

30. The ATP made during glycolysis is generated by:
a. Substrate Level Phosphorylation
b. Electron Transport Chain
c. Photophosphorylation
d. Oxidation of NADH and NAD⁺
31. Since there are ____ pyruvates made in glycolysis the Krebs cycle must turn ____ times.
a. 4, 4
b. 2, 2
c. 6, 6
d. 2, 2
32. Photosynthesis is to chloroplasts as cellular respiration is _____.
a. Chloroplasts
b. Mitochondria
c. Cytoplasm
d. Nuclei
33. Which process in eukaryotic cells will proceed normally whether oxygen is present or absent?
a. Electron Transport
b. Glycolysis
c. The Krebs Cycle
d. Oxidative P Phosphorylation
34. Chloroplasts contain disk like membranous sacs arranged in stacks. The stacks are called:
a. Stroma
b. Thylakoids
c. Vacuole
d. Grana
35. What name is given to organisms that can make their own food and food the food for the biosphere?
a. Synthesizers
b. Chemotrophs
c. Autotrophs
d. Manufacturers
36. In carbon dioxide, carbon and oxygen share electrons this would be an example of what type of bond?
a. Hydrogen
b. Ionic
c. Covalent
d. None of these
37. Water's surface tension and heat storage is accounted for by its
a. Weight
b. Mass
c. Hydrogen Bonds
d. Size
38. Carbohydrates are mainly used in our bodies for _____.
a. Main-frame Construction
b. Lipid Storage
c. Building genetic material
d. As fuel (energy)
39. What type of bond is between the monomers of proteins?
a. Amino Acid
b. Hydrogen
c. Peptide
d. Covalent
40. All of the following are eukaryotes except:
a. Escherichia Coli, an occupant of the human digestive tract
b. Baker's yeast
c. Hyacinth
d. Orchids
41. The Golgi Apparatus:
a. Strings together amino acids to produce proteins
b. Stores, modifies, and packages proteins
c. Is the site of carbohydrate breakdown
d. Forms fats from glycerols and fatty acids
42. Which of the following statements regarding sexual and asexual reproduction is true?
a. Sexual reproduction typically includes the development of unfertilized eggs
b. Cell division only occurs after sexual reproduction
c. Only offspring from sexual reproduction inherit traits from two parents
d. Sexual reproduction is more likely to increase genetic variation than asexual reproduction
43. Sister chromatids are
a. Unique to prokaryotes
b. Found right after a cell divides
c. tightly linked together at the centromere
d. Made only of DNA
44. What kinds of molecules pass through a cell membrane most easily?
a. Large and hydrophobic
b. Small and hydrophobic
c. Large
d. Ionic

Biology Semester 1 Exam Answers

Xiaofei Rao



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University English for Academic Purposes in China Xiaofei Rao, 2018-07-07 This book uses an in depth phenomenological interview approach to explain the generational characteristics of today s Chinese university youths and the critical dispositions they believe indispensable in acquiring English as an academic language in and outside school settings By presenting the authentic voices of the recruited participants the book clarifies how English for academic purposes EAP as an emerging global phenomenon and a research informed practice enables and empowers them for conscious self transformation and critical awareness development through language study The book also explores issues arising in the fields of general English language teaching as well as traditional and critical EAP and discusses university English language learners learning needs and rights The book further promotes a dynamic and transformative University EAP pedagogy of particularity practicality and possibility moving from the oppression of language education to its liberation and the increasing critical consciousness among the present and future university youths in a time of great social changes

Motivation and Learning Strategies for College Success Myron H. Dembo, Helena Seli, 2004-03-05 A motivation and learning strategies textbook that bridges research and practice Motivation and Learning Strategies for College Success Second Edition teaches college students how to become more self directed learners Study skills are treated as a serious academic course Students learn about human motivation and learning as they improve their study skills The text does not offer recipes for success or lists of quick tips Rather the focus is on relevant information and features designed to help students to identify the components of academic learning that contribute to high achievement to master and practice effective learning and study strategies and then to complete self management studies whereby they are taught a process for improving their academic behavior A framework organized around six components related to academic success motivation methods of learning time management control of the physical and social environment and performance makes it easy for students to understand what they need to do to become more successful in the classroom The text combines an overview of theory and research to help learners understand what factors determine or influence successful learning and why they are asked to use different study and learning strategies in the text with field tested exercises follow up activities and appendices that assist students in observing and changing their own behavior A separate Instructor s Manual provides helpful information for teaching the material includes additional exercises and experiences for students provides both objective and essay test questions and includes information on how students can maintain a portfolio to demonstrate their acquisition of learning and study skills and guidelines for helping students complete

a self management study of their own behavior **Intensive English for Communication** Anne Lindell, Michio P. Hagiwara, 1980 *The Science of College* Patricia Snell Herzog, Casey T. Harris, Shauna A. Morimoto, Shane W. Barker, Jill G. Wheeler, A. Justin Barnum, Terrance L. Boyd, 2020 This book aids entering college students and the people who support college students in navigating college successfully In an environment of information overload where bad advice abounds this book offers readers practical tips and guidance The up to date recommendations in this book are based upon real students sound social science research and the collective experiences of faculty lecturers advisors and student support staff The central thesis of the book is that the transition to adulthood is a complex process and college is pivotal to this experience This book seeks to help young people navigate the college process The student stories in this book highlight how the challenges that college students can encounter vary in important ways based on demographics and social backgrounds Despite these varied backgrounds getting invested in the community is crucial for college success for all students Universities have many resources available but students need to learn when to access which resources and how best to engage with people serving students through different roles and with distinct expertise There is no single template for student success Yet this book highlights common issues that many students face and provides science based advice for how to navigate college Each chapter is geared toward college students with a focus on the life stage that many entering college students are in emerging adulthood In addition to the student focused chapters the book includes an appendix for parents and for academics along with supplemental website materials of instructional activities related to the content of the book **U.S. Army Special Forces Language Student Visual Training Materials - KOREAN - Plus Web-Based Program and Chapter Audio Downloads** , Now included at the end of the book is a link for a web based program PDFs and MP3 sound files for each chapter Over 350 pages Developed by I Corps Foreign Language Training Center Fort Lewis WA For the Special Operations Forces Language Office United States Special Operations Command LANGUAGE TRAINING The ability to speak a foreign language is a core unconventional warfare skill and is being incorporated throughout all phases of the qualification course The students will receive their language assignment after the selection phase where they will receive a language starter kit that allows them to begin language training while waiting to return to Fort Bragg for Phase II The 3rd Bn 1st SWTG A is responsible for all language training at the USAJFKSWCS The Special Operations Language Training SOLT is primarily a performance oriented language course Students are trained in one of ten core languages with enduring regional application and must show proficiency in speaking listening and reading A student receives language training throughout the Pipeline In Phase IV students attend an 8 or 14 week language blitz depending upon the language they are slotted in The general purpose of the course is to provide each student with the ability to communicate in a foreign language For successful completion of the course the student must achieve at least a 1 1 1 or higher on the Defense Language Proficiency Test in two of the three graded areas speaking listening and reading

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