because an area is officially protected, that doesn't mean that no one exploits the resources of that area. You can hire people to guard these resources but they can be corrupted, bribed. There's a good market for the parts of some endangered animals, for tropical hardwoods, for the artifacts of ancient peoples. So you've got a lot of illegal hunting, of . . . uh, cutting down trees, of stealing, and the roads just make it easier to do this, to get there and to get those illegal goods out.

And what about the local people who are supposed to benefit so much from this influx of eco-tourist revenue? It's true; there are usually more jobs than before. But often the local people have the most menial, the lowest-paying jobs available. Not only that, many of the jobs are filled by people from other areas who come there looking for work. And then, there's cultural pollution, which happens when an isolated society suddenly comes in contact with Western civilization. You have people who were poor farmers or hunter-gatherers one day and the next, they're talking on cell-phones, they're surfing the Internet. Societies are changed, customs are lost.

So, once again, eco-tourism and in fact, all tourism has its benefits, but it is not the perfect solution to development.

Narrator: Now get ready to answer the question. Remember, you may turn the page and look back at the reading passage. You may also use your notes to help you. You have twenty minutes to prepare and write your response.

Question: Summarize the main points made in the lecture. You can refer to the main points of the reading. You can refer to the reading passage as you write.

Narrator: This is the end of the Integrated Skills Writing Section and of the Audio Program for Practice Test 2. This is also the end of the Audio Program for The Complete Guide to the TOEFL Test: iBT Edition.

ANSWER KEY

Section 1: Guide to Reading
(The TOEFL iBT does not use the letters A, B, C, and D for the multiple-choice items. However, in these answer keys, A corresponds to the first answer choice, B to the second, C to the third, and D to the fourth.)

Preview Test

Biological Barriers

Answer  Explanation

1. A The word cosmopolitan means “found in most places in the world” rather than in a limited range. It is often used about people to mean “worldly and sophisticated,” but here it is used to describe animals that live all over the world. The example of the housefly provides a clue to the meaning of the word.

2. C The author compares the concept of biological barriers with a fence, a familiar type of man-made barrier: “Just as barbed wire fences prevent cattle from leaving their pasture, biological barriers prevent the dispersal of many species.”

3. C The author says, “the American bison spread throughout the open grasslands of North America, but in the southern part of the continent there are deserts, so the bison could not spread there.” We can infer from this sentence that bison can live only in open grasslands.

4. D The author says that “Most places that are suitable for the growth of dandelions are already occupied by other plants that are well adapted to the area. The dandelion seedling must compete with these plants for space, water, light, and nutrients. Facing such stiff competition, the chances of survival are slim.” Clearly, it is the competition with other species of plants that causes so few dandelion seedlings to survive.

5. B The author does give an example of A in paragraph 4 (the Kirkland's warbler). There is an example of C in paragraph 4 (the blue spotted salamander) and of D in paragraph 5 (the Engelmann spruce). However, there is no example of B, an aquatic animal that is stopped by physical barriers.

6. D In many cases, the word slim means “thin,” but in this case it is used with the word chances to mean “unlikely possibilities.”

7. D The two locations that the Kirkland's warbler is restricted to by behavioral borders are “a few places in Michigan in the summer and . . . the Bahamas in winter.”

8. C The author states, “Brazil's Amazon River serves as a northern or southern boundary for many species of birds. They could freely fly over the river, but they seldom do.” This indicates that the Amazon is an example of a behavioral barrier rather than a physical one.

9. A In paragraph 6, the author says, “The greatest difference between a corridor and a filter route is that a corridor consists of one type of habitat, while a filter consists of several similar types.”

10. A The New Zealand mud snail is an example of an invasive species that was carried unintentionally to its new environment. (“An example is the New Zealand mud snail, which was accidentally brought to North America...”)

11. B This choice best restates the original sentence. Although this choice does not give the examples mentioned in the original sentence (predators, parasites, and competitors) and although it uses different grammar and vocabulary, this choice is closest in meaning to the sentence from the passage. Choice A leaves out some important information from the original sentence, and choices C and D are not accurate.

12. You should circle the second square. The word they in the new sentence refers back to birds, and the sentence explains why birds appear in places far from their homes.

The third type of natural pathway is called a sweepstakes route. This is dispersal caused by the chance combination of favorable conditions. Bird watchers are familiar with “accidentals,” which are birds that appear in places far from their native areas. They may be blown off course by storms or may be escaping population pressures in their home areas. Sometimes they may find a habitat with favorable conditions and “colonize” it. Gardeners are familiar with “volunteers,” cultivated plants that grow in their gardens although
they never planted the seeds for these plants. ■ Besides birds and plants, insects, fish, and mammals also colonize new areas. Sweepstakes routes are unlike either corridors or filter routes in that organisms that travel these routes would not be able to spend their entire lives in the habitats that they pass through.

13. B, C  Choice B summarizes the information in paragraphs 2, 3, and 4 of the passage. Choice C summarizes the information in paragraph 7. Choices A and F are only details in the passage. There is nothing in the passage to indicate that behavioral boundaries are not as effective as physical or climatic barriers, so choice D is not a valid answer.

**Mysteries of Easter Island**


15. C  All of the statues were carved from volcanic stone (A) and all of them portrayed human heads (D). "Some of them" had red stone hats, but only "a few" had white coral eyes. The statues with white coral eyes must therefore be the least common.

16. A  Paragraph 2 says that "The statues were moved on a network of roads on rollers made of palm logs and were then placed on stone bases called ahu."

17. B  The author says in paragraph 5 that when the first westerner visited Easter Island in 1722, there were hundreds of statues standing, but when Captain Cook visited in 1774, there were only nine standing. The author then says "Obviously, something dramatic had occurred during those years." The phrase something dramatic refers to the toppling (knocking over) of the statues.

18. A  Paragraph 4 says, "Any commentary about Easter Island would be incomplete without mentioning the theories of the Norwegian explorer and scientist Thor Heyerdahl . . ." This means that the author finds Heyerdahl's theories important. However, the author also mentions evidence (such as the fact that all Easter Islanders are descended from Polynesians) that contradict Heyerdahl's theory. Therefore, "important but incorrect" best sums up the author's opinion of the theories.

19. D  The author says that the Hanau Momoko and Hanau Eepe were "once mistranslated as 'Short Ears' and 'Long Ears.'" Since they were "mistranslated," they must have different meanings.

20. C  The author says that "The Hanau Eepe used heavy earrings to extend the length of their ears." He also points out that the ears of the statues resembled those of the Hanau Eepe. Therefore, the statues must have had long ears.


22. D  In paragraph 6, the author says, "As for the sweet potato, most scientists now believe that sweet potato seeds came to the island in the stomachs of sea birds."

23. B  The author’s main point in paragraph 7 is that dangers such as "overpopulation and overuse of resources" can destroy societies.

24. C  *Thriving* means "successful, flourishing, prospering."

25. You should circle the fourth square. The word *they* in the missing sentence links to the word *Archaeologists* in the previous sentence, and the sentence explains why archaeologists think the resemblance between the expert stonework of the Easter Islanders and that of the Inca was coincidental.

DNA testing has proven that all Easter Islanders were in fact descended from Polynesians. ■ The current theory is that the Hanau Momoko and Hanau Eepe were two of perhaps twelve clans of Islanders, all of whom built statues. ■ The "statue toppling wars" broke out among the clans as the island became overpopulated. When one group won a victory over another, they toppled their enemies' statues. ■ Archaeologists say that the resemblance between the stonework of the Easter Islanders and that of the Inca is coincidental. After all, they say, the statues themselves show that the Islanders were skilled stone workers. As for the sweet potato, most scientists now believe that sweet potato seeds came to the island in the stomachs of sea birds.

26. Hanau Momoko: B, D, I; Hanau Eepe: A, E, F, H. Choice A refers to the Hanau Eepe. In paragraph 4, the author says, "The Hanau Eepe used heavy earrings to extend the length of their ears," Choice B refers to the Hanau Momoko. "Heyerdahl theorized that the Hanau Momoko were Polynesians from other Pacific islands, but that the Hanau Eepe came later in rafts from South America." Choice C does not refer to either group. Heyerdahl believed there were only two groups of Easter Islanders. (Current theory believes there were twelve.) Choice D refers to the Hanau Momoko. The author says, "He (Heyerdahl) believed that the Hanau Momoko became the servants of the Hanau Eepe and forced them to build the statues." Choice E refers to the Hanau Eepe. In paragraph 5, the author says, "Another piece of evidence Heyerdahl presented was the fact that the staple of the Easter Islanders, the sweet potato, is not found in Polynesia. He believed that it came with the Hanau Eepe from South America." Choice F refers to the Hanau Eepe as well. The author says in paragraph 4, "Because the Hanau Eepe were the masters, the statues resembled them." Choice G does not refer to either group. There is no mention in the passage that other Pacific Islanders taught anyone on Easter Island how to make statues. Choice H refers to the Hanau Eepe. In paragraph 4, the author says, "According to Heyerdahl's theory, the Hanau Momoko eventually rose up in revolt . . . killing off all but a few Hanau Eepe." Choice I refers to the Hanau Momoko. The author says, "According to Heyerdahl's theory, the Hanau Momoko eventually rose up in revolt, overturning most of the statues . . ."

**Lesson 1: Factual and Negative Factual Questions**

**Exercise 1.1**

**Passage 1**

The first known dentist to practice in the North American colonies was William Dilly, who came to Plymouth Colony from England in 1630. According to legend, he became lost in a snowstorm while riding to see a patient and was never seen again. (1) In most colonial settlements, however, dentistry was a rare and unusual practice. In emergencies, barbers, jewelers, and blacksmiths all probably extracted teeth. (2) One of the first native-born dentists was Paul Revere, the famous silversmith and patriot. Revere, who began practicing in Boston in 1768, made false teeth from African ivory. (3) One of his patients was the Revolutionary War general Joseph Warren. When the general died at the battle of Breed's Hill,
Revere identified him by examining his teeth. This was the first known case of identification by means of dental records. Today, of course, dental records are commonly used as a means of identification.

By the early nineteenth century, most communities in the United States had one or more dentists, although not all of them had much training. In 1840, dentistry became a true profession. That's when the first dental school was opened in Baltimore, Maryland. The course lasted sixteen weeks. There were only five students in the first class, and only two of these graduated. (4) This school has recently been restored as a museum of dental history. (5)

The most common cure for toothaches was simply to pull out the offending tooth. Many dentists advertised “painless” extraction methods in the newspapers of the times. “Negative Spray,” and “Vitalized Air” were two methods of reducing pain. (6) It is not known today how these mysterious processes worked, but it is unlikely that they worked very well. In 1844, dentist Horace Wills had patients inhale the gas nitrous oxide just before having a tooth pulled. The tooth could then be painlessly removed. Nitrous oxide, mixed with oxygen, is still used today to reduce pain during dental procedures. Two years later, in 1846, the dentist William Morton gave a public demonstration of the effects of ether, which could be used as anesthesia not only during dental operations but for surgeries of all kinds. (7)

Another important development in dentistry was the discovery of X rays in 1895. X rays allow dentists to look inside teeth to discover defects. Early decay, impacted teeth, abscesses, and bone loss are all things that dental X rays reveal. (8)

The first dental drills appeared in the 1870's. They were powered by foot pedals like the sewing machines of the time. Drills were given electric power in the late 1890's. These power drills, which were at first called “dental engines,” could be used for more than drilling cavities. (9) They could also be used to shape and polish teeth. Quieter, faster drilling equipment aimed at reducing the discomfort of drilling was developed by John V. Borden in the 1950's. These drills work at high speeds to reduce the pressure and vibration caused by older drills, and are cooled by air or water to reduce the pain caused by the heat that drilling produces. (10)

**Passage 2**

A deer's antlers grow from knob-like bones on the deer's skull. Antlers are made of bone, not horn, and are live, growing tissue. (11) They have a constant blood and nerve supply. Deer use their antlers to fight for mates during the breeding season or to gain leadership of a herd. (12) Among most species, only the bucks (male deer) have antlers, but both male and female caribou and reindeer (which are domesticated caribou) have antlers. (13) Musk deer and Chinese water deer do not have antlers at all.

Unlike animals with horns, such as cattle and bison, deer lose their antlers every year. Those that live in mild or cold climates lose their antlers in the winter, after the breeding season. (14) New ones begin to grow out in the early spring. Deer that live in tropical climates may lose their antlers and grow new ones at any time of year.

New antlers are soft and tender. Thin skin grows over the antlers as they develop. The short, fine hair on the skin looks like velvet. When the antlers start to grow, in early fall, this velvety skin dries up. Deer scrape their antlers against trees and shrubs to rub the skin off, an activity called a buck rub. (16) The full-grown antlers are hard and strong. The antlers fall off several months later.

Young male deer—called button bucks—develop only small bumps for antlers during their first winter of life. For the next few years, the deer's antlers are small and straight. (17) As deer mature, their antlers grow larger and form intricate branches. However, contrary to popular belief, it is not possible to accurately determine ages of deer by counting their “points” (the branches of their antlers). The size and shape of a buck's antlers depend on diet and general health as well as on genetic factors. (18)

Deer antlers can grow up to one inch (2.5 centimeters) in a single day. (19) That is the fastest growth rate in the animal kingdom. Scientists doing cancer research are studying deer antlers to try to learn how they can grow so rapidly. They hope that if they can answer that question, they may learn how cancer cells grow so quickly. (20)

**Passage 3**

Henry Schoolcraft was a pioneer in the study of Native American cultures. He studied chemistry and geology at Middlebury College in Vermont. As a young man, he managed his family's glassmaking business, and his first book was a treatise on glassmaking. (21) However, when the family business failed he decided to head west to explore unknown territory and write about it in hopes of making a profit. (22)

In 1803 the United States purchased the Louisiana Territory from France. President Thomas Jefferson immediately authorized the exploration of the vast territory. Meriwether Lewis and William Clark were chosen to find a pathway to the Pacific Ocean. Steven Long was sent to explore the Rocky Mountain region. Zebulon Pike went to the Southwest. (23) Henry Schoolcraft was chosen to lead an expedition to the Ozark Mountain region of Missouri. In his book *Journal*, Schoolcraft wrote about the minerals, the plants, the animals, and the people, both Native Americans and white frontiersmen of the Ozarks. (24)

Later, Schoolcraft was made the chief naturalist for an exploration party that went to the upper Mississippi River Valley and the Great Lakes district. (25) He became a negotiator with the Native Americans of the area and was appointed Indian Agent to the Ojibwa tribe. He married the daughter of an Ojibwa man and a white woman. He learned to speak the Ojibwa language. With the help of his wife, he collected a great deal of authentic folklore of the Ojibwa and other tribes. (26) He wrote many books on Native Americans and their history and culture. The famous American poet Henry Longfellow based his epic poem *Hiawatha* in part on the writings of Schoolcraft. (27)

Schoolcraft has his critics, who point out that Schoolcraft's research was incomplete and sometimes inaccurate. But he lived in a romantic age. There is no doubt that he changed his materials to make them more appealing to his readers. (28)

He invented some of his stories completely and he mixed the traditions of the Ojibwa with those of other tribes. Despite his failings, he did succeed in bringing the culture of Native Americans to the attention of the public.

Schoolcraft's work contrasted sharply with that of the ethnographers who worked in the last decade of the nineteenth century and the first decade of the twentieth. Their aim was to achieve complete accuracy in creating a record of Native American life, which at that time appeared to be in danger of completely vanishing within a few decades. (29)

Unlike Schoolcraft, they tended to take notes in the original language. With the development of the phonograph, it became possible to preserve not just words but also the tone and emphasis of oral delivery. (30)
Lesson 2: Vocabulary Questions

Exercise 2.1
(Any of the words listed for each item may be considered correct, and other correct definitions or synonyms are possible.)

1. uninteresting, dull, boring, dreary
2. endless, continuous, unending, continual
3. twilight, evening, sunset, early evening, night
4. basic, simple
5. dim, weak, pale
6. garbage, trash, rubbish
7. wander, travel freely, stray
8. took control, assumed control, took charge
9. course of study, academic program, syllabus
10. optional, voluntary, non-required
11. emphasized
12. group, mass
13. haze, fog, cloud
14. bright, shining, brilliant, radiant
15. fragments, remains, waste, junk
16. a few, a small number
17. grieving, lamenting, weeping, showing sorrow
18. single, lone, sole
19. conspicuous, noticeable, prominent, dramatic
20. clear, see-through
21. searched, hunted, looked
22. fearful, wary, easily frightened
23. avoiding, escaping, evading, getting away from
24. disadvantages, problems, weaknesses, shortcomings
25. responsible, accountable
26. disagreements, arguments, clashes, disputes
27. afflict, upset, bother, trouble, cause problems
28. end, finish, stop, conclude, put an end to, cease
29. cut, carve, divide
30. final, last, eventual
31. tiny, very small, minute, minuscule, very little
32. understand, comprehend
33. magnify, enlarge, expand, increase
34. blurry, unclear, indistinct, hazy, misty

Exercise 2.2

Lesson 3: Inference Questions

Exercise 3.1

Lesson 4: Purpose, Method, and Opinion Questions

Exercise 4.1

Lesson 5: Sentence Restatement Questions

Exercise 5.1

Lesson 6: Reference Questions

Exercise 6.1
Exercise 7.1

Lesson 7: Sentence Addition Questions

Exercise 6.2

1. D
2. B
3. D
4. C
5. C
6. B
7. B
8. A
9. C
10. C

Lesson 7: Sentence Addition Questions

Exercise 7.1

7. leaves
8. ancient Minoans; archaeological sites
9. mushrooms and other fungi
10. machines based on wheels and gears
11. glaciers in Olympia National Park; altitudes
12. satellite photography
13. American importers
14. New York City; the 1920's; Paris
15. anemone; its nest
16. Hamlin Garland's; William Dean Howells
17. fats; three basic types of nutrients; the fat soluble vitamins A, D, E, and K; fats
18. The Wisconsin Dells (or a region along the Wisconsin River); the strange formations

A gray square placed on a colored square—bright blue or yellow, for instance—tends to take on the color of the background. ■ To a viewer, the gray square actually seems to have a blue or yellow tinge. ■ The tinge of color is easier to see if a thin piece of tissue paper is placed over the squares. ■ When a patch of color is placed on a background that is approximately complementary—say red on green—both colors appear brighter and more vibrant. ■ For this reason, many flags, pennants, and advertising banners are red and green or bright blue and yellow.

4. The process of miniaturization began in earnest with the transistor, which was invented in 1947. This was perhaps the most important electronics event of the twentieth century, as it later made possible the integrated circuits and microprocessors that are the basis of modern electronics. The transistor was far smaller than the smallest vacuum tube it replaced and, not needing a filament, it consumed much less power and generated virtually no wasted heat. There was almost no limit to how small the transistor could be made once engineers learned to etch electronic circuits onto a substrate of silicon. ■ In the 1950's the standard radio had five vacuum tubes and dozens of resistors and capacitors, all hardwired and attached to a chassis about the size of a hardbound book. ■ Today all that circuitry and much more can fit into a microprocessor smaller than a postage stamp. In fact, the limiting factor in making electronic devices smaller is not the size of the electronic components but the human interface. ■ There is no point in making a palm-held computer much smaller unless humans can evolve smaller fingers. ■

5. When drawing human figures, children often make the head too large for the rest of the body. ■ A recent study offers some insight into this common disproportion in children's drawings. ■ As part of the study, researchers asked children between four and seven years old to make several drawings of adults. ■ When they drew frontal views of these subjects, the sizes of the heads was markedly enlarged. ■ However, when the children drew rear views of the adults, the size of the heads was not nearly so exaggerated. The researchers suggest that children draw bigger heads when they know that they must leave room for facial details. Therefore, the distorted head size in children's drawings is a form of planning ahead and not an indication of a poor sense of scale.

6. It has been observed that periods of maximum rainfall occur in both the northern and southern hemispheres at about the same time. This phenomenon cannot be adequately explained on a climatological basis, but meteors may offer a plausible explanation. When the earth encounters a swarm of meteors, each meteor striking the upper layers of the atmosphere is vaporized by frictional heat. The resulting debris is a fine smoke or powder. ■ This "stardust" then falls down into the lower atmosphere, where such dust readily serves as nuclei on which ice crystals or raindrops can form. ■ Confirmation that this phenomenon actually occurs is found in the observed fact that increases in world rainfall typically come about a month after major meteor systems are encountered in space. This delay allows time for the dust to settle through the upper atmosphere. ■ Furthermore, proof that meteors actually create dust clouds can be seen in the fact that large meteors sometimes leave visible traces of dust. ■ In a few witnessed cases, dust has remained visible for over an hour. In one extreme case—
the great meteor that broke up in the sky over Siberia in 1908—the dust cloud traveled all around the world before disappearing.

7. Circumstantial evidence is evidence not drawn from the direct observation of a fact. If, for example, there is evidence that a piece of rock embedded in a wrapped chocolate bar is the same kind of rock found in the vicinity of a candy factory, and that rock of this type is found in few other places, then there is circumstantial evidence to suggest that the stone somehow got into the piece of chocolate during manufacture. ■ It suggests that the candy-maker was negligent even though there is no eyewitness or direct evidence of any kind. ■ Despite a popular tendency to look down on the quality of circumstantial evidence, it is of great usefulness if there is enough of it and if it is properly interpreted. ■ Each piece of circumstantial evidence, taken singly, may mean little. However, a whole chain of circumstances can be as conclusive as direct evidence. ■

8. The model most generally accepted by geophysicists today envisages Earth as composed of three main concentric spheres. The deep heart of the planet is essentially a huge ball of molten iron, about 4,000 miles (6,400 kilometers) in diameter. The physical properties of this great ball are mostly unknown. ■ Surrounding the molten metal core and reaching almost to the surface is the earth’s great inner shell, 2,000 miles (3,200 kilometers) thick, known as the mantle. ■ The mantle seems to be, paradoxically, both rigid and plastic at the same time. ■ Above the mantle lies the thin crust of the earth. ■ This, too, is divided into layers. Its lower level is a shell of basaltic material similar to the black rock in lava. Topmost of all stand the granite continents. Our great landmasses are, curiously, the lightest of the materials that compose the earth.

9. Alternative history is generally classified as a type of science fiction, but it also bears some resemblance to historical fiction. This type of writing describes an imaginary world that is identical to our own world up to a certain point in history. ■ At that point, the two worlds diverge. ■ Something happens in the imaginary world that never happened in ours, and after that, this world follows a different direction. ■ For example, Harry Turtledove, one of the top writers in this field, has written several books about a world in which the South won the U.S. Civil War and a book about a world in which the Spanish Armada conquered England. Some alternative histories suppose that a certain technology had been introduced earlier into the world’s history than actually happened. ■ What if the computer had been invented in Victorian times? Many readers find these stories interesting because of the way they stimulate the imagination and get people thinking about the phenomenon of cause and effect in history.

10. In the early nineteenth century, the United States was still an overwhelmingly rural nation. ■ Shrewd showmen saw that there was a fortune to be made in taking shows to the people. ■ By 1820 there were some 30 “mud show” circuses (so named because of the treacherously muddy roads and fields over which their wagons had to travel). ■ The number of shows increased rapidly after the first “Big Top” circus tent was introduced in 1826. This enabled circuses to perform in rain or shine. ■ Like circuses today, early nineteenth-century circuses featured performing elephants, tigers, and lions, bareback riders, acrobats, trapeze and high wire artists, circus bands, and, of course, clowns. It was not until after the Civil War, however, that circuses became huge three-ring spectacles involving hundreds of performers.

11. When a mammal is young, it looks much like a smaller form of an adult. However, animals that undergo metamorphosis develop quite differently. ■ The young of these animals, which are called larvae, look very little like the mature forms and have a very different way of life. ■ Take the example of butterflies and caterpillars, which are the larval form of butterflies. ■ Butterflies have two pairs of wings and six legs and feed on the nectar of flowers. Caterpillars, on the other hand, are wingless, have many more than six legs, and feed on leaves. ■ To become adults, the larvae must radically change their forms.

12. To accomplish this change, a larva must go through the process of metamorphosis. It does this in the second stage of life, called the pupa stage. When they are ready to pupate, caterpillars settle in sheltered positions. Some spin a cocoon around themselves. The caterpillar then sheds its old skin and grows a protective pupal skin. ■ Inside this skin, the body of the caterpillar gradually transforms itself. ■ The wing buds, which were under the caterpillar’s skin, grow into wings. ■ When the change is complete, the pupal skin splits open and the butterfly emerges. ■ At first, it is damp and its wings are curled up. Soon it dries out, its wings unfurl, and it flies off. Now it is ready to mate and to lay eggs that will develop into larvae.

13. It is believed that the first migrants to come to the New World were hunters who arrived by way of the only link between the hemispheres, the Siberian-Alaskan land bridge. ■ This strip of land remained above water until about 10,000 years ago. ■ More recent arrivals no doubt took the same route, crossing on winter ice. These migrants unquestionably brought with them the skills to make weapons, fur clothing, and shelters against the bitter cold. ■ It seems safe to assume that they also brought myths and folktales from the Old World. But which myths and which folktales?

14. Among myths, the most impressive candidate for Old World origin is the story of the Earth Diver. ■ This is the story of a group of water creatures who take turns diving into the depths of the sea, trying to find a piece of solid land. ■ The animals magically enlarge this piece of solid land until it becomes the earth. The duck, the turtle, the muskrat, the seal, the crawfish, or some other animal, depending on who is telling the story, finally succeeds, but it has to dive so deep that by the time it returns to the surface, it is half-drowned or dead. ■ However, in its claws or in its mouth, the other animals find a bit of mud. ■ Not every Native American tribe has a creation myth, but of those that do, the Earth Diver is one of the most common. It is found in all regions of the New World except in the Southwestern United States and the Arctic regions. In the Old World, the story is told in many locations in northern Asia, among some aboriginal Australian groups, and in the south Pacific Islands.

15. Lawn tennis is a comparatively modern modification of the ancient game of court tennis. Major Walter C. Wingfield thought that something like court tennis might be played outdoors on the grass, and in 1873 he introduced his new game under the name Sphairistike at a lawn party in Wales. ■ It was an immediate success and spread rapidly, but the original name quickly disappeared. Players and spectators soon began to call the new
16. The game went on in a haphazard fashion for a number of years. In 1879, standard equipment, rules, and measurements for the court were instituted. ■ A year later, the U.S. lawn Tennis Association was formed. ■ International matches for the Davis Cup began in 1900. ■ They were played at Chestnut Hill, Massachusetts, between British and American players. The home team won these first championship matches. ■

17. Photosynthesis is the process by which plants capture the sun's energy to convert water and carbon dioxide into sugars to fuel their growth. ■ This process cannot take place without chlorophyll. Chlorophyll is so essential to the life of plants that it forms almost instantly in seedlings when they come in contact with sunlight. ■ A green pigment, chlorophyll is responsible for the green coloring of plants. ■ But what turns the leaves of deciduous plants the brilliant reds and oranges and golds of autumn? ■

18. Trees do not manufacture new, colored pigments for fall. Orange, red, yellow, and other colored pigments are present in leaves throughout the spring and summer. However, they are hidden by the far greater amount of green chlorophyll. When the days grow shorter and the temperatures fall, leaves somehow sense the coming of fall. ■ They form an "abscission layer." ■ This layer is a barrier of tissue at the base of each leaf stalk. ■ It prevents nourishment from reaching the leaf and, conversely, prevents sugar created in the leaf from reaching the rest of the tree. Thus, sugar builds up in the leaf, causing the chlorophyll to break down. ■ The orange, red, yellow, and brown pigments now predominate, giving the leaves their vibrant autumn colors.

19. Prairie dogs are among the most sociable wild animals of North America. At one time, they thrived nearly everywhere on the semi-arid lands of the West. Native Americans even used prairie dog colonies as landmarks on the relatively featureless plains. Prairie dogs are members of the squirrel family. They are probably called "dogs" because they make a "yip" noise when they are warning and expression of fear, meaning something like "dogs" because they make a "yip" noise when they are warning and expression of fear, meaning something like "dogs" because they make a "yip" noise when they are warning and expression of fear. However, they are distinct from their domestic cousins, which are considered threatened or endangered in some parts of their range.

20. By recording prairie dog calls as sonograms and then observing the sonograms on a computer, even more subtle distinctions could be discovered. ■ In one experiment, Professor Slobodchikoff learned that prairie dogs had different sounds for people who wore blue shirts, those who wore yellow shirts, and those who wore green shirts. ■ Even more amazingly, prairie dogs' sounds distinguished between a human who was carrying a gun and one who wasn't. ■ Another experiment showed that prairie dogs could create cries for dangers they had never encountered before. ■ When shown the silhouettes of European ferrets and of Australian dingoes, the prairie dogs made sounds unlike those that they made for any familiar predators.

21. The first motel (the term comes from a combination of the words motor and hotel) to appear in the United States was the Motel Inn of San Luis Obispo, California, in 1925. ■ This kind of lodging quickly became popular at a time when more and more people were traveling by car rather than by railroad. ■ Train travelers generally wanted to stay in downtown areas near the railroad stations, and so that's where most hotels were located. ■ Motels, in contrast, appealed to motorists, and so they were located along highways, often at the edge of town. When motorists first began traveling long distances by car, they usually stayed at auto camps or tourist courts. ■ These were generally clusters of cabins, often quite crude. Motels, however, were usually single buildings of connected rooms whose doors faced a parking lot or a common area. Typically one would find a "T" or "L" or "U" shaped structure that included rooms, an attached manager's office, and perhaps a small diner. Postwar motels often featured eye-catching neon signs that employed the pop culture themes of the day, ranging from Western imagery, such as cowboys, to "futuristic" images of flying saucers or depictions of atoms.

22. The story of the motel business from the 1920's to about 1960 is one of uninterrupted growth. Motels became common sights on the U.S. highway system that pre-dated the Interstate Highway System. ■ They clustered along transcontinental highways, such as Routes 40 and 66, and along the north-south routes that ran up and down both the east and west coasts. ■ The motel business was one of the few industries that was not hurt by the economic Depression of the 1930's. ■ In fact, their cheap rates attracted travelers without much money. However, in the 1960's, the Interstate Highway System allowed drivers to bypass the smaller roads on which motels were built. ■ At about the same time, large motel-hotel chains began to cut into the business of the small, family-owned motel.

Lesson 8: Completing Summaries and Charts
(Remember, the order in which you list the points is not important, only that you list the three correct points. Notes for the paragraphs will vary. These are given just as examples.)

Exercise 8.1
Passage 1
Paragraph 1 economic resources = property resources (land & capital) and labor & entrepreneurial skills
Paragraph 2 land = all natural resources • capital = tools to produce goods
Paragraph 3 labor = all skills that produce goods except entrepreneurial skills
Paragraph 4 all econ. resources are limited • E • F • B
Passage 2
Paragraph 1 West Side Story based on Shakespeare's Romeo and Juliet
Paragraph 2 Bernstein, Sondheim, & Robbins
Paragraph 3 success & awards for play
Paragraph 4 classic movie also successful
• D
• B
• C

Passage 3
Paragraph 1 babies can see but don't have adult ability
Paragraph 2 eye, brain, eye muscles develop
Paragraph 3 parts of eye mature
Paragraph 4 babies detect motion, have other basic abilities
Paragraph 5 newborn vision limited, but at 4 months much better
• B
• D
• E

Passage 4
Paragraph 1 clipper ships fast, beautiful 1840's–50's
Paragraph 2 Chinese tea trade, California gold created need for clippers
Paragraph 3 everything possible done to make fast; sails, etc.
Paragraph 4 sails, rigging, crew, etc. gave clippers speed
Paragraph 5 many records set
Paragraph 6 British tea clippers
Paragraph 7 faded away by 1860; steam ships doomed them
• A
• F
• D

Passage 5
Paragraph 1 Georgia O'Keeffe important artist
Paragraph 2 art school
Paragraph 3 commercial art, teaching, married Stieglitz
Paragraph 4 distinctive style of painting
Paragraph 5 style changed when went to Southwest
Paragraph 6 O'Keeffe's later years
• E
• B
• C

Exercise 8.2.
(The order in which you list points is not important.)

Passage 1
Homology  Analogy
• CA  • AD  • E
• F

Passage 2
European (Western) Dragons  Asian (Eastern) Dragons
• D  • B
• E  • C
• F  • I
• H

Passage 3
Luther Burbank  George Washington Carver
• A  • C
• B  • F
• E  • H
• G

Passage 4
Radiation Fog  Advection Fog
• C  • B
• E  • D
• F

Passage 5
Primary Cooperation  Secondary Cooperation
• B  • C
• E  • G
• H
Tertiary Cooperation
• A
• F

Reading Review Test

Noise Pollution

Answer  Explanation
1. A  The word routinely means “regularly, habitually.”
2. B  The phrase is a reference to the list of “factors (that) contribute to problems of growing noise levels.”
3. D  The author says that “secondhand noise” (noise made by others) is no more damaging physically to us than noise made by ourselves. “Secondhand noise is generally more troubling, however, because it is put into the environment by others, without our consent.”
4. B  The author defines a commons as something that “belongs not to an individual person or a group, but to everyone.” A factory does not fit this description, since it is owned by an individual or a business.
5. A  The author compares people who interfere with “others’ use and enjoyment of a commons” by comparing it to someone who acts “like a bully in a schoolyard.” Being bullied in the schoolyard is another negative experience.
6. C  Transient means “temporary, passing, momentary.”
7. C  Choice A contradicts the original sentence. It says that it is hard to measure individual sounds, but the original sentence says we can measure them. There is really no reason to believe that B is true. Nothing in the original sentence indicates that louder sounds are harder to measure. The idea of choice D is also not contained in the original sentence. There is no indication that multiple sounds are more damaging than individual sounds. Choice C best summarizes the idea of the original sentence.
8. B  The word thrilling means “exciting, stimulating.”
9. D  The author says in paragraph 7 that “The actual loudness of a sound is only one component of the negative effect noise pollution has on human beings. Other factors that have to be considered are the time and place, the duration, the source of the sound . . . ” There is no mention of the negative effects of a combination of sounds.
10. C  The author says “Most people would not be bothered by the sound of a 21-gun salute on a special occasion.”
11. The missing sentence is introduced by the phrase, “On the contrary,” indicating that it will be in contrast with one of the marked sentences. The main idea of the new sentence is that people must use a commons responsibly. It is in contrast to the idea of the previous sentence, which says that they do not have the right to cause as much noise pollution as they please.
The air into which secondhand noise is emitted and on which it travels is “a commons.” It belongs not to an individual person or a group, but to everyone. People, businesses, and organizations, therefore, do not have unlimited rights to broadcast noise as they please, as if the effects of noise were limited only to their private property.

On the contrary, they have an obligation to use the commons in ways that are compatible with or do not detract from other uses. Those that disregard the obligation to not interfere with others’ use and enjoyment of the commons by producing noise pollution are, in many ways, acting like a bully in a schoolyard. Although they may do so unknowingly, they disregard the rights of others and claim for themselves rights that are not theirs.


Choice A is related to noise pollution. In paragraph 6, the author says, “Noise is transient; once the pollution stops, the environment is free of it.” Choice B is related to air pollution. The author says in paragraph 6, “We can measure the amount of chemicals and other pollutants introduced into the air.” In the same paragraph, the author says, “The definition of noise pollution itself is highly subjective,” so C is a characteristic of noise pollution. D is a characteristic of air pollution, as the author points out in paragraph 6. “Scientists can estimate how much material can be introduced into the air before harm is done. The same is true of water pollution and soil pollution.” E is not related to either form of pollution. Nowhere in the passage does the author mention ways to reduce noise pollution or air pollution. In paragraph 7, the author says, “Other factors that have to be considered are the time and place, the duration, the source of the sound, and even the mood of the affected person.” Therefore, point F is characteristic of noise pollution.

In A New Light: LEDs

13. C Remarkably means “amazingly, surprisingly, extraordinarily.”
14. A In paragraph 2, the author mentions all of these problems with fluorescent bulbs except the need to replace them often. “The harsh color isn’t as pleasing as the warmer glow of incandescent lamps. Besides, they have a tendency to flicker on and off and to produce an annoying buzz.”
15. A Paragraph 3 says, “Different types of materials result in light of different colors.”
16. A The reference is to “white-light-emitting diodes (WLEDs)” in the previous sentence.
17. D The author says that “Shuji Nakamura discovered that, by using layers of gallium nitride, he could create a powerful blue LED.” (Other engineers later used his blue LED to create white LEDs.)
18. B In paragraph 5, the author says that red and green LEDs have been used for many years. In paragraph 5, the author explains how the development of the blue LED led to the development of the white LED. Therefore, the most recent of these types of LEDs to be developed was the white LED.
19. C In paragraph 5, the author gives two ways in which blue LEDs could be used to create white LEDs. One way involves “a chemical coating similar to that inside a fluorescent bulb that converts the blue light to white.”
20. A The author says, “it will still be some time before WLEDs are commonly used in homes. WLEDs are currently only twice as energy efficient as incandescent. They are also very expensive. But researchers believe that they can create WLEDs that are ten times as efficient and one thousand times as long-lasting as incandescent, making them cost-effective.” If WLEDs were cost-effective now, we can assume that more people would use them to light their homes.
21. B The author says that, today, most lighting in developing countries is provided by kerosene. The author mentions the problems with kerosene (cost, pollution, danger of fires, etc.) to show why it would be advantageous to switch from kerosene to LED lighting.
22. B In paragraph 6, the author states, “Energy to light these efficient LEDs can be provided by batteries that are charged by pedal-driven generators, by hydropower from rivers or streams, by wind-powered generators, or by solar energy.” So while energy to power the LEDs may come indirectly from the energy of the sun, water power, or a human-powered generator, it comes directly from batteries.
23. C The word conventional means “standard, usual, customary, normal.”
24. D The author says that “LEDs could revolutionize lighting as the cell phone has revolutionized communication in places where land telephone lines are unavailable.”
25. The new sentence is in contrast with the previous sentence (the word But tells you this). The previous sentence explains how incandescent lights produce light. The new sentence explains how much of the energy used in incandescent bulbs is wasted. The word this in the sentence that follows also is a link to the missing sentence because it refers to the phrase 95% of the energy.

At the end of the 1800’s, Thomas Edison introduced the incandescent light bulb and changed the world. Remarkably, the incandescent bulb used today has changed little in over a hundred years. A glass bulb is filled with an inert gas such as argon. Inside the bulb, electricity passes through a metal filament. Because of resistance, the filament becomes so hot that it glows. But 95% of the energy goes to produce heat and is basically wasted. Given that 20% of the world’s electricity is used to power lights, this is an enormous amount of wasted energy.

26. F, C, E Choice F summarizes the information in paragraph 3. Choice C summarizes paragraphs 4 and 5, and choice E summarizes paragraph 6. Choices A and B are only details in the passage, and choice D contradicts information that is given in the passage. The author says in paragraph 3, “Engineers say that they are significantly more efficient than either incandescent or fluorescent lights.”
27. D In paragraph 1, the author says, “at the time, no one knew that these paintings would one day be considered masterpieces. The paintings and the painters were virtually unknown at the time and would remain that way for several years.”
28. A Virtually means “almost, nearly.”
29. B  According to paragraph 2, “Leroy wrote that this piece (Impression: Sunset), and in fact most of the pieces in the show looked like ‘impressions’—a term for a preliminary, unfinished sketch made before a painting is done.”

30. A  Derision means “ridicule or mockery.”

31. B  Choice A changes the meaning of the original sentence by stating that it was the core of values that held together the Impressionists. Instead, it was the group’s spirit of rebellion and independence that held them together. Choice C also changes the meaning of the original sentence. It indicates that the Impressionists were at first held together by a shared set of techniques and standards but later rebelled. In fact, the Impressionists had different techniques and standards but were held together by their independent spirit. Choice D incorrectly states that the Impressionists’ values differed, but that their techniques and standards gave them an independent spirit. Choice B is the best summary of the original sentence.

32. C  Paragraph 4 states, “Many Impressionist paintings feature pleasant scenes of urban life, celebrating the leisure time that the Industrial Revolution had won for the middle class, as shown in Renoir’s luminous painting Luncheon of the Boating Party.”

33. C  The author says in paragraph 5, “The Impressionists delighted in painting landscapes (except for Edgar Degas, who preferred painting indoor scenes, and Mary Cassatt, who mainly painted portraits of mothers and children).”

34. D  The author says, “Traditional painters generally made preliminary sketches outside but worked on the paintings themselves in their studios.”

35. A  The quotation marks around the word rules indicate that the author does not really think of this as a true rule. The author also says that this rule was only followed by a few of the Impressionists and for only a short time, also indicating that this was not a strict rule.

36. B  Spot means, in this sentence, “identify, recognize.”

37. D  The reference is to the last (most recent) layer of paint.

38. The phrase this play of light connects with the idea that the Impressionists’ landscapes sparkle with light, which is mentioned in the previous sentence. The Impressionists delighted in painting landscapes (except for Edgar Degas, who preferred painting indoor scenes, and Mary Cassatt, who painted portraits of mothers and children).

39. Impressionist painters: A, C, E, I; traditional painters: B, D, G.

Choice A is a characteristic of Impressionist painters. In paragraph 6, the author says, “‘Classic’ Impressionist paintings are often easy to spot because of the techniques used by the painters.” Choice B relates to traditional painters. Paragraph 4 says, “Traditional painters tended to paint rather serious scenes from history and mythology.” Choice C relates to the Impressionists. In paragraph 6, the author says, “These techniques created paintings that seemed strange and unfinished to the general public when they were first painted, but are much loved in our time.” Choice D is characteristic of the traditional painters. Paragraph 5 says, “Traditional painters, too, painted landscapes, but their landscapes tended to be somber and dark.” Choice E is related to Impressionists. Paragraph 4 says, “Many Impressionist paintings feature pleasant scenes of urban life, celebrating the leisure time that the Industrial Revolution had won for the middle class . . .” Choice F does not apply to either group of painters. At the time, some people thought that the Impressionists’ paintings looked unfinished, but this was not true. Choice G is characteristic of traditional painters. Paragraph 6 says, “While traditional painters paid attention to details, Impressionists valued overall effect.” Choice H does not relate to either of the two groups. Choice I is a characteristic of the Impressionists.

“Vocabulary Exercise 4”

1. (C) compulsory
2. (C) congrueate
3. (C) concise
4. (B) cozy
5. (C) convenient
6. (B) crooked
7. (B) craving
8. (B) concrete
9. (C) conspicuous

10. (B) complusive
11. (B) courteously
12. (B) coping with
13. (A) covert
14. (A) conventional
15. (B) cosmopolitan
16. (C) critical
17. (A) conflict
18. (C) constantly

Reading Tutorial: Vocabulary Building

Vocabulary Exercise 1

2. (C) acrid
3. (A) allotting
4. (A) ailments
5. (B) astute
6. (B) arduous
7. (A) abandon
8. (B) affluent
9. (C) appraise

Vocabulary Exercise 2

1. (C) bloom
2. (C) balmy
3. (A) bantering
4. (C) blundered
5. (B) bland
6. (B) brittle
7. (A) banned
8. (B) barren
9. (C) benevolent
10. (C) blow up
11. (A) brilliant
12. (B) brisk
13. (C) blunt
14. (C) belligerent
15. (C) boomed

Vocabulary Exercise 3

1. (C) calamities
2. (A) casual
3. (B) cite
4. (B) classified
5. (B) Caustic
6. (C) carve
7. (A) commenced
8. (C) cautious
9. (C) clusters
10. (A) clinging
11. (B) commerce
12. (A) colossal
13. (C) commodity
14. (A) candid
15. (A) clog
16. (B) clues

Vocabulary Exercise 4

1. (C) compulsory
2. (C) congrueate
3. (C) concise
4. (B) cozy
5. (C) convenient
6. (C) crooked
7. (C) craving
8. (A) concrete
9. (C) conspicuous
10. (B) complement
11. (B) courteously
12. (B) coping with
13. (A) covert
14. (A) conventional
15. (B) cosmopolitan
16. (C) critical
17. (A) conflict
18. (C) constantly
Vocabulary Exercise 5
1. (A) dazzling
2. (A) divulge
3. (B) delicate
4. (A) device
5. (B) dwindled
6. (C) discarded
7. (A) daring
8. (B) dot
9. (C) delightful
10. (A) durable
11. (C) dispute

Vocabulary Exercise 6
1. (B) ensued
2. (B) eerie
3. (C) era
4. (B) entice
5. (A) an exhilarating
6. (C) fastening
7. (C) eligible
8. (C) ferocious
9. (A) emit
10. (C) fatigue

Vocabulary Exercise 7
1. (C) hoist
2. (B) grueling
3. (B) harness
4. (A) glitters
5. (A) gala
6. (C) hasty
7. (A) hampered
8. (B) gentile

Vocabulary Exercise 8
1. (C) ideal
2. (C) implement
3. (A) intense
4. (C) infamous
5. (C) inhibit
6. (A) illusion
7. (B) indifferent
8. (C) key
9. (C) infinitesimal

Vocabulary Exercise 9
1. (C) mythical
2. (C) lucrative
3. (C) hull
4. (A) lucid
5. (B) mends
6. (B) most memorable
7. (B) minute

Vocabulary Exercise 10
1. (A) ominous
2. (B) outstanding
3. (C) ornamental
4. (B) overcome
5. (B) obscure
6. (C) obsolete
7. (C) outgoing
8. (A) outlook
9. (B) overwhelming
10. (C) overall
11. (B) overcast
12. (C) negligible
13. (A) nightmarish
14. (C) overlook
15. (A) dubious
16. (B) disperse
17. (B) draws
18. (A) dusk
19. (A) domestic
20. (C) drowsy
21. (C) debris

Vocabulary Exercise 11
1. (C) precious
2. (B) profound
3. (B) pressing
4. (A) precisely
5. (C) Particles
6. (C) pounces
7. (B) penetrate
8. (A) puzzling
9. (A) profusely
10. (B) pungent
11. (C) prosper
12. (A) plush
13. (B) prudent
14. (B) pulverized
15. (C) prevalent
16. (B) portion
17. (A) pivotal
18. (C) paramount

Vocabulary Exercise 12
1. (A) recklessly
2. (A) rehearse
3. (C) recede
4. (C) rugged
5. (B) refuge
6. (C) raze
7. (A) remote
8. (C) range
9. (C) quaint
10. (A) raw
11. (C) quests
12. (A) remarkably
13. (B) rural
14. (A) risky
15. (B) routes
16. (A) recounts

Vocabulary Exercise 13
1. (A) scale
2. (C) shy
3. (B) seasoned
4. (B) shunned
5. (C) scraped
6. (C) salvaged
7. (B) sluggish
8. (C) range
9. (B) severed
10. (A) sheer
11. (C) signifies
12. (B) shedded
13. (B) simulate
14. (C) shimmering
15. (B) slice

Vocabulary Exercise 14
1. (B) spells
2. (B) steep
3. (C) stages
4. (B) sway
5. (C) spawn
6. (B) summit
7. (C) spectacular
8. (C) swiftest
9. (B) spoiling
10. (B) sturdy
11. (B) subsequently
12. (A) stable
13. (B) stages
14. (C) sow
15. (A) spot
16. (B) specimen
17. (C) spot
18. (B) spirited
19. (A) standard
20. (C) strident
21. (B) sundry

Vocabulary Exercise 15
1. (C) tart
2. (A) tedious
3. (C) tampered with
4. (C) thrilling
5. (C) tug
6. (A) tempting
7. (B) thoroughfare
8. (C) toxic
9. (B) torrents
10. (A) thrives
11. (A) traits
12. (A) tales
13. (B) timid
14. (B) tough
15. (A) tangled
16. (A) toppled
17. (C) thaw
18. (B) tranquil

Vocabulary Exercise 16
1. (C) uniformly
2. (B) venomous
3. (A) urges
4. (A) vividly
5. (A) vessel
6. (C) a vigorous
7. (A) vicinity
8. (B) underlying
9. (C) vital
10. (A) vain
11. (B) utensil
12. (A) a vast
13. (B) uphold
14. (C) unravel
15. (A) vanish
16. (C) vexing
17. (A) vie with
Vocabulary Exercise 17

1. (C) warp
2. (B) wholesome
3. (B) yields
4. (C) wary
5. (A) wares
6. (C) witty
7. (A) wage
8. (C) wisely

Section 2: Guide to Listening

(The TOEFL iBT does not use the letters A, B, C, and D for the multiple-choice items. However, in these answer keys, A corresponds to the first answer choice, B to the second, C to the third, and D to the fourth.)

Preview Test

Answer  Explanation
1. B  The student gets some basic information from the professor about the research paper that she must write for her geology class. The student then discusses a possible topic for that paper (predicting earthquakes through animal behavior) with the professor.
2. C  The student says, “Professor Dixon? I’m Brenda Pierce. From your Geology 210 class . . . ?” Her questioning tone of voice indicates that she is not sure if Professor Dixon recognizes her. (Professor Dixon says that it is a large class.)
3. A  The professor asks, “Did you oversleep? That’s one of the problems with an eight o’clock class. I almost overslept myself a couple of times.” This indicates that the professor assumes (believes) that the student missed class because she got up too late.
4. D  The student says, “I saw this show on television about earthquakes, and it said that in uh, China, I think it was, they did predict an earthquake because of the way animals were acting.”
5. B  The student worries that the professor thinks her topic is not a good one. However, the professor says, “… just because this theory hasn’t been proven doesn’t mean you couldn’t write a perfectly good paper about this topic … on the notion that animals can predict earthquakes. Why not? It could be pretty interesting. But to do a good job, you … you’ll need to look at some serious studies in the scientific journals.”
6. D  The professor says that the taiga is “… also called the ‘boreal forest.’”
7. B  The professor says, “This sub-zone—well, if you like variety, you’re not going to feel happy here. You can travel for miles and see only half a dozen species of trees. In a few days, we’ll be talking about the tropical rain forest; now that’s where you’ll see variety.” The professor is emphasizing that there are very few species of trees in the closed forest by comparing it with tropical rain forests, where there are many species.
8. B, C  The professor says that the closed forest, choice B, has “bigger needle-leaf trees growing closer together.” In the mixed forest, choice C, “The trees are bigger still here, and you’ll start seeing some broad-leafed trees, deciduous trees. You’ll see larch, aspen, especially along rivers and creeks, in addition to needle-leaf trees.” In the open forest,

9. B, D, E  The professor mentions the trees’ dark green color (which absorbs the sun’s heat), their conical shape (which prevents too much snow from accumulating on their branches), and the fact that they are “evergreen” trees (which allows them to start photosynthesizing right away in the spring) as adaptations to the cold. There is no mention of their bark or of their root systems.

10. B  According to the professor, “There’s one thing all these predators have in common, the ones that live there all year round . . . they all have thick, warm fur coats . . .”

11. C  The professor says, “… only young moose are at risk of being attacked. The adult moose is the biggest, strongest animal found in the taiga, so a predator would have to be feeling pretty desperate to take on one of these.”

12. C, D, B, A  According to Professor Speed, Professor Longdell, who invented the case study method, “insisted that it was based on a system used by Chinese philosophers thousands of years ago.” Professor Longdell first began using the case study method at Harvard School of Law in the 1870’s. It was first used at Columbia University Law School “a couple of years after that.” It was not used at Harvard School of Business until “probably about 1910, 1912, something like that.” Professor Speed explains exhibits this way: “Exhibits . . . those are documents, statistical documents, that explain the situation. They might be, oh, spreadsheets, sales reports, umm, marketing projections, anything like that.”

13. D  Professor Speed explains exhibits this way: “Exhibits . . . those are documents, statistical documents, that explain the situation. They might be, oh, spreadsheets, sales reports, umm, marketing projections, anything like that.”

14. B  The best answer is B; the professor is not exactly sure when case study was first used at Harvard Business School. That’s why he says, “. . . When was it? Uh, probably about 1910, 1912, something like that . . .” Notice that choice A is not correct because, although he does ask a question (“When was it?”), he does not ask the class, he asks himself.

15. A  Professor Speed says that the case study method is used in many fields of study. “For example, my wife . . . she teaches over at the School of Education . . . she uses cases to train teachers.”

16. | Analyze the business situation and exhibits | Yes | No |
| Role-play | Yes | |
| Run a computer simulation | Yes | |
| Give a presentation and write a report | Yes | |
| Visit a real business and attend a meeting | Yes | |

The first phrase should be marked Yes because it is part of the process of case study. Professor Speed says that “. . . you have to analyze the situation, the data . . . Then you have to make decisions about how to solve these problems.” The second phrase should also be marked Yes because the professor