	ⓒ	ⓓ
20	ⓐ	ⓑ	ⓒ	ⓓ
21	ⓐ	ⓑ	ⓒ	ⓓ
22	ⓐ	ⓑ	ⓒ	ⓓ
23	ⓐ	ⓑ	ⓒ	ⓓ
24	ⓐ	ⓑ	ⓒ	ⓓ
25	ⓐ	ⓑ	ⓒ	ⓓ
26	ⓐ	ⓑ	ⓒ	ⓓ
27	ⓐ	ⓑ	ⓒ	ⓓ
28	ⓐ	ⓑ	ⓒ	ⓓ
29	ⓐ	ⓑ	ⓒ	ⓓ
30	ⓐ	ⓑ	ⓒ	ⓓ
31	ⓐ	ⓑ	ⓒ	ⓓ
32	ⓐ	ⓑ	ⓒ	ⓓ
33	ⓐ	ⓑ	ⓒ	ⓓ
34	ⓐ	ⓑ	ⓒ	ⓓ
35	ⓐ	ⓑ	ⓒ	ⓓ
36	ⓐ	ⓑ	ⓒ	ⓓ

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Instructions: Fill in the circle corresponding to your answer for each item below. Be sure to fill in the circle completely. Fill in only one circle for each item.

Ex.	ⓐ	●	ⓒ	ⓓ
1	ⓐ	ⓑ	●	ⓓ
2	●	ⓑ	ⓒ	ⓓ
3	ⓐ	●	ⓒ	ⓓ
4	ⓐ	ⓑ	ⓒ	●
5	ⓐ	●	ⓒ	ⓓ
6	●	ⓑ	ⓒ	ⓓ
7	●	ⓑ	ⓒ	ⓓ
8	ⓐ	ⓑ	●	ⓓ
9	●	ⓑ	ⓒ	ⓓ
10	ⓐ	●	ⓒ	ⓓ
11	●	ⓑ	ⓒ	ⓓ
12	ⓐ	●	ⓒ	ⓓ
13	ⓐ	ⓑ	ⓒ	●
14	ⓐ	ⓑ	●	ⓓ
15	●	ⓑ	ⓒ	ⓓ
16	ⓐ	●	ⓒ	ⓓ
17	ⓐ	●	ⓒ	ⓓ
18	●	ⓑ	ⓒ	ⓓ
19	ⓐ	ⓑ	●	ⓓ
20	ⓐ	●	ⓒ	ⓓ
21	ⓐ	ⓑ	ⓒ	●
22	ⓐ	ⓑ	●	ⓓ
23	ⓐ	●	ⓒ	ⓓ
24	ⓐ	●	ⓒ	ⓓ
25	ⓐ	ⓑ	●	ⓓ
26	ⓐ	ⓑ	ⓒ	●
27	ⓐ	●	ⓒ	ⓓ
28	ⓐ	●	ⓒ	ⓓ
29	ⓐ	ⓑ	ⓒ	●
30	ⓐ	●	ⓒ	ⓓ
31	ⓐ	ⓑ	●	ⓓ
32	●	ⓑ	ⓒ	ⓓ
33	ⓐ	ⓑ	ⓒ	●
34	ⓐ	●	ⓒ	ⓓ
35	ⓐ	ⓑ	●	ⓓ
36	ⓐ	●	ⓒ	ⓓ