How to Master Skills for the TOEFL® iBT Writing Advanced

Michael A. Putlack | Stephen Poirier
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Advanced

Michael A. Putlack | Stephen Poirier
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**Introduction**  
How to Use This Book

## PART 1 Integrated Writing

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**Essential Essay Topics**  
**Actual Tests**  
**Answer Book**
A. Information on the TOEFL® iBT

The Format of the TOEFL® iBT

<table>
<thead>
<tr>
<th>Section</th>
<th>Number of Questions</th>
<th>Timing</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>• 3-5 Passages</td>
<td>60-100 min.</td>
<td>30 points</td>
</tr>
<tr>
<td></td>
<td>- approximately 700 words each</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- 12-14 questions per passage</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>• 2-3 Conversations</td>
<td>60-90 min.</td>
<td>30 points</td>
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<tr>
<td></td>
<td>- 12-25 exchanges each (3 min.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 5 questions per conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 4-6 Lectures</td>
<td>60-90 min.</td>
<td>30 points</td>
</tr>
<tr>
<td></td>
<td>- 500-800 words each (3-5 min.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 6 questions per lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BREAK</strong></td>
<td></td>
<td></td>
<td>10 min.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>• 2 Independent Tasks</td>
<td>20 min.</td>
<td>30 points</td>
</tr>
<tr>
<td></td>
<td>(preparation: 15 sec. / response: 45 sec.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 personal experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 personal choice/opinion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 2 Integrated Tasks: Read-Listen-Speak</td>
<td>20 min.</td>
<td>30 points</td>
</tr>
<tr>
<td></td>
<td>(preparation: 30 sec. / response: 60 sec.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 campus situation topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reading: 75-100 words (45 sec.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- conversation: 150-180 words (60-80 sec.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 academic course topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reading: 75-100 words (45 sec.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- lecture: 150-220 words (60-90 sec.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>• 1 Integrated Task: Read-Listen-Write (20 min.)</td>
<td>50 min.</td>
<td>30 points</td>
</tr>
<tr>
<td></td>
<td>(preparation: 15 sec. / response: 45 sec.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reading: 230-300 words (3 min.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- lecture: 230-300 words (2 min.)</td>
<td></td>
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<tr>
<td></td>
<td>- a summary of 150-225 words</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• 1 Independent Task (30 min.)</td>
<td>50 min.</td>
<td>30 points</td>
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<tr>
<td></td>
<td>- a minimum 300-word essay</td>
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B. Information on the Writing Section

The Writing section of the TOEFL® iBT measures test takers’ ability to use writing to communicate in an academic environment. This section has two writing tasks. For the first writing task, you will read a passage and listen to a lecture and then answer a question based on what you have read and heard. For the second writing task, you will answer a question based on your own knowledge and experience.

1. Types of Writing Tasks

(1) Integrated Writing Task

- Read – You will read a short text of about 230-300 words on an academic topic for 3 minutes. You may take notes on the reading passage.
- Listen – After reading the text, you will listen to a lecture discussing the same topic from a different perspective for about 2 minutes. You may take notes on the lecture.
- Write – You will have 20 minutes to write a 150- to 225-word summary in response to the following kinds of questions:

  **Casting Doubt**
  - Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.
  - Summarize the points made in the lecture, being sure to explain how they challenge specific claims/arguments made in the reading passage.

  *cf.* This question type accounts for almost all the questions that have been asked on the TOEFL® iBT so far.

  **Problem-Solution**
  - Summarize the points made in the lecture, being sure to specifically explain how they answer the problems raised in the reading passage.

(2) Independent Writing Task

You will have 30 minutes to write an essay of at least 300 words in response to the following kinds of questions:

  **Agree / Disagree**
  - Do you agree or disagree with the following statement? *[A sentence or sentences that present an issue]* Use specific reasons and examples to support your answer.

  *cf.* This question type accounts for almost all the essay topics that have been asked on the TOEFL® iBT so far.

  **Preference**
  - Some people say X. Others believe Y. Which opinion do you agree with? Use specific reasons and examples to support your answer.
  - Some people do X. Other people do Y. Which do you think is better? Use specific reasons and examples to support your opinion.
2. **Writing Scoring Rubrics**

(1) Integrated Task (Question 1)

Your response to the Integrated Task will be scored according to these criteria:

<table>
<thead>
<tr>
<th>Score</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A response at this level is a well-organized summary of the lecture in connection with the reading. The response includes important points made in the lecture and appropriately explains how they are related to important points made in the reading. It shows appropriate language structure and usage, with only occasional minor errors which do not interfere with conveying information and connections.</td>
</tr>
<tr>
<td>4</td>
<td>A response at this level contains most of the important points from the lecture and the reading and is generally good in relating the information from the lecture to that from the reading. But it may omit some points or explain them imprecisely. It may also show noticeable minor language errors or an occasional lack of clarity.</td>
</tr>
<tr>
<td>3</td>
<td>A response at this level includes some important information from the lecture and connects it with the relevant information from the reading. But it may omit one key point made in the lecture and shows only limited understanding of the information. Some content or connections between ideas may be incomplete or incorrect; errors in grammar or usage make some sentences unclear.</td>
</tr>
<tr>
<td>2</td>
<td>A response at this level does not include sufficient relevant information from the lecture and the reading and is not successful in relating the information from the lecture to that from the reading. It is characterized by language errors or expressions that make it difficult for the reader to understand key ideas or to follow connections among ideas.</td>
</tr>
<tr>
<td>1</td>
<td>A response at this level contains little or no important points from the lecture and fails to relate information from the lecture and the reading. It is poorly written and contains so many language errors that it is difficult to understand it.</td>
</tr>
<tr>
<td>0</td>
<td>A response at this level only copies sentences from the reading, is not related to the topic, is written in a language other than English, or is blank.</td>
</tr>
</tbody>
</table>
(2) Independent Task (Question 2)

Your essay for the Independent Task will be scored according to these criteria:

<table>
<thead>
<tr>
<th>Score</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An essay at this level effectively responds to the topic and task by clearly stating an opinion and is easy to understand. It is well organized and shows unity, progression, and coherence. It is well developed with clearly appropriate examples, reasons, and/or details, and it displays a good command of language, including a variety of sentence structures and well-suited choices of words and idioms to express ideas.</td>
</tr>
<tr>
<td>4</td>
<td>An essay at this level responds to the topic and task well, but some points may not be fully supported. It is generally well organized and shows unity, progression, and coherence with only occasional redundancy or lack of clarity. It also is generally well developed with appropriate examples, reasons, and/or details, and it demonstrates a good use of language, including various sentence structures and range of vocabulary with occasional language errors that do not obscure the meaning.</td>
</tr>
<tr>
<td>3</td>
<td>An essay at this level responds to the topic and task on a basic level with somewhat developed examples, reasons, and/or details. It shows unity, progression, and coherence in spite of occasional, unclear connections among ideas. It is also characterized by correct but limited use of grammar and vocabulary, including errors in sentence formation and word choice that may make some sentences unclear or difficult to understand.</td>
</tr>
<tr>
<td>2</td>
<td>An essay at this level displays limited development in response to the topic and task, with inappropriate or insufficient supporting details. It has poor organization or connections among ideas and is marked by obviously inappropriate word choice or word forms and an accumulation of errors in grammar and/or usage.</td>
</tr>
<tr>
<td>1</td>
<td>An essay at this level responds to the task confusingly. It lacks any organization and development. It contains little or no detail or details that are not related to the task, and it shows serious and frequent errors in grammar and usage.</td>
</tr>
<tr>
<td>0</td>
<td>An essay at this level only contains words from the topic, is not related to the topic, is written in a language other than English, or is blank.</td>
</tr>
</tbody>
</table>
How to Master Skills for the TOEFL® iBT Writing Advanced is designed to be used either as a textbook for a TOEFL® iBT writing preparation course or as a tool for individual learners who are preparing for the TOEFL® test on their own. With a total of 20 units, this book is organized to prepare you for the test by providing you with a comprehensive understanding of the test and thorough practice of essential skills and question types to address the writing tasks on the TOEFL® iBT. Each unit provides a step-by-step program that can enhance your writing ability as well as familiarize you with the question types asked on the TOEFL® iBT. At the back of the book are a list of essential essay topics and two actual tests of the Writing section of the TOEFL® iBT.

PART 1  Integrated Writing

1  Note Taking & Outlining
In this section, you will practice taking notes while reading an academic passage and listening to a lecture on the same topic. Also, you will practice identifying and expressing the main arguments from both the reading and the lecture on a sentence level.

2  Synthesizing & Organizing
This section allows you to practice combining the main arguments from both the reading and the lecture in one sentence. It also provides you with a useful template for writing a response.
**3 TOEFL iBT Practice**

In this part, you will be presented with a new academic passage and a lecture and will be asked to make a summary on your own. You can evaluate your response with the given checklist.

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**PART 2 Independent Writing**

**4 Brainstorming**

This section will help you brainstorm your ideas about the essay topic. You can practice generating your ideas in a structured way by using a mind map. Try to come up with as many ideas as possible.
5 Outlining & Organizing

This section will help you practice making an outline of your ideas and translating them into sentences. You can practice organizing your brainstormed ideas into a logical sequence and writing the most important sentences in an essay—the thesis statement, topic sentences, and the summary sentence(s).

6 Completing the Essay

This section will ask you to complete an essay based on your outline. You should support your thesis statement and topic sentences with appropriate details, such as general statements, reasons, and examples.

7 TOEFL IBT Practice

This part offers a new essay topic on which you should write an essay on your own. You have to plan your time to write the essay in 30 minutes. You can evaluate your essay with the given checklist.
8 Essential Essay Topics
This part provides you with a list of essential essay topics reconstructed from the ones that have so far been asked on the TOEFL® iBT. By practicing writing your essays on these topics, you will effectively prepare yourself for the Independent Writing Task of the TOEFL® iBT.

9 Actual Tests
This part offers two full practice tests that are modeled on the Writing section of the TOEFL® iBT. These tests will familiarize you with the actual test format of the TOEFL® iBT.
PART 1

Integrated Writing

Unit 1 • Anthropology
Unit 2 • Biology I
Unit 3 • Environment I
Unit 4 • Health
Unit 5 • History
Unit 6 • Archaeology
Unit 7 • Astronomy
Unit 8 • Business
Unit 9 • Biology II
Unit 10 • Environment II
Overview

Introduction
The Integrated Writing Task on the TOEFL® iBT has two parts. The first part is a reading passage, and the second part is a listening lecture that is related to the reading passage. After reading and listening, you must then answer a question related to the passage and lecture.

Reading
The reading passage, which covers an academic topic, is typically 230-300 words long, and the reading time is 3 minutes. There is typically an introduction paragraph to begin the passage. Then the reading passage provides some main points in the body. There may or may not be a short conclusion.

Listening
The listening lecture is typically 230-300 words long and takes about 2 minutes. The lecture begins with a short introduction and then follows by providing counterpoints that relate to the topic. These points typically cast doubt upon or challenge the arguments that were made in the reading passage. Sometimes, they may provide solutions to the problems posed in the reading.

Writing
The ideal response provides information on all the points and counterpoints that are given in the reading and the lecture. The summary should be about 150-225 words long although it may be longer. You should not give an opinion in the summary.

Question Types

1. Casting Doubt
   • Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.
   • Summarize the points made in the lecture, being sure to explain how they challenge specific claims/arguments made in the reading passage.
   cf. This question type accounts for almost all of the questions that have been asked on the TOEFL® iBT so far.

2. Problem-Solution
   • Summarize the points made in the lecture, being sure to specifically explain how they answer the problems raised in the reading passage.
Useful Tips

1. **Casting Doubt**
   You should mention all three points and counterpoints. You should relate each point and its counterpoint one at a time, providing the reasons why each counterpoint disagrees with the point in the reading passage.

2. **Problem-Solution**
   You should note the individual solutions that the lecture provides for each problem. The professor will mention why each solution will work. You should be sure to include the reasons for these solutions in your response.

Key Strategies

1. **Note Taking & Outlining**
   - Take notes on each of the main points in the reading passage and the lecture.
   - Create an outline to show each point and counterpoint.
   - Focus on the main ideas, not the minor ones.

2. **Synthesizing & Organizing**
   - Recognize how the points and counterpoints are related to one another.
   - Be sure to mention all three of the points and counterpoints in your response.
   - Paraphrase the sentences from the reading passage and the lecture.
   - Organize your response by including an introduction and, when appropriate, a short conclusion.

3. **Writing & Checking (TOEFL iBT Practice)**
   - Write your response from the notes that you made.
   - Be sure to include an introduction, body, and conclusion. However, the conclusion is optional.
   - Check over your writing to make sure that you did not make any mistakes.
The factory is a product of both the eighteenth and, even more so, nineteenth centuries. The rise of factories began in England and eventually spread throughout the world. There were three primary reasons as to why this occurred.

Prior to the creation of factories, the majority of work, including making clothes and even metal tools, was done by hand by people in their homes or in small shops. The main technological achievement that enabled the rise of factories was the steam engine. Originally developed in the mid-eighteenth century to pump water out of deep coal mines, the steam engine provided its user with enough power to do the work of many people. The steam engines people owned, therefore, needed to be centralized in protective buildings to maximize their capabilities. Factories were a direct result of this need.

The steam engine and, later, the internal combustion engine, brought about improved transportation thanks to the inventions of the railroad and steamship. Railroads could transport raw materials to a central point, like a factory, where workers and machines could subsequently transform them into finished products. The railroads and steamships could then turn around and transport these goods to markets throughout the world.

Another key point in the rise of factories, particularly in England, was property rights. Subsistence farming had been a way of life for untold centuries. However, many people did not own their own land but merely farmed wherever they could. “Enclosures,” land that was enclosed by hedges and fences and owned by individuals, became dominant features in England. Those without any land became the suppliers of cheap labor in factories. Additionally, laws preventing private property from government seizure encouraged both the development of the land's resources and the further construction of factories.
Male Professor: It's unquestionable that several, uh, unique circumstances in England enabled the rise of factories to occur. But new technology, improved transportation methods, and advances in property laws are [emphasis] not the reasons why this happened. Steam engines were crucial components of the Industrial Revolution, yet they needed to be built from something. In fact, it was in iron foundries, where the development of strong iron and then steel occurred, that the key aspect in the rise of factories took place. Iron and steel were integral components for parts of steam engines, for making trains and ships, and for building the factories themselves.

Nor can transportation account for the rise of factories. Many factories were built near the resources, such as coal and water, which they required. That's why we've seen many industrial centers spring up near coal mines and rivers. Think of the Ruhr in Germany as an example. Also, railroads weren't developed until the 1840s and didn't spread around the world until the end of the nineteenth century. Consider that... [pauses] Factories had existed for decades prior to the development of railroads. Additionally, sailing ships were very much in use worldwide even into the early twentieth century, so, well, transportation clearly wasn't that important to factories.

The rise of individual property rights in England encouraged the development of factories and provided a large labor pool. However, this wasn't the case in many countries. Let me see... [pauses] In Russia, the government or noblemen typically owned factories. And many of the first factories in several countries, including England, were used to make weapons or gunpowder for the military. This production was centralized so as to have exact standards for weapons. In fact, there is much evidence that the concept of the factory comes from their early usage as buildings for manufacturing arms.
Sample Answer

[Introductory sentence] The reading passage’s author is convinced there were several reasons why the rise of factories occurred in England, yet the professor disagrees that they were the main reasons why factories became successful.

[Relation 1] The first reason the reading ascribes to the rise of factories is the steam engine. The reading mentions that since steam engines could do the work of several men, they had to be put in central locations, which gave rise to factories. [Refutation 1] Meanwhile, the professor believes it was not steam engines but the iron and steel used to make them that were the real important factors, especially since they could also make railroads, ships, and factories.

[Relation 2] While the reading passage’s author believes the inventions of railroads and steamships enabled raw materials and finished products to be transported quickly worldwide, [Refutation 2] the professor points out that railroads were invented decades after factories and sailing ships were still being used in the twentieth century.

[Relation 3] Finally, the reading notes that property rights forced landless people to work in factories and enabled landowners further to develop factories. [Refutation 3] However, the professor claims that it was really the standardized production of weapons, for which factories often were first used, that led to their rise.

[Conclusion] The reading passage’s author and professor clearly disagree on the reasons why the rise of factories occurred.
In the area today covered by several states in the American Southwest, the Anasazi Indians, who are sometimes referred to as Pueblo Indians, once lived. The Anasazi had a history that went back into prehistoric times. They even experienced a several-hundred-year golden age that ended around 1150. However, the Anasazi suddenly vanished only a couple of centuries later. Many anthropologists attribute their disappearance to war.

Archaeologists have combed through the ruins of past Anasazi settlements. One feature they have noted is that there are a large number of places which were burned. Even some of the Anasazi's ritual sites were burned. This strongly suggests the reason for the burnings was invasions by warring tribes. Many American Indian tribes would burn the settlements of the tribes they had defeated in battle. The fact that Anasazi sites were burned shows they must have been conquered.

At these same sites, archaeologists have also unearthed a large number of personal articles that once belonged to individual Anasazi. Many of these items, including pottery, jewelry, and other personal effects, would have been valuable to their owners. In most cases, their owners would not have left them. However, many believe that because of the sudden onset of war, their owners either were slain or had no time to gather their belongings as they fled from approaching enemies.

There is also the geographical aspect of the Anasazi. Their settlements, which were mostly in modern-day Arizona and New Mexico, were located in places with abundant sources of water, a unique feature for the American Southwest. It would only be natural that other tribes, coveting the rich land, would make war upon the Anasazi and attempt to drive them out, as they, apparently successfully, did.

---

The Anasazi Disappeared

1. Many parts of settlements are burned
   - (2) _______________________________ → often burned settlements of tribes they defeated
   - Proves that Anasazi were (3)

2. Many personal items found by archaeologists
   - Items like (4) _______________________________ → have value 2 owners
   - Owners left them when (5)

3. Geographical aspect
   - (6)
   - Land desired by other tribes → Anasazi were driven out by victorious tribes
Listen to a lecture on the topic you just read about, and complete the note diagram.

The Anasazi Disappeared

1. Burned areas in Anasazi settlements
   - (2) ___________________________ → burned their own sites

2. Many scattered objects at dig sites
   - (4) ___________________________ → no need 4 extra personal belongings

3. (6)
   - Population rose (5) ___________________________ during golden age
   - (6) ___________________________ → land became barren & dry → Anasazi disappeared

Rewrite the main points from both notes as complete sentences.

Reading

Stance ___________________________
Main point 1 ___________________________
Main point 2 ___________________________
Main point 3 ___________________________

Listening

Stance ___________________________
Refutation 1 ___________________________
Refutation 2 ___________________________
Refutation 3 ___________________________
Synthesizing & Organizing

The following sentences are some important points from both the reading and the lecture. Combine each pair of sentences to create your own sentence using the given pattern.

1. Reading: Many archaeologists attribute the sudden disappearance of the Anasazi Indians to war.
   Listening: It was due to a lack of water that the Anasazi disappeared.
   Combine: The reading passage states that ______________________________; however, the professor insists that ______________________________.

2. Reading: The fact that Anasazi sites were burned shows they must have been conquered.
   Listening: They were holding ceremonies in which they burned their own sites in a plea to their gods to help them find new sites with access to water.
   Combine: Although the author of the reading claims that ______________________________, the professor counters that argument by asserting that ______________________________.

3. Reading: Because of the sudden onset of war, the owners either were slain or had no time to gather their belongings as they fled from approaching enemies.
   Listening: The Anasazi, thirsting for water, simply had no need for extra personal belongings, so they left them in their settlements when they departed in search of new homes.
   Combine: While the reading mentions that ______________________________, the lecturer believes that ______________________________.

4. Reading: It was natural that other tribes, coveting the rich land, made war upon the Anasazi and drove them out.
   Listening: What few water supplies remained simply could not satisfy the Anasazi’s large population.
   Combine: In contrast to the reading, which claims that ______________________________, the lecturer states that ______________________________.
Review the notes from the reading and the lecture. Complete the following chart with full sentences.

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The reading claims that</td>
</tr>
<tr>
<td>2 The lecturer, meanwhile, states that</td>
</tr>
<tr>
<td>3 First, the reading declares that</td>
</tr>
<tr>
<td>4 The lecturer, however, claims that</td>
</tr>
<tr>
<td>5 He thinks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Second, the professor claims that</td>
</tr>
<tr>
<td>7 The reading, on the other hand, makes the argument that</td>
</tr>
<tr>
<td>8 Finally, although the reading mentions that</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 According to him, their population rose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 In conclusion,</td>
</tr>
</tbody>
</table>
Neanderthals were an ancient species of humans that lived from around 130,000 to 50,000 years ago. They primarily resided in the area which is now Europe and Western Asia. While anthropologists do not yet know everything about Neanderthals, many have arrived at the conclusion that Neanderthals were in fact able to speak.

By examining a number of fossilized remains, anthropologists have determined that Neanderthals had large brains. As a matter of fact, Neanderthals had a cranial capacity about ten percent larger than modern humans have. Anthropologists rightly reason that with brains that large, Neanderthals must have been able to communicate through speech.

Slightly over twenty years ago, a hyoid bone belonging to a Neanderthal was found. The hyoid bone connects the muscles between the larynx and the tongue. This bone enables its possessor to move its tongue in a large number of different ways, thereby making the likelihood of speech even greater. This proves that Neanderthals were capable of speech and that they most likely made use of this ability.

In addition, researchers have determined that Neanderthals developed various muscles in their stomach regions. These muscles not only permitted them to control their breathing but also helped them create the sounds necessary for speech. Because of these muscles, which humans also have, they were again more likely to be able to communicate through speech. Accordingly, it is clear that Neanderthals were able to speak and did, in fact, use speech to communicate with others.
Now listen to a lecture on the topic you read about.

TOEFL IBT Writing

Reading

Neanderthals

1. Large brains

2. Hyoid bone b/t larynx & tongue

3. Various muscles in stomach area

Listening

Neanderthals

1. Size of brain ≠ important

2. Hyoid bone ≠ ability 2 speak

3. Stomach muscles 4 other uses
Question: Summarize the points made in the lecture you just heard, explaining how they challenge specific claims made in the reading.
Check your essay.

1. Are all the important points from the lecture presented accurately? [ ] [ ]
2. Is the information from the lecture appropriately related to the reading? [ ] [ ]
3. Is the response well organized? [ ] [ ]
4. Are all the sentences grammatically correct? [ ] [ ]
5. Are all the words spelled correctly? [ ] [ ]
6. Are all the punctuation marks used correctly? [ ] [ ]

Words & Phrases

**Reading**
- primarily [ad] mostly; mainly
- reside [v] to live
- anthropologist [n] a social scientist who studies humans and their cultures
- fossilized [a] the state of having become a fossil
- cranial [a] relating to the brain
- capacity [n] capability; ability
- larynx [n] a part of the body where the vocal cords are located
- likelihood [n] a probability; a possibility
- permit [v] to allow; to enable
- accordingly [ad] therefore; consequently

**Listening**
- controversy [n] a debate; an argument
- allege [v] to claim or assert without proof
- analysis [n] an evaluation; a reasoning
- complexity [n] complication; intricacy
- remains [n] the leftover parts of some creature or object; remnants
- guarantee [v] to promise
- concede [v] to admit
- integral [a] important; vital
- harsh [a] cruel
- engage in [phr] to partake in something; to be able to do something
Read the following passage, and complete the note diagram.

The dodo was a large, flightless bird native to the island of Mauritius in the Indian Ocean. Mauritius was colonized by Dutch settlers in the late sixteenth century, and, fewer than one hundred years later, the last dodo disappeared. There is much speculation as to why the dodo disappeared, but experts have narrowed the reasons down to the actions of humans.

There were no humans on Mauritius prior to the Dutch’s arrival, so the dodos had no fear of humans and thus were easily hunted. The Dutch also brought other animals, such as cats, dogs, pigs, and various farm animals, and there were many instances where these animals hunted dodos or destroyed their eggs and nests. The dodo, being flightless, built its nests on the ground in forested areas and laid its eggs in these nests. The eggs and young dodos therefore had no protection against predators.

When the Dutch colonized Mauritius, they began rapidly altering the land for farming. They cleared forests, which destroyed the dodos’ natural habitats. The dodos soon had fewer places to make their nests and lay their eggs. Also, since the dodos fed on the tropical fruits native to the island, when the Dutch chopped down the trees, a large part of the dodos’ food supply was destroyed.

Some also speculate that the outsiders introduced a disease which proceeded to wipe out the dodos. Some diseases may pass from humans to animals or, more commonly, from animal to animal. This would account for the virtually overnight disappearance of the dodos. The introduction of a new species often wreaks havoc on the natives. For example, when the European settlers arrived in America, many Native Americans died due to a lack of immunity to new diseases. The same could easily have happened to the dodo.

The Dodo Disappeared (1)

1. (2)
   • No humans on the island until the Dutch’s arrival → (3)
   • Dutch brought many animals → preyed on dodos & their eggs

2. (4)
   • Dutch cleared forests → (5)
   • Many fruit trees were cut down → much of the dodos’ food supply disappeared

3. (6)
   • No immunity → sudden disappearance of dodos
   • Similar case: Native Americans died of European diseases

**Vocabulary:**
- **colonize (v)** to take control of; to conquer
- **speculation (n)** an assumption; a theory
- **prior to (phr)** before; preceding
- **predator (n)** a killer; a hunter; an enemy
- **alter (v)** to change
- **chop down (phr)** to fell; to cut down
- **wipe out (phr)** to eliminate; to kill entirely
- **account for (phr)** to explain
- **virtually (ad)** practically; almost
- **overnight (ad)** very quickly; rapidly
- **wreak havoc (phr)** to destroy; to cause many problems
- **immunity (n)** resistance
Listen to a lecture on the topic you just read about, and complete the note diagram.

**Reading**

**Stance**

Main point 1

Main point 2

Main point 3

**Listening**

**Stance**

Refutation 1

Refutation 2

Refutation 3

---

4 the Extinction of the Dodo

1. Did not hunt dodos
   - *Walgvogel* (Dutch name), meaning  
   → Dutch did not enjoy the taste

2. Large parts remained unharmed
   → no serious effect on dodos

3. Natural disasters killed the dodo
   → destroyed dodos’ nests & eggs
   → dodos were already dying out when Dutch arrived
The following sentences are some important points from both the reading and the lecture. Combine each pair of sentences to create your own sentence using the given pattern.

1. Reading: Experts have narrowed the reasons for the dodo's disappearance down to the actions of humans.

   Listening: It is certain that humans did not cause the dodo to become extinct.

   Combine: While the reading attributes _____________, the professor claims _____________.

2. Reading: There were no humans on Mauritius prior to the Dutch's arrival, so the dodos had no fear of humans and thus were easily hunted.

   Listening: Yet despite the ease with which they could catch the dodo, the Dutch settlers were disgusted by it and did not hunt it.

   Combine: According to the reading passage, _____________; however, the professor makes it clear that _____________.

3. Reading: The Dutch cleared forests, which destroyed the dodos' natural habitats.

   Listening: The dodo, which could not fly, did not make its nests in trees.

   Combine: A fact mentioned in the reading is that _____________, yet the lecturer believes this is unimportant because _____________.

4. Reading: Some also speculate that the outsiders introduced a disease which proceeded to wipe out the dodos.

   Listening: Massive cyclones struck the island many times in the past, and their high winds may have been responsible for destroying the dodos' nests and eggs while they lay unprotected on the open ground.

   Combine: In opposition to the reading, which claims that _____________, the professor thinks that _____________.

   32
Review the notes from the reading and the lecture. Complete the following chart with full sentences.

| Introduction | 1 The reading states that
| 2 The lecturer, however, disagrees and claims |
| Body 1 | 3 The first point the reading mentions is that
| 4 It also maintains that
| 5 On the contrary, the professor asserts that |
| Body 2 | 6 The next point brought up is that
| 7 However, the professor first claims that
| 8 He next declares that |
| Body 3 | 9 Finally, in contrast to the reading’s argument that a disease brought by the Dutch may have killed the dodos, the professor says
| 10 He then blames |
| Conclusion (Optional) | 11 All in all, while the reading brings up, the professor provides |
Following so many criticisms since its publication in 1859, Charles Darwin’s theory of evolution was attacked once again in 1985 by Fred Hoyle, a British scientist, based on the fossils of a prehistoric bird known as Archaeopteryx. Much of his criticism centered on the London Specimen, the first complete skeleton of the bird, and the Berlin Specimen, which was considered a better specimen than the former since it had a complete head.

The London Specimen was first found in Germany in 1861 and was later bought by the British National Museum of Natural History under the instruction of Richard Owen, a British biologist. Hoyle asserted this specimen was fraudulent, arguing that it was odd that the specimen was discovered only two years after Darwin’s theories had been published. He accused Owen of having forged it to support Darwin’s theories since Owen was a staunch evolutionist himself.

Hoyle also declared that both the London and Berlin Specimens were too perfect to be true, especially when compared to the other fossils of Archaeopteryx known at the time. For example, the two specimens showed detailed evidence of feathers being present; however, the other fossils did not have such feathers. In fact, he believed the fine representations of fossilized feathers were really impressions of feathers made in a thin cement layer and therefore formed the main part of the forgery.

Hoyle’s final point rested on the limestone formations where the fossils were discovered. The fossils were found in blocks of limestone that had perfectly split into two pieces. One half of the fossil was perfectly preserved, but the other half was not. In addition, the two halves of the fossil did not match. Hoyle concluded that the perfect half of the fossil was the fake one.
Now listen to a lecture on the topic you read about.

### Reading

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The London Specimen</td>
<td>= Fakes</td>
</tr>
<tr>
<td>2. 2 perfect 2 be true</td>
<td></td>
</tr>
<tr>
<td>3. Limestone fossil split exactly in 2</td>
<td></td>
</tr>
</tbody>
</table>

### Listening

<table>
<thead>
<tr>
<th></th>
<th>≠ Fakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was not forged</td>
<td></td>
</tr>
<tr>
<td>2. Feathers ≠ impressions in cement</td>
<td></td>
</tr>
<tr>
<td>3. Fossil in 2 sections explained</td>
<td></td>
</tr>
</tbody>
</table>
Question: Summarize the points made in the lecture you just heard, explaining how they challenge specific claims made in the reading.
Check your essay.

1. Are all the important points from the lecture presented accurately?  
2. Is the information from the lecture appropriately related to the reading?  
3. Is the response well organized?  
4. Are all the sentences grammatically correct?  
5. Are all the words spelled correctly?  
6. Are all the punctuation marks used correctly?

Words & Phrases

Reading  
- criticism [n] disapproval; censure  
- prehistoric [a] occurring a long time ago prior to recorded history  
- center on [phr] to focus on  
- specimen [n] a sample  
- skeleton [n] the structure of bare bones  
- odd [a] strange; unusual  
- fraudulent [a] false; fake; phony  
- detailed [a] thorough; minute  
- forgery [n] a fake; a counterfeit  
- limestone [n] a sedimentary rock formed from the decayed bodies of marine animals

Listening  
- controversy [n] a debate; an argument  
- motive [n] a reason for doing something  
- advocate [n] a supporter  
- risk [v] to endanger; to jeopardize  
- impression [n] an indentation; a mark  
- astronomer [n] a person who studies outer space  
- paleontologist [n] a person who studies dinosaurs and other prehistoric creatures  
- confirm [v] to verify; to show as being correct  
- yield [v] to give up  
- polish [v] to rub; to hone
Starting in 1972, the National Park Service established a policy for forest fires called natural burn. It was acknowledged that some forest fires, such as those caused by lightning, were necessary for forests to maintain balanced ecosystems, so the fires should be allowed to burn. However, an immense fire in Yellowstone National Park in 1988 caused this policy to be abandoned since the fire was initially allowed to burn yet soon raged out of control, destroying much of the park. As a result of the fire, many believed the park to have been severely and irrevocably damaged.

The fire of 1988 destroyed much of Yellowstone, which is America’s oldest and most beloved national park. Massive areas of vegetation were destroyed, and large empty spaces and acres of burned and blackened trees greeted visitors. The rivers and streams were clogged with ash, and the ecosystem of the park was altered beyond repair.

In addition, great numbers of animals were killed by the fires that burned out of control. The fires were propelled by high winds moving, in some cases, as many as ten miles a day. Many small animals perished in the flames. The fires’ rapid advances gave the wildlife little chance to escape. Even today, few of these small forest dwellers have returned to live in the park.

In the years immediately following the fires, the number of visitors declined tremendously. No one was interested in seeing a blackened and treeless park on vacation. Yellowstone had previously been renowned for its marvelous vistas and unique geological formations such as the geyser Old Faithful. But now its reputation as America’s wonder is damaged like the park, perhaps even permanently.

1. **Yellowstone**
   - Huge areas of vegetation burned → empty spaces & burned trees
   - → severely changed the park’s ecosystem
   - Small animals → few have returned to the park today
   - People did not want to see a treeless park
   - Had once been known for its beauty but has now been damaged greatly

- **establish** (v) to create; to start
- **immense** (a) huge; enormous
- **outcry** (n) an objection; a protest
- **irrevocably** (ad) forever; permanently
- **vegetation** (n) plant life
- **clog** (v) to stop up; to block
- **propel** (v) to push; to drive forward
- **perish** (v) to die
- **dweller** (n) an inhabitant; a resident
- **vista** (n) a view
- **geyser** (n) a hot spring that shoots up out of the earth
### B. Listen to a lecture on the topic you just read about, and complete the note diagram.

**Reading**

- **Stance**
- **Main point 1**
- **Main point 2**
- **Main point 3**

**Listening**

- **Stance**
- **Refutation 1**
- **Refutation 2**
- **Refutation 3**

---

**Yellowstone**

1. Burned vegetation can help a forest
   - Burned material goes into soil →
   - Lose many trees →

2. ( )
   - ( ) are now appearing in huge numbers

3. Tourist numbers are starting to increase
   - Fewer tourists came a/f fire b/c of
   - Economy ↑ → more tourists 2 Yellowstone

---

**Vocabulary**

- **stance** [n] a position; an opinion
- **on the contrary** [phr] in contrast; in opposition
- **spring up** [phr] to arise; to grow
- **penetrate** [v] to pierce; to go through
- **accelerate** [v] to speed something up; to make something happen faster
- **drove** [n] a group; a large number
- **feast on** [phr] to eat very much
- **undergrowth** [n] small, thick bushes
- **endure** [v] to experience; to undergo
- **crisis** [n] a disaster; an enormous problem
The following sentences are some important points from both the reading and the lecture. Combine each pair of sentences to create your own sentence using the given pattern.

1. Reading  
As a result of the fire, many believed the park to have been severely and irrevocably damaged.

Listening  
There are numerous signs that the park is recovering while still receiving a great many visitors.

→ Combine  
In opposition to the author of the reading passage, who believes ____________________________, the professor is convinced that ____________________________.

2. Reading  
The rivers and streams were clogged with ash, and the ecosystem of the park was altered beyond repair.

Listening  
Richer soil and more sunlight exist in Yellowstone right now, which is accelerating the recovery process.

→ Combine  
The reading passage declares that ____________________________; however, the professor mentions ____________________________.

3. Reading  
Even today, few of these small forest dwellers have returned to live in the park.

Listening  
Some species that were previously never even a part of the park’s ecosystem have found their way to Yellowstone.

→ Combine  
Although the reading passage’s author states that ____________________________, the professor indicates that ____________________________.

4. Reading  
In the years immediately following the fires, the number of visitors declined tremendously.

Listening  
Fortunately, by the mid-1990s, once the economic crisis had passed, the numbers of tourists had risen again.

→ Combine  
While the reading contends that ____________________________, the professor comments that ____________________________.
<table>
<thead>
<tr>
<th></th>
<th>Review the notes from the reading and the lecture. Complete the following chart with full sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1 The reading passage describes ______________________________________, but the professor counters by suggesting ______________________________________.</td>
</tr>
<tr>
<td></td>
<td>2 The reading first mentions ______________________________________.</td>
</tr>
<tr>
<td>Body 1</td>
<td>3 The author believes ______________________________________.</td>
</tr>
<tr>
<td></td>
<td>4 However, the professor says that ______________________________________.</td>
</tr>
<tr>
<td>Body 2</td>
<td>5 In response to the reading passage’s assertion that ______________________________________, the professor claims that ______________________________________.</td>
</tr>
<tr>
<td></td>
<td>6 For example, ______________________________________.</td>
</tr>
<tr>
<td>Body 3</td>
<td>7 The reading passage then describes ______________________________________.</td>
</tr>
<tr>
<td></td>
<td>8 The professor agrees with that claim but ______________________________________.</td>
</tr>
<tr>
<td></td>
<td>9 She then declares that ______________________________________.</td>
</tr>
<tr>
<td>Conclusion (Optional)</td>
<td>10 While the author of the reading passage believes that ______________________________________, the professor is convinced of ______________________________________.</td>
</tr>
</tbody>
</table>
The United States has an extensive national parks system that encompasses large areas of the country, especially in western states and Alaska. Currently, the parks charge an admission fee for visitors, with the rate depending on the park, the age of the visitors, and how long they plan to stay. However, these admission fees should be abolished, and all visitors should be allowed entrance to the park for free.

The most important thing to remember is that they are national parks, meaning that they belong to the country, which really means the citizens of the country. Charging the owners of a place a fee to enter it is simply outrageous. After all, people do not have to pay money every time they enter their own homes. They should not have to do it for national parks either.

Charging admission to national parks also serves to discourage people from visiting them and enjoying their natural beauty. This is especially true for large groups wanting to stay for several days since they are charged exorbitant rates. Because of the high prices, many people are spending their vacations elsewhere and are thus deprived of the opportunity to enjoy their time off in the parks.

Checking every single visitor and collecting admission fees is an additional, time-consuming process. There are already long lines at the entrances to these parks, particularly during the summer travel season. People relentlessly complain about these lines, as some of them may have to wait an hour or even longer merely to enter the park. And because park personnel are used to collect these fees, they are unavailable to work elsewhere, which accordingly reduces the quality of services throughout the entire park.
Now listen to a lecture on the topic you read about.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 National Parks</td>
<td>4 National Parks</td>
</tr>
<tr>
<td>1. Parks belong to all the citizens</td>
<td>1. Important to maintaining parks</td>
</tr>
<tr>
<td>2. Fees discourage people from visiting</td>
<td>2. High fees → people visit smaller parks</td>
</tr>
<tr>
<td>3. Takes time to collect money</td>
<td>3. Improve park safety</td>
</tr>
</tbody>
</table>
Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on specific points made in the reading.
Check your essay.

1. Are all the important points from the lecture presented accurately?
2. Is the information from the lecture appropriately related to the reading?
3. Is the response well organized?
4. Are all the sentences grammatically correct?
5. Are all the words spelled correctly?
6. Are all the punctuation marks used correctly?

Words & Phrases

**Reading**
- extensive [a] wide-ranging; very large
- encompass [v] to cover; to include
- abolish [v] to do away with; to stop; to end
- outrageous [a] offensive; extreme
- discourage [v] to dissuade; to dishearten
- exorbitant [a] extremely high; excessive
- be deprived of [phr] to be denied; to be without
- time-consuming [a] taking a long period of time
- relentlessly [ad] continually; continuously
- personnel [n] workers; employees; staff

**Listening**
- strike [v] to occur
- up-to-date [a] modern; recent
- federal [a] national
- overcrowded [a] containing too many people or things
- head to [phr] to go to
- minimal [a] very small; minor
- affordable [a] inexpensive; reasonable
- checkpoint [n] a place where security personnel can conduct inspections
- park ranger [n] a person who works in a national park, usually in an outdoors capacity
- pose [v] to present
For the past sixty years, fluoride has been added to the public drinking water in the United States. This measure has greatly improved the health of Americans by enhancing their dental health and bone structure. Thanks to this chemical, the drinking water has been purified and made safer to drink as well.

The primary reason that fluoride is added to drinking water is to prevent the onset of tooth decay. Fluoride achieves this effect by binding with the enamel on people's teeth, which helps the teeth remain healthy. Studies conducted over several decades in numerous communities have shown that there has been an average of 12.5 percent less tooth decay and 2.25 fewer teeth lost from decay thanks to fluoride. The Center for Disease Control and Prevention also claims that fluoride water treatment can cause a reduction of tooth decay by almost 30 percent.

Additionally, water treated with fluoride is much purer than untreated water. The reason is that fluoride acts as a cleansing agent. It attacks bacteria and other organisms, essentially removing them from the water. On the basis of this reason alone, the World Health Organization (WHO) has called on many developing nations, where clean drinking water is not always readily available, to increase the fluoride content in their water supplies.

Some scientists have even pointed out that there is a great deal of evidence that fluoride helps improve the bone structures of people who drink water treated with it every day. Studies have proven that these people's bone densities have increased, and older women have even shown a tendency to suffer from osteoporosis in smaller numbers if they have drunk fluoride-treated water. And bone fractures from simple falls are less common than in populations of people who do not drink fluoride-treated water.

- **dental** [adj] relating to the teeth  
- **purify** [v] to make pure; to make clean  
- **tooth decay** [phr] the rotting of the teeth  
- **enamel** [n] the hard, white outer layer of the teeth  
- **bacteria** [n] microorganisms  
- **organism** [n] a creature  
- **readily** [adv] easily  
- **density** [n] thickness; compactness  
- **osteoporosis** [n] a medical condition in which one's bones lose calcium and become more likely to break  
- **bone fracture** [phr] a break or crack in a bone

1. **Binds w/ enamel on teeth** → helps keep teeth healthy
2. **Acts as a cleansing agent** → **removes** bacteria, etc.
3. **WHO wants developing countries to put fluoride in water supplies**
4. **Increases bone density** → fewer bone fractures
B  Listen to a lecture on the topic you just read about, and complete the note diagram.

<table>
<thead>
<tr>
<th>cut and dry (phr)</th>
<th>simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>controversial (a)</td>
<td>divisive; contentious</td>
</tr>
<tr>
<td>detrimental (a)</td>
<td>harmful; dangerous</td>
</tr>
<tr>
<td>insert (v)</td>
<td>to put in</td>
</tr>
<tr>
<td>abandon (v)</td>
<td>to stop; to leave behind</td>
</tr>
<tr>
<td>discolor (v)</td>
<td>to change something's color</td>
</tr>
<tr>
<td>monitor (v)</td>
<td>to watch carefully</td>
</tr>
<tr>
<td>deem (v)</td>
<td>to consider; to believe</td>
</tr>
<tr>
<td>skeletal (a)</td>
<td>relating to the bones</td>
</tr>
<tr>
<td>brittle (a)</td>
<td>weak; fragile; easily breakable</td>
</tr>
</tbody>
</table>

in Drinking Water

1. No need 2 add fluoride 2 drinking water
   - (2)
   - European countries don't put fluoride in drinking water → no decline in dental health

2. Has harmful side effects if taken 2 much
   - Discolors water pipes &
   - Better water purification methods →

3. (5)
   - Osteosarcomas → a rare form of bone cancer in young boys
   - Skeletal fluorosis →

C  Rewrite the main points from both notes as complete sentences.

Reading
Stance
Main point 1
Main point 2
Main point 3

Listening
Stance
Refutation 1
Refutation 2
Refutation 3
Synthesizing & Organizing

The following sentences are some important points from both the reading and the lecture. Combine each pair of sentences to create your own sentence using the given pattern.

1. Reading: This decision to put fluoride in drinking water has greatly improved the health of Americans by enhancing their dental health and bone structure.
   Listening: In fact, many people, myself included, believe that fluoride's effects can be somewhat detrimental to people.
   → Combine: Whereas the reading believes ____________________________, the professor thinks ____________________________.

2. Reading: The primary reason that fluoride is added to drinking water is to prevent the onset of tooth decay.
   Listening: Some, like Sweden and the Netherlands, haven't added fluoride to drinking water for over thirty years, yet they exhibit no decline in dental health.
   → Combine: Despite the reading passage's author asserting that ____________________________, the professor mentions that ____________________________.

3. Reading: Additionally, water treated with fluoride is much purer than untreated water.
   Listening: While fluoride does purify water, it can still lead to harmful side effects if taken in large amounts since it is a toxic chemical.
   → Combine: Although the writer of the reading passage thinks ____________________________, the professor claims ____________________________.

4. Reading: Some scientists have even pointed out that there is a great deal of evidence that fluoride helps improve the bone structures of people who drink water treated with it every day.
   Listening: Fluoride also may cause skeletal fluorosis, a condition caused by excessive fluoride exposure where fluoride is deposited directly into the bones.
   → Combine: Contrasting the reading passage's argument that ____________________________, the professor declares that ____________________________.
**B** Review the notes from the reading and the lecture. Complete the following chart with full sentences.

<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
<th>1 The reading passage asserts that__________________________, yet the professor feels that___________________________.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body 1</strong></td>
<td>2 While the reading states that___________________________________________________________________________.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 She cites_______________________________________________________________________________________________.</td>
</tr>
<tr>
<td><strong>Body 2</strong></td>
<td>4 The reading next mentions that_________________________________________________________________________.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 The professor agrees but also says that_________________________________________________________________</td>
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<tr>
<td></td>
<td>6 According to the professor,____________________________________________________________________________</td>
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<td></td>
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<tr>
<td><strong>Body 3</strong></td>
<td>7 Finally, the reading passage claims that________________________________________________________________</td>
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<td></td>
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<tr>
<td></td>
<td>8 However, the professor counters by stating that________________________________________________________________</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>9 She also adds that____________________________________________________________________________________</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>10 The lecture and the reading passage____________________________________________________________________</td>
</tr>
<tr>
<td>(Optional)</td>
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</tr>
</tbody>
</table>
A current Internet phenomenon is online pharmacies, which are basically drugstores in cyberspace. Customers go online, select the medicine they need, and order it directly to their homes. They are often cheaper than frequenting real drugstores. Unfortunately, there are myriad problems associated with online pharmacies, and it would be in the public's best interests to ban them from existence.

One major issue is that many medicines and products sold online do not meet Food and Drug Administration (FDA) guidelines for safe products. Particularly worrisome are the herbal remedies and other untested products that are not considered drugs yet are being used to treat illnesses. Many concoctions made from plant and animal matter are being sold without the benefit of proper testing and approval from the FDA, so they may actually harm unwitting customers.

By purchasing drugs directly from online pharmacies, consumers are bypassing a crucial part of the process. That is, they are not getting consultations from doctors. Many buyers lack important information about their medical conditions because they neglect first to see a doctor and get a recommendation as to what medicine they should take. In some cases, the medicine they take has unpleasant side effects or even fatal consequences, and by taking improper dosages even of the proper medicine, they may do themselves more harm than good.

Consumers typically have no idea about the origins of many drugs and herbal remedies online pharmacies sell. For example, some of them were manufactured in foreign countries where standards of approval differ from those in the United States. In short, many offer inferior products masquerading as legitimate medicines. Consumers should not trust these medicines even if they have labels and instructions in English. Considering that people's lives are at stake, online pharmacies should be banned from selling their wares.
<table>
<thead>
<tr>
<th>Reading</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Pharmacies</strong></td>
<td><strong>Online Pharmacies</strong></td>
</tr>
<tr>
<td>1. Sell unsafe medical products</td>
<td>1. Proved safe in other countries</td>
</tr>
<tr>
<td></td>
<td>2. Save time &amp; money</td>
</tr>
<tr>
<td>2. Consumers bypass doctors</td>
<td></td>
</tr>
<tr>
<td>3. Sell drugs of unclear origins</td>
<td>3. Rising costs of health care</td>
</tr>
</tbody>
</table>
Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on specific points made in the reading.
Check your essay.

1. Are all the important points from the lecture presented accurately?  
2. Is the information from the lecture appropriately related to the reading?  
3. Is the response well organized?  
4. Are all the sentences grammatically correct?  
5. Are all the words spelled correctly?  
6. Are all the punctuation marks used correctly?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Words & Phrases

**Reading**

- **frequent** [v] to visit often or repeatedly
- **myriad** [a] many; numerous
- **ban** [v] to prohibit
- **remedy** [n] a cure
- **concoction** [n] a mixture; a potion
- **unwitting** [a] unknowing; unaware
- **bypass** [v] to avoid; to go around
- **neglect** [v] to overlook; to disregard
- **masquerade** [v] to pretend; to attempt to deceive
- **legitimate** [a] real; legal
- **fatal** [a] deadly
- **dosage** [n] an amount; a quantity
- **at stake** [phr] at risk of being lost

**Listening**

- **corner drugstore** [n] a small, local pharmacy
- **restriction** [n] a limit
- **option** [n] a choice
- **abolition** [n] closure; banning
- **crucial** [a] very important
- **deter** [v] to prevent; to dissuade
- **expenditure** [n] expense; spending
- **await** [v] to wait for
- **competent** [a] experienced; able; capable
- **consult** [v] to ask for advice from; to see
- **pharmaceutical** [a] relating to drugs or medicine
- **line the pockets of** [phr] to enrich; to make someone richer by paying that person money
One of the great travelers of the Middle Ages was the Venetian Marco Polo. According to his writings, he journeyed to China in the late thirteenth century and stayed there for seventeen years. However, controversy has always followed Marco Polo's story, and he has been the target of skepticism from his time to the modern day. It appears that the skeptics are correct. Indeed, it is likely that Marco Polo never ventured to China, nor did he engage in any of the actions he took credit for.

There are several supposedly original accounts of his journey. They are written in Italian, Latin, and old French. However, each account differs in its details, which has raised questions about the legitimacy of his journey. One critic, Peter Jackson, a British historian, believes Polo's work was that of a romance writer using the accounts of various travelers who had spent time in the Far East.

Another criticism is that Polo failed to mention many basic facts about China known to have been true during the time he was supposedly there. He never mentioned the practice of binding women's feet or tea drinking. He also never described the Great Wall, one of the world's most impressive structures. And Polo could not speak, read, or write Chinese despite his assertion he had spent seventeen years there.

One of the most telling facts is that Marco Polo's name appears nowhere in the recorded history of China in that period. Considering his claim to have been a close friend and ambassador to the ruler, Kublai Khan, and a frequent court visitor, this is incredibly surprising. He also wrote about his role in bringing a Mongol princess to Persia, yet this too does not appear in any contemporary history books.

---

**Note Taking & Outlining**

A Read the following passage, and complete the note diagram.

---

**Marco Polo**

1. **(2)**
   - Written in several languages → diff. details
   - Could have been written by a romance writer

2. **Never mentioned many things about China**
   - No mention of **(1)**
     - **(4)**
   - **(3)**
   - **(5)** → not mentioned

3. **(3)**
   - Said he brought Mongol princess 2 India

---

* skepticism [n] doubt; disbelief  • venture to-V [phr] to be brave enough to-V  • supposedly [adj] allegedly; apparently  • legitimacy [n] truthfulness; authority  • account [n] a story; an explanation  • impressive [a] imposing; breathtaking  • assertion [n] a statement; a claim  • telling [a] very important  • contemporary [a] of the same time as something else
Part 1  |  Integrated Writing

Listen to a lecture on the topic you just read about, and complete the note diagram.

authenticity (n) genuineness; authority
accurate (a) precise; correct
account for (phr) to explain	ranslate (v) to put into another language; to interpret
manuscript (n) a writing; a document
discrepancy (n) a difference; an inconsistency
consume (v) to eat or drink
erode (v) to wear away
departure (n) a leaving; an exit
merit (v) to earn

Marco Polo (1)

1. Reason for different versions of accounts of his trip
   - First account → written in French by a romance novelist in prison
   - Later account → (2) & translated into Latin & back into Italian

2. Did not see many things associated w/ China
   - (3) → not much tea was consumed there
   - Entered China from the west → (4)

3. (5)
   - Fluent in Persian → was given Persian translators
   - Absent from Chinese history → (6)

Rewrite the main points from both notes as complete sentences.

Reading
Stance
Main point 1
Main point 2
Main point 3

Listening
Stance
Refutation 1
Refutation 2
Refutation 3
The following sentences are some important points from both the reading and the lecture. Combine each pair of sentences to create your own sentence using the given pattern.

1. Reading: It is likely that Marco Polo never ventured to China, nor did he engage in any of the actions he took credit for.
   
   Listening: Polo indeed traveled to China and then wrote an accurate account of his journey, which became one of the most important books in history.
   
   Combine: Although the reading passage's author thinks ____________________________, the professor firmly believes ____________________________.

2. Reading: Polo's work was that of a romance writer using the accounts of various travelers who had spent time in the Far East.
   
   Listening: The first account of his travels was written by a fellow prisoner, a romance writer, who told his tale in Old French.
   
   Combine: To respond to the assertion that ____________________________, the professor claims that ____________________________.

3. Reading: Polo failed to mention many basic facts about China known to have been true during the time he was supposedly there.
   
   Listening: Polo spent most of his time in the north, where tea wasn't often consumed.
   
   Combine: While the author of the reading states that ____________________________, the professor excuses this by stating that ____________________________.

4. Reading: One of the most telling facts is that Marco Polo's name appears nowhere in the recorded history of China in that period.
   
   Listening: As for his absence from any Chinese books, it may be related to the fact that he used a different form of his name in Chinese or Mongolian or simply that he wasn't important enough to merit the honor of being mentioned.
   
   Combine: The reading says that ____________________________; however, the professor counters by arguing that ____________________________.
Review the notes from the reading and the lecture. Complete the following chart with full sentences.

<table>
<thead>
<tr>
<th>Part 1: Integrated Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>1. While the reading asserts that ____________________________, the professor ____________________________ .</td>
</tr>
<tr>
<td>2. In response to the accusation that ____________________________, the professor mentions that ____________________________ .</td>
</tr>
<tr>
<td><strong>Body 1</strong></td>
</tr>
<tr>
<td>3. The professor says that ____________________________ .</td>
</tr>
<tr>
<td><strong>Body 2</strong></td>
</tr>
<tr>
<td>4. The reading also points out that ____________________________ .</td>
</tr>
<tr>
<td>5. However, the professor says that ____________________________ .</td>
</tr>
<tr>
<td><strong>Body 3</strong></td>
</tr>
<tr>
<td>6. Finally, according to the reading, ____________________________ .</td>
</tr>
<tr>
<td>7. The professor mentions that ____________________________ .</td>
</tr>
<tr>
<td>8. She also claims that ____________________________ .</td>
</tr>
<tr>
<td><strong>Conclusion (Optional)</strong></td>
</tr>
<tr>
<td>9. In short, the reading is ____________________________; however, the professor ____________________________ .</td>
</tr>
</tbody>
</table>
It is a certainty that the Vikings visited the Americas prior to Columbus's epic voyage in 1492. However, the claim that the Chinese reached America earlier is just as valid. Between the years 1405 and 1433, the Chinese Admiral Zheng He led seven great expeditions across the world's oceans. On one voyage, he definitely reached both the east and west coasts of North America.

The evidence is compelling. Off the coasts of the Bahamas is the Bimini Road, an underwater formation that resembles a road. British historian Gavin Menzies believes this was either a dock or a road built by Zheng He's fleet when it visited the Bahamas in 1421. The formation itself appears to have a distinct Chinese pattern as well, and the stones are seemingly arranged on purpose.

The second bit of evidence is the 1970s discovery of over twenty anchors in the waters of the Pacific Ocean off of Palos Verdes, California. These anchors are Chinese in origin. They are made of stone and have holes in the middle, making them uncommon forms of anchor. For thousands of years, the Chinese have used such large, round stones with holes in the middle so as to attach ropes to use as anchors for their ships. These anchors prove that a Chinese fleet, likely Zheng He's, made it to America.

Another sign of this early Chinese expedition is the Newport Tower in Newport, Rhode Island. It is built in the shape of a Chinese lighthouse and is at the same latitude as Beijing, China's capital. It also used crushed seashells as mortar for its bricks, a practice commonly used to construct Chinese lighthouses. The tower's date of construction is unknown to historians, yet carbon dating methods place its creation to the early fifteenth century.
Now listen to a lecture on the topic you read about.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visited America in the 15th Century</td>
<td>Never Visited America</td>
</tr>
<tr>
<td>1. Bimini Road off the Bahamas</td>
<td>1. Formation off Bahamas = natural</td>
</tr>
<tr>
<td>2. Anchors discovered off California coast</td>
<td>2. Anchors ≠ very old</td>
</tr>
</tbody>
</table>
Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on specific points made in the reading.
Check your essay.

1. Are all the important points from the lecture presented accurately? ☐ ☐
2. Is the information from the lecture appropriately related to the reading? ☐ ☐
3. Is the response well organized? ☐ ☐
4. Are all the sentences grammatically correct? ☐ ☐
5. Are all the words spelled correctly? ☐ ☐
6. Are all the punctuation marks used correctly? ☐ ☐

Words & Phrases

Reading

☐ certainty [n] a guarantee
☐ epic [a] heroic; classic
☐ valid [a] legitimate; truthful
☐ expedition [n] a long journey
☐ compelling [a] believable; convincing
☐ dock [n] a pier; a wharf
☐ distinct [a] unique; particular
☐ anchor [n] a heavy object used to keep a boat from moving at sea
☐ crushed [a] compressed; flattened
☐ mortar [n] a binder used in construction

Listening

☐ credit [v] to recognize; to acknowledge
☐ competing [a] vying; opposing
☐ assure [v] to promise; to guarantee
☐ utterly [adv] entirely; totally
☐ supposed [a] imaginary
☐ tidal [a] relating to the tide
☐ conveniently [adv] opportunely
☐ barely [adv] hardly
☐ ancestor [n] a forebear
☐ bind [v] to join
Note Taking & Outlining

A Read the following passage, and complete the note diagram.

While the Americas were the last major continental landmass to be inhabited by humans, when these settlements occurred is unknown. The oldest known archaeological site is in Monte Verde, Chile. Some researchers have suggested that humans resided there around 12,500 years ago. However, based on a number of reasons, it is clear that these archaeologists are mistaken and that the site was not inhabited that long ago.

The original settlers of the Americas are known to have been hunter-gatherers who lived off of plants they collected and animals they killed. Farming was unknown to them until thousands of years later. However, excavations at the Monte Verde site have revealed no hunting tools—like spearheads or arrowheads—that would indicate people actually lived there then. The absence of weapons indicates no primitive hunter-gatherer society lived at Monte Verde.

Unfortunately, the area around Monte Verde has been used as farmland for many generations, so the farmers have damaged the site immensely. By plowing and planting crops on the land, they have compromised any archaeological evidence, thereby making it difficult to tell what actually happened there thousands of years ago. A site typically has its oldest artifacts deep in the ground and its newest ones closer to the surface. However, at Monte Verde, the disturbing of the soil has made it impossible accurately to date any of the artifacts unearthed.

There is also the presence of bitumen, a tar-like substance used for paving roads. This has compromised the site as well. The bitumen has made carbon dating difficult since it can affect the entire dating process. So archaeologists only dated certain objects and did not try to date everything found on the site. This incomplete dating process has led many skeptics to wonder if they were trying to conceal the truth about Monte Verde and its first settlement.

1. (2) Original settlers in Americas = hunter-gatherers
   - Found no spearheads / arrowheads → no early settlers lived there

2. (3) Plowed the land → disrupted soil → unreliability

3. Presence of bitumen at dig site
   - 2 much bitumen → unreliable
**B** Listen to a lecture on the topic you just read about, and complete the note diagram. ☞ 12

- **uncover** (v) to reveal; to show
- **peat bog** (phr) wet, spongy ground of decaying plant material
- **consume** (n) to eat; to devour
- **preserve** (v) to keep; to conserve
- **rudimentary** (a) basic; simple
- **disturb** (v) to upset; to bother
- **soil** (n) ground; earth
- **promptly** (ad) immediately
- **be immersed into** (phr) to be put deep into a body of liquid
- **render** (v) to make; to cause to be

---

1. **12,500 Yrs Ago**

   1. Ate plants & small animals
      - (2)
      - No knowledge of how to make weapons

   2. Main dig site kept intact
      - (3)
      - Only upper layers of soil were disrupted

   3. Thorough enough dating process done
      - Some items → (5)
      - → couldn't be dated
      - (6)
      - → majority point 2 a time around 12,500 yrs ago

---

**C** Rewrite the main points from both notes as complete sentences.

**Reading**

Stance

Main point 1

Main point 2

Main point 3

**Listening**

Stance

Refutation 1

Refutation 2

Refutation 3
The following sentences are some important points from both the reading and the lecture. Combine each pair of sentences to create your own sentence using the given pattern.

1 Reading: It is clear that these archaeologists are mistaken and that the site was not inhabited that long ago.

Listening: It has been dated to 12,500 years ago, which therefore proves that this small, yet well-preserved, place was the site of some kind of human settlement.

→ Combine: The author of the reading is convinced that [ ], yet the professor believes [ ].

2 Reading: The absence of weapons indicates no primitive hunter-gatherer society lived at Monte Verde.

Listening: Some archaeologists have also suggested that this group of settlers simply lacked the knowledge of how to make rudimentary weapons, explaining why none was found there.

→ Combine: Whereas the reading states [ ], the professor asserts that [ ].

3 Reading: By plowing and planting crops on the land, they have compromised any archaeological evidence, thereby making it difficult to tell what actually happened there thousands of years ago.

Listening: The main dig site was the bog itself, which the farmers never touched.

→ Combine: In contrast to the reading passage author’s argument that [ ], the professor mentions that [ ].

4 Reading: The bitumen has made carbon dating difficult since it can affect the entire dating process.

Listening: However, archaeologists did more than twenty-five tests and also used different dating methods to lend them more accuracy.

→ Combine: While the reading believes that [ ], the lecturer declares that [ ].
Review the notes from the reading and the lecture. Complete the following chart with full sentences.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>1 The author of the reading is convinced</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>2 The professor, however, believes</td>
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<td></td>
<td></td>
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<tr>
<td>3 First, the reading declares</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Body 1</td>
<td>4 However, the professor claims that</td>
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<td></td>
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<td></td>
<td>5 He further mentions that</td>
</tr>
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<tr>
<td></td>
<td>6 The reading also discusses</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Body 2</td>
<td>7 But the professor points out that</td>
</tr>
<tr>
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<td></td>
<td>8 Besides,</td>
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<tr>
<td></td>
<td>9 Finally, to counter the assertion in the reading that</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>, the professor claims that</td>
</tr>
<tr>
<td>Body 3</td>
<td>10 According to him,</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>11 The reading strongly denies</td>
</tr>
<tr>
<td>(Optional)</td>
<td>however, the professor</td>
</tr>
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<td></td>
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</tbody>
</table>
The Copper Scrolls are two scrolls made of copper that were found in a cave near the Dead Sea in Israel in 1952. Once they were deciphered, experts learned that the scrolls told the story of a hidden treasure worth about a billion dollars in today's money. While this story has fascinated mystery buffs and treasure hunters ever since, in reality, it is likely fiction, and no treasure ever existed.

The language of the scrolls presents one of the biggest problems. It is an ancient form of Hebrew for which there are no known documents with which to compare the text. In addition, a close reading of the scrolls shows that someone, either by mistake or on purpose, made some errors in the translations. Debate still rages today as to the exact translation of the scrolls.

What is known is that the scrolls supposedly report that piles of gold and silver were buried in certain locations throughout the area comprising present-day Israel. The amount of treasure as described by the scrolls is so vast that it seems impossible for such a treasure actually to exist. As further evidence, the Qumran sect is believed to have made these scrolls. The Qumran were an ascetic people, neither desiring nor owning worldly possessions. They would never have had such enormous treasures.

Some scholars and treasure hunters have even determined a few of the locations of the treasure. Yet, digs at these places revealed no hordes of gold and silver. In reality, the searchers spent great amounts of money trying to locate these places and then digging around the areas. Whether it is an ancient practical joke or a map to treasures long since recovered, it is certain that the Copper Scrolls will reveal no new treasures.
Now listen to a lecture on the topic you read about.

### Reading

<table>
<thead>
<tr>
<th>Are Not Authentic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No agreed-upon translation</td>
</tr>
<tr>
<td>2. Too much treasure to be true</td>
</tr>
<tr>
<td>3. No treasures found until now</td>
</tr>
</tbody>
</table>

### Listening

<table>
<thead>
<tr>
<th>Are Authentic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Difficult to translate</td>
</tr>
<tr>
<td>2. Use of Egyptian numbering system</td>
</tr>
<tr>
<td>3. Treasures already found &amp; taken away</td>
</tr>
</tbody>
</table>
Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on specific points made in the reading.
Check your essay.

1. Are all the important points from the lecture presented accurately?  
2. Is the information from the lecture appropriately related to the reading?  
3. Is the response well organized?  
4. Are all the sentences grammatically correct?  
5. Are all the words spelled correctly?  
6. Are all the punctuation marks used correctly?

Words & Phrases

**Reading**
- scroll [n] a roll of paper, usually with writing on it
- decipher [v] to decode; to translate; to reveal
- fascinate [v] to amaze; to wow
- buff [n] a person who is very interested in something
- compelling [a] believable; convincing
- rage [v] to continue with a lot of arguments
- supposedly [adv] purportedly; allegedly
- sect [n] a group; a faction
- ascetic [a] living a very simple life; austere
- worldly possessions [phr] belongings; property
- horde [n] a large amount

**Listening**
- hoax [n] a trick; a scam
- inaccurately [adv] incorrectly; improperly
- tricky [a] difficult; complicated
- deliberate [a] on purpose; intentional
- conclude [v] to determine; to theorize
- tidal [a] relating to the tide
- presence [n] occurrence; appearance
- scribe [n] a person who records things by writing; a stenographer
- correspond [v] to match; to equal
- cart away [phr] to carry away; to take away
In the Tunguska region of Siberia, Russia, in late June 1908, there occurred one of the largest explosions in history. It was a tremendous event with the power of a large nuclear weapon. There have been many theories as to what caused this explosion, including one that states an asteroid struck the ground there. However, the most likely explanation was that this was a large, methane gas explosion.

Despite the fact that the first examination of the site was only done in 1927, there have been many expeditions there since then. None of them have shown any evidence of an asteroid strike. No rocks or material from an asteroid have ever been recovered. Asteroid rocks have high concentrations of nickel and iridium and thus would be easily detectable. Finally, no witnesses ever emerged to attest to the fact that they saw an asteroid streaking across the sky.

Known asteroid sites on Earth leave large impact craters, but Tunguska has none. Some people believe that a lake was the impact crater, yet researchers have found mud silt at its bottom that dates back to more than 5,000 years in the past. However, an area of forest 50 kilometers wide was devastated. Trees were knocked down and stripped of their branches and bark. These effects are more consistent with a gas, like methane, explosion.

Tunguska has many rivers, lakes, swamps, and peat bogs, and it is known for having high levels of methane gas. One extremely believable theory suggests that a high concentration of methane gas built up underground. It was then released, either by humans or naturally, causing it to explode when it was above the forest, thereby destroying many trees. In fact, some eyewitnesses reported seeing lightning nearby, which could have caused the gas to detonate.

---

1. **No evidence of asteroid strike**
   - Many expeditions there since 1927
   - No eyewitnesses of asteroid streaking across the sky

2. **Nearby lake as possible impact site**
   - Turned out to have 5,000-yr-old silt
   - Supports gas explosion

3. **Gas built up underground**
   - Was released and then exploded
   - Could have made gas explode
**B** Listen to a lecture on the topic you just read about, and complete the note diagram.

![Lecture Image]

- debate (v) to argue verbally
- atmosphere (n) the air
- streak (n) a line; a strip
- split (v) to divide in half
- shatter (v) to break into many small pieces
- quantity (n) an amount
- unrecognizable (a) unable to be identified
- conduct (v) to carry out
- identical (a) the same
- implausibility (n) improbability
- sheer (a) pure; total

1. **Caused the Tunguska Incident**

   1. (2)
   - Looked like sky had opened → could have been asteroid entering atmosphere
   - (3) → like an asteroid's effect

   2. **Asteroid explosion in the air**
   - Asteroid never hit the ground → (4)
   - (5) → similar to an asteroid hit

   3. **Improbability of methane gas explosion**
   - Absence of enough gas in that area → such a huge explosion
   - (6)

**C** Rewrite the main points from both notes as complete sentences.

### Reading

**Stance**

Main point 1

Main point 2

Main point 3

### Listening

**Stance**

Refutation 1

Refutation 2

Refutation 3
The following sentences are some important points from both the reading and the lecture. Combine each pair of sentences to create your own sentence using the given pattern.

1. **Reading** The most likely explanation for the Tunguska explosion was that it was a large, methane gas explosion.
   **Listening** I, however, am certain that the event was caused by an asteroid exploding above the Earth as it entered our atmosphere.
   → **Combine** The reading passage depicts _____________________________________________, yet the professor expresses his certainty that _____________________________________________.

2. **Reading** Finally, no witnesses ever emerged to attest to the fact that they saw an asteroid streaking across the sky.
   **Listening** Many eyewitnesses reported a streak of bright light in the sky close to Earth.
   → **Combine** In direct contrast to the reading’s assertion that _____________________________________________, the professor claims _____________________________________________.

3. **Reading** Known asteroid sites on Earth leave large impact craters, but Tunguska has none.
   **Listening** Since the asteroid exploded before it struck the ground, there was no impact crater to be found.
   → **Combine** While the reading cites _____________________________________________, the professor believes _____________________________________________.

4. **Reading** The methane gas was then released, either by humans or naturally, causing it to explode when it was above the forest, thereby destroying many trees.
   **Listening** The area simply doesn’t—and never did—have enough methane gas to have created this kind of explosion.
   → **Combine** The author of the reading passage thinks _____________________________________________; however, the professor asserts _____________________________________________.

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Review the notes from the reading and the lecture. Complete the following chart with full sentences.

| Introduction | 1 The reading author presents evidence that __________________________.
| 2 The professor, however, contests this theory and believes __________________________.
| 3 The first evidence presented in the reading is that __________________________.
| 4 Also, __________________________.
| 5 The professor counters by saying that __________________________.
| 6 In addition, __________________________.

| Body 1 | 7 Next, the reading mentions __________________________.
| 8 The professor, however, indicates that __________________________.
| 9 He also says that __________________________.

| Body 2 | 10 Finally, while the reading author believes __________________________, the professor disregards this theory since __________________________.

| Body 3 | 11 While the reading supports __________________________, the professor believes __________________________.

Conclusion (Optional)
For centuries, man has pondered whether or not he is alone in the universe. One of the most likely places to find life is Mars. In fact, for decades, determining if life is or was ever there has been the goal of many scientific probes and observations. Now, it appears that there are signs that life in some basic form may actually exist on the planet.

One reason for this belief is the presence of methane gas on Mars. Methane is a naturally occurring gas produced by dead plant and animal matter and which is often found in coal mines and swampy regions on Earth. Since methane exists only for a few hundred years before it dissipates, it needs to be replenished by some living organism even if it is something as small as bacteria. The presence of methane on Mars strongly suggests there is some form of living organism there replenishing the gas.

A recently found meteorite believed to have come from Mars shows some signs of having fossilized bacteria. The meteorite has magnetite crystals arranged in long chains. These minerals could only have been formed by bacteria. Researchers have compared the meteorite to a similar Martian one found in Antarctica in the 1990s. This meteorite too exhibits signs of bacteria.

For some time now, astronomers have been aware of evidence of the existence of hydrogen, a basic building block of life, on Mars although most of it is frozen ice at the two Martian poles. Moreover, recent space probes have found evidence of large quantities of water, which may be flee-flowing, below the surface. Free-flowing water could support some forms of life, no matter how basic. It seems apparent, therefore, that the likelihood of life on Mars is rather high.
<table>
<thead>
<tr>
<th>Reading</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>on Mars</td>
<td>on Mars</td>
</tr>
<tr>
<td>1. Existence of methane gas</td>
<td>1. Methane has other sources</td>
</tr>
<tr>
<td>2. Specimens of meteorites from Mars</td>
<td>2. Not sure of meteorites' origins</td>
</tr>
</tbody>
</table>
Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on specific points made in the reading.
Check your essay.

1. Are all the important points from the lecture presented accurately?
2. Is the information from the lecture appropriately related to the reading?
3. Is the response well organized?
4. Are all the sentences grammatically correct?
5. Are all the words spelled correctly?
6. Are all the punctuation marks used correctly?

Words & Phrases

Reading
- ponder (v) to think about; to consider
- probe (n) a search; an investigation
- matter (n) material; substance
- swampy (a) having the characteristics of a swamp; marshy
- dissipate (v) to dissolve; to waste away
- replenish (v) to refill
- exhibit (v) to show; to present
- building block (n) an element; a unit
- free-flowing (a) moving without any obstacles
- apparent (a) obvious; clear

Listening
- obvious (a) apparent
- extraterrestrial (a) alien; not from Earth
- volcanic (a) relating to volcanoes
- indication (n) a sign; a suggestion
- initial (a) beginning; primary
- stage (n) a period; a phase
- specimen (n) an example; a sample
- sampling (n) a sample; a specimen
- clear-cut (a) obvious; apparent
- verify (v) to confirm as true
One of the business world's latest marketing trends is the use of buzzers, people who are hired by companies to promote their products. Buzzers do this by using them—often in public places—and then telling others how much they love them. Unfortunately, this marketing method leaves much to be desired.

Marketing through buzzers is inherently dishonest since they receive money for promoting the companies' products. Moreover, most of them sign confidentiality agreements with their employers that forbid them to tell anyone they are buzzers. This means they are company employees and are not really giving their personal opinions. Some of them might not even like the product they are promoting, yet they are still announcing to families, friends, and total strangers that their product is the best one on the market.

Also, buzzers make consumers less objective about the products they purchase. Nowadays, most people are skeptical of advertising. This is a primary reason why companies employ buzzers. If exposed to the constant hyping by buzzers, people might become less critical of products. This is even more true whenever the people in question are either related to or friends with the buzzer. They might easily ignore any possible defects of the products and get to believe they are of better quality than they really are.

Buzzers are therefore doing harm to society in general by causing distrust among members of society. People are more likely to want to trust buzzers since they appear to be promoting products on their own. However, once consumers know the truth about buzzers, they begin to be suspicious not only of buzzers but also of others in general. As trust in others decreases, society in general begins to fall apart.

Buzzers

1. Dishonest
   - Pretend to be consumers → (may not even like the products)
   - (people don't know they are buzzers)

2. (Constant hyping by buzzers, esp. ignore defects & believe products are better than they really are

3. Cause harm to society
   - Become suspicious of buzzers → society falls apart

- inherently (ad) innately; basically • confidentiality (n) privacy; secrecy • forbid (v) to prohibit; to ban • objective (a) lacking in bias • skeptical (a) cynical; disbelieving • hype (v) to promote; to publicize • critical (a) disapproving; fault-finding • defect (n) a flaw; an imperfection • suspicious (a) distrustful • fall apart (phr) to collapse; to go to pieces
Listen to a lecture on the topic you just read about, and complete the note diagram.

**Reading**

Stance

Main point 1

Main point 2

Main point 3

**Listening**

Stance

Refutation 1

Refutation 2

Refutation 3

---

**Buzzers**

1. Not everyone = a buzzer
   - Want buzzers who love their products

2. Know much about their products
   - Potential customers →
   - Buzzers →

3. Have positive influence on society
   - Can help build trust →
   - Must provide good service otherwise

---

**Maintain** (v) to state; to believe; to assert
**Financial compensation** (phr) a monetary payment in return for doing something
**In actuality** (phr) in reality
**Deceitful** (a) dishonest
**Potential** (a) prospective; likely
**Impart** (v) to provide; to tell
**Affect** (v) to influence
**Word-of-mouth** (phr) oral communication
**Societal** (a) relating to society
Synthesizing & Organizing

The following sentences are some important points from both the reading and the lecture. Combine each pair of sentences to create your own sentence using the given pattern.

1. **Reading**: Unfortunately, this marketing method leaves much to be desired.

   **Listening**: In actuality, many buzzers do like the products they’re promoting, which makes them much more easily trusted than other forms of advertising.

   → **Combine**: While the reading passage says that ____________, the professor thinks ____________.

2. **Reading**: Marketing through buzzers is inherently dishonest since they receive money for promoting the companies’ products.

   **Listening**: Testing has shown people can often tell when another is being deceitful, so companies want buzzers who really love the products they’re trying to sell.

   → **Combine**: Whereas the reading passage thinks that ____________, the professor mentions that ____________.

3. **Reading**: If exposed to the constant hyping by buzzers, people might become less critical of products.

   **Listening**: Unless potential customers receive the answers that they’re looking for, they won’t buy a product.

   → **Combine**: The reading passage declares that ____________; however, the professor says that ____________.

4. **Reading**: Buzzers are therefore doing harm to society in general by causing distrust among members of society.

   **Listening**: For example, buzzers help build trust in society by telling others about good, quality products.

   → **Combine**: In contrast to the reading, which claims ____________, the professor believes that ____________.
Review the notes from the reading and the lecture. Complete the following chart with full sentences.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>1 The author of the reading ________________________________________, yet the lecturer feels that _________________________________________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body 1</td>
<td>2 The reading mentions that ___________________________________________________________________________________________________________.</td>
</tr>
<tr>
<td></td>
<td>3 They may not even _________________________________________________________________________________________________________________.</td>
</tr>
<tr>
<td></td>
<td>4 However, the lecturer declares that __________________________________________________________________________________________________.</td>
</tr>
<tr>
<td></td>
<td>5 She claims ______________________________________________________________________________________________________________________.</td>
</tr>
<tr>
<td></td>
<td>6 While the reading passage declares that ___________________________________________________________________________________________, the lecturer believes ______________________________________________________________________________.</td>
</tr>
<tr>
<td>Body 2</td>
<td>7 She also notes that ______________________________________________________________________________________________________________.</td>
</tr>
<tr>
<td></td>
<td>8 Finally, the reading passage believes __________________________________________________________________________________________..</td>
</tr>
<tr>
<td>Body 3</td>
<td>9 The lecturer, on the other hand, feels that _______________________________________________________________________________________.</td>
</tr>
<tr>
<td></td>
<td>10 She points out that ____________________________________________________________________________________________________________.</td>
</tr>
<tr>
<td>Conclusion (Optional)</td>
<td>11 In conclusion, the reading passage feels ____________________________________________, yet the lecturer believes _________________________________.</td>
</tr>
</tbody>
</table>
Nowadays, an increasing number of people are leaving their jobs in corporations in order to start their own businesses. This trend is increasing rapidly. Now it is at the point where some companies are having trouble retaining their employees, particularly their best and brightest. This is not surprising as the negative aspects of working for a company have become more obvious.

Large companies have multiple levels of bureaucracy, which often makes it almost impossible for junior employees to have any contact with people in the upper echelons. Getting to the top of the corporate ladder might not be one’s goal, but all employees are interested in having their ideas listened to and acted upon. This is often not possible in a corporation. Senior managers often even take credit for the hard work their staff does. Starting one’s own business is often the only way for an employee to make sure his ideas see the light of day.

In a constantly fluctuating economy, job security is a thing of the past. Corporations once believed to be secure have crumbled under the weight of financial miscalculations and scandals. Tens of thousands of people have been fired in the past few years. Having one’s own business with oneself in charge gives a person a greater sense of financial security. These people are merely trying to protect themselves.

People depend upon insurance, pension plans, and retirement investments to protect themselves in times of need and for the future. But insurance costs are rising, pension funds are in trouble, and many retirement investments become worthless when a company goes bankrupt. Being a private business owner therefore guarantees future stability for its owner. All these combine to make opening one’s own business an appealing prospect.
Now listen to a lecture on the topic you read about.

### Reading

1. Big companies = 2 bureaucratic
2. No more job security at companies
3. Unstable pension plans & retirement investments

### Listening

1. Difficult at start
2. Not safe
3. Must pay extra benefits
Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on specific points made in the reading.
Check your essay.

1. Are all the important points from the lecture presented accurately?  
2. Is the information from the lecture appropriately related to the reading?  
3. Is the response well organized?  
4. Are all the sentences grammatically correct?  
5. Are all the words spelled correctly?  
6. Are all the punctuation marks used correctly?

Words & Phrases

**Reading**
- retain [v] to keep
- aspect [n] a feature; a part
- obvious [a] clear; noticeable
- bureaucracy [n] official procedures; formalities
- echelon [n] a rank; a level
- act upon [phr] to do; to implement
- credit [n] recognition; praise
- constantly [ad] continuously
- fluctuate [v] to go up and down
- secure [a] safe
- crumble [v] to fall apart
- guarantee [v] to ensure; to assure
- stability [n] constancy; strength
- prospect [n] a possibility; an outlook

**Listening**
- ultimately [ad] eventually; in the end
- bureaucratic [a] relating to bureaucracy
- nightmare [n] a bad situation
- permit [n] authorization; certification
- patent [v] to retain sole ownership over an invention or idea
- chances are that ... [phr] to be likely to happen
- debt [n] money owed
- incur [v] to bring upon oneself
- proverbial [a] well-known; expected
- take something into account [phr] to consider
- set up [phr] to arrange; to provide for
- inventory [n] stock
- fall apart [phr] to go badly
Biology II

Note Taking & Outlining

A  Read the following passage, and complete the note diagram.

Most spiders build webs of some type. These webs are made from a sticky, silk-like substance that spiders produce naturally. There are two main kinds of webs: orb webs and cobwebs. While both are able to capture and hold prey, it is the orb web that is much more efficient at doing so.

Orb webs are one-dimensional webs built on a flat plane. They consist of spirals of strands of web in an ever-increasing circular pattern that moves outward from a central point. The webs are difficult to see on account of the facts that they are one-dimensional and that the strands are fine enough to be invisible even in bright sunlight, let alone at night. Thus, the majority of spiders build orb webs because insects fly or innocently walk into the webs, thereby becoming easy prey for them.

The flat shape and one-dimensional aspect of the orb web are also more efficient uses of the spider’s silk. This type of web enables the spider to use the least amount of web substance thanks to its relatively simple structure. This plain structure also enables the spider to build the web quickly. In fact, it takes only 30 to 45 minutes to complete the orb web. Such efficiency is important because many species of spiders destroy and eat their webs around dawn and rebuild them with new silk each night.

Finally, the orb web allows spiders to know when their prey approaches and gets caught. Since the spider lies at the center of the web, it can feel the vibrations of insects from all directions once they get ensnared. The vibrations are practically a signal to the spider informing it that food is nearby. The spider can then easily locate its prey and approach it to kill and eat it.

---

* substance (n) a material  * capture (v) to catch; to trap  * orb (n) a sphere  * efficient (a) resourceful; competent  * plane (n) a flat surface  * spiral (n) a continuous circling flat curve  * strand (n) a thin strip  * anchor (v) to attach  * fine (a) very thin  * aspect (n) a feature; a characteristic  * ensnare (v) to entrap  * vibration (n) a tremble; a tremor

---

1. Efficient in trapping insects
   - One-dimensional & made of fine strands →
   - Used by most spiders

2. (3)
   - Simple structure → saves web substance → can build new webs every night

3. (5)
   - Spiders in center of web → → kill prey & eat it
B Listen to a lecture on the topic you just read about, and complete the note diagram.

- dense [a] thick
- ensnared [a] caught in a trap
- integral [a] crucial; important
- can ill afford to-V [phr] scarcely to be able to-V
- lest [conj] for fear that
- from scratch [phr] from the beginning
- repair [v] to fix; to mend
- spot [v] to notice; to see
- vulnerable [a] susceptible; open to attack

Are Ideal Webs 4 Spiders

1. (2)
   - 3-dimensional & cone/triangle-shaped
   - Made of irregular strands of spider silk → dense structure

2. Much stronger than orb webs
   - Orb webs: easily break → (3)
   - Cobwebs: don’t break as easily → (4)

3. (5)
   - Orb webs: spider in the center → makes it easy prey for birds
   - Cobwebs: spider hidden in dense folds → (6)

C Rewrite the main points from both notes as complete sentences.

Reading
Stance

Main point 1

Main point 2

Main point 3

Listening
Stance

Refutation 1

Refutation 2

Refutation 3
Synthesizing & Organizing

The following sentences are some important points from both the reading and the lecture. Combine each pair of sentences to create your own sentence using the given pattern.

1. Reading: While both are able to capture and hold prey, it is the orb web that is much more efficient at doing so.
   Listening: I, on the other hand, favor the cobweb as the spider's ideal kind of web for a number of different reasons.
   Combine: According to the reading passage, ____________________________, yet the professor ____________________________.

2. Reading: The majority of spiders build orb webs because insects fly or innocently walk into the webs, thereby becoming easy prey for them.
   Listening: Because cobwebs are made of irregular strands of spider silk and have a much denser structure, ensnared insects cannot escape as easily as they can from an orb web.
   Combine: While the reading points out that ____________________________, the professor states that ____________________________.

3. Reading: This type of web enables the spider to use the least amount of web substance thanks to its relatively simple structure.
   Listening: Once an orb web breaks, a spider must start again from scratch to rebuild it.
   Combine: In response to the reading, which reads that ____________________________, the professor says that ____________________________.

4. Reading: Since the spider lies at the center of the web, it can feel the vibrations of insects from all directions once they get ensnared.
   Listening: Because the spider must lie in the center of an orb web to feel the vibrations of captured prey, it is easy to be spotted by its natural enemies like birds.
   Combine: The reading mentions that ____________________________; however, the professor declares that ____________________________.
**Review the notes from the reading and the lecture. Complete the following chart with full sentences.**

| Introduction | 1 | The reading passage’s author believes ____________________________, yet the professor opines that ____________________________.
| Body 1       | 2 | The reading cites the fact that ____________________________.
|             | 3 | Meanwhile, the professor says ____________________________.
| Body 2       | 4 | Next, the author of the reading believes ____________________________.
|             | 5 | Spiders can make orb webs ____________________________.
|             | 6 | However, the professor claims ____________________________.
|             | 7 | She says that ____________________________.
| Body 3       | 8 | Finally, the reading mentions that ____________________________.
|             | 9 | However, the professor feels that ____________________________.
| Conclusion (Optional) | 10 | Both the reading passage’s author and the professor ____________________________.
Humans and primates, the family of apes, gorillas, and chimpanzees, among others, share many common traits. While primates are deemed the most intelligent of animals, most researchers have believed they lack the capacity to produce language. However, a research project in the 1970s at the University of Georgia showed promise that chimpanzees have the ability to learn language, just like human children do.

The project used several chimpanzees as test subjects among which Lana, a female chimp was the study’s focus. Since the primates lack the vocal constructions to make human speech patterns, the researchers created a language called Yerkish, using lexigram made of symbols that represent sounds and words. 125 symbols were placed on a keyboard, and Lana was taught how to use the board to communicate with the researchers. She successfully expressed her thoughts by pressing different keys in succession. In some cases, she used up to seven at a time.

While Lana’s ability to communicate was somewhat limited by using the keyboard, the researchers insisted the chimp was able to form the basis of language ability. She could form word combinations and could even distinguish between nouns and adjectives. For example, she used the term “finger bracelet” to describe a ring since she had no lexigram for that word. She had learned “finger” as a noun, but, in that case, she managed to use it as an adjective.

When asked questions by the researchers, Lana could respond. The questions were put into the lexigram machine, and Lana seemed to understand what was being asked. She then would reply by using the keyboard to give seemingly logical answers. While the communication was limited, the researchers believed the Lana experiment proved that some primates have the ability to learn to communicate with language.
Now listen to a lecture on the topic you read about.

**Reading**

Chimps

1. Learned symbol language

2. Formed the basis of language ability

3. Responded to 2 questions

**Listening**

Chimps

1. Only appeared to learn language

2. Limited language ability

3. No recognizable communication
Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on specific points made in the reading.
Check your essay.

1. Are all the important points from the lecture presented accurately?  
2. Is the information from the lecture appropriately related to the reading?  
3. Is the response well organized?  
4. Are all the sentences grammatically correct?  
5. Are all the words spelled correctly?  
6. Are all the punctuation marks used correctly?

Words & Phrases

**Reading**
- primate (n) a monkey; any member of the ape family
- trait (n) a characteristic
- deem (v) to think; to believe
- capacity (n) a capability; an ability
- test subject (n) someone or something used in an experiment
- vocal (a) related to voice
- in succession (phr) in a row
- insist (v) to maintain; to claim
- distinguish (v) to tell apart
- seemingly (adj) apparently

**Listening**
- well-documented (a) well-recorded
- pheromone (n) a chemical substance released by animals
- notion (n) an idea; a concept
- breakthrough (n) an advance
- skepticism (n) doubt
- celebrated (a) famous
- be comprised of (phr) to consist of
- condition (v) to accustom; to control; to influence
- expose (v) to show; to present
- absorb (v) to soak
- complex (a) intricate; complicated
- passive (a) reactive
Fish Farming is the breeding and rearing of fish in captivity to produce food for human consumption. It is often done in large, penned-in areas on the shores of lakes, rivers, and bays and in inlets connected to the ocean. The fish are raised from eggs and, when large enough, sold to the public. Although this seems to be a good idea at first, fish farming has a number of safety issues, both to the fish and consumers, which make it a dangerous activity.

The fish are kept closely confined in pens, an environment for which they are not naturally suited. This makes the instance of disease higher in captivity than it is in the wild. Due to the proximity between the fish, diseases also spread more rapidly than in natural settings. The chances of some disease going unnoticed and being passed on to the public when the fish are consumed are high.

Fish farmers add various chemicals to the water to prevent the spread of potential diseases. These chemical additives are also put in the fish's food in order to help the fish attain sizes larger than they would have reached in the wild. These chemicals, once absorbed into the bodies of the fish, can be dangerous to the people who are dining on them.

The fish feed mostly on other fish, which are killed and processed before being fed to the fish on the farms. However, the fish used as food are caught in the oceans and represent a large amount of food taken out of the wild. Since they are a potential source of protein for other sea creatures, the loss of this food source may have an adverse effect on ecosystems throughout the world's oceans.
Fish Farming

1. Likelihood of disease ≠ high
   • Living close together: (2)
   • (3)

2. Chemicals are everywhere
   • (4) → not free from chemicals
   • Farmed fish → (5)

3. Fish used for feed are not eaten by humans / other animals
   • e.g. (6) → used 4 fish feed

Rewrite the main points from both notes as complete sentences.

Reading
Stance

Main point 1

Main point 2

Main point 3

Listening
Stance

Refutation 1

Refutation 2

Refutation 3
Synthesizing & Organizing

The following sentences are some important points from both the reading and the lecture. Combine each pair of sentences to create your own sentence using the given pattern.

1. Reading: Fish farming has a number of safety issues, both to the fish and consumers, which make it a dangerous activity.
   Listening: Fish farming is quite necessary because many fish raised on fish farms can no longer be harvested in the wild, and, fortunately, fish farming can provide fish that are safe to eat.

→ Combine: The reading passage’s author believes ____________________________; however, the professor thinks _____________________________.

2. Reading: Fish living closely together on fish farms makes the instance of disease higher in captivity than it is in the wild.
   Listening: Studies have shown the incidence of disease in the wild and on farms is identical.

→ Combine: In direct contrast to the reading, which claims ____________________________, the professor states that _____________________________.

3. Reading: These chemicals, once absorbed into the bodies of the fish, can be dangerous to the people who are dining on them.
   Listening: Chemical usage on fish farms has raised some red flags as to the safety of the fish, but even ocean fish absorb large amounts of chemicals from pollution.

→ Combine: While the reading passage mentions that ____________________________, the professor says that _____________________________.

4. Reading: However, the fish used as food are caught in the oceans and represent a large amount of food taken out of the wild.
   Listening: While some fish species are killed to produce the feed needed for fish on the farms, most of these fish are not even consumed by humans or many sea creatures.

→ Combine: According to the reading, ____________________________, yet the professor asserts that _____________________________.

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Review the notes from the reading and the lecture. Complete the following chart with full sentences.

| Introduction | 1 Although the author of the reading passage _, the professor feels __. |
| Body 1       | 2 According to the reading, __. |
|              | 3 The professor, however, opposes this theory by saying that __. |
|              | 4 In response to the accusation that _, the professor cites the fact that __. |
| Body 2       | 5 He also says that __. |
|              | 6 The reading passage's author then expresses concern that __. |
|              | 7 The author thinks __. |
| Body 3       | 8 However, the professor says that __. |
|              | 9 He believes __. |
| Conclusion (Optional) | 10 In conclusion, while the reading passage _, the professor thinks __. |
Many ornithologists have noticed a disturbing trend in recent years. Namely, many species of birds are disappearing. In fact, over the past two centuries, over 100 species of birds have disappeared while another 1,200 are endangered. The evidence points towards humans as the reason why birds are slowly but surely being eradicated.

Humans are expanding the urban areas where they mostly live, so they are encroaching on birds’—and other creatures’—natural habitats. Almost half the world’s population lives in urban centers of some sort, and green areas are low on the priority list in most places. Coupled with this urban sprawl are the increased amounts of pollution being produced in the cities. These factors are combining to take away the birds’ habitats and to contaminate the places where they live.

As Earth’s population grows, there is an ever-increasing demand for food, so many lands are being cleared to make farmland to produce this food. Large tracts of forested areas are being cleared to grow crops on, and there is little thought given to the fate of the birds who nest in these forests. Approximately 50,000 to 170,000 square kilometers of forest are cut down yearly, which is putting many species of birds at risk.

Farmers often rely upon chemical insecticides to eliminate any insect infestations. These chemicals are also killing many birds as well as other animals. This is one reason the insecticide DDT has been banned for almost forty years in the United States. It was simply killing too many birds, particularly the bald eagle. Unfortunately, in the rest of the world, DDT and other powerful chemicals are still being used on farms and are therefore killing large numbers of birds.
Now listen to a lecture on the topic you read about.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
<td>Birds</td>
</tr>
<tr>
<td>1. Humans encroaching on birds’ territory</td>
<td>1. Green zones in urban areas</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Land being cleared for farming</td>
<td>2. Farmland doesn't cover the Earth</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Use of chemical insecticides</td>
<td>3. Less use of insecticides nowadays</td>
</tr>
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Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on specific points made in the reading.
Check your essay.

1. Are all the important points from the lecture presented accurately?  
2. Is the information from the lecture appropriately related to the reading?  
3. Is the response well organized?  
4. Are all the sentences grammatically correct?  
5. Are all the words spelled correctly?  
6. Are all the punctuation marks used correctly?

Words & Phrases

Reading
- ornithologist (n) a person who studies birds
- disturbing (a) upsetting
- eradicate (v) to wipe out
- urban (a) metropolitan
- encroach (v) to intrude upon; to trespass
- sprawl (n) the spreading out of
- tract (n) an area of land
- fate (n) the end result
- nest (v) to build a nest and live in it
- infestation (n) an invasion

Listening
- endangered (a) likely to become extinct soon
- dire (a) severe; terrible
- decline (v) to decrease
- adapt (v) to change; to alter
- agriculture (n) farming
- not by a long shot (phr) never; not by any means
- dispute (v) to argue
- genetically (ad) hereditarily
- resist (v) to fight; to combat
- utilize (v) to use
- leap (v) to increase dramatically
PART 2
Independent Writing

Unit 11 • School & Education I
Unit 12 • Living & Thinking I
Unit 13 • Family & Society
Unit 14 • Business & Economy
Unit 15 • Culture & Leisure I
Unit 16 • Environment & Technology
Unit 17 • School & Education II
Unit 18 • Living & Thinking II
Unit 19 • Culture & Leisure II
Unit 20 • School & Education III
Overview

Introduction
The second part of the Writing section of the TOEFL® iBT is the Independent Writing Task. In this task, you will be asked a question and then allowed 30 minutes to write an essay in response to the question. A typical essay will be about 300 words though there is no maximum limit on the length of the essay.

Agree / Disagree
This is the predominant question type that has almost always occurred in the Independent Writing part on the real TOEFL® thus far. This question asks you to determine whether you agree or disagree with an issue and to support your position with appropriate reasons and examples.

Preference
This is the type of question that has occurred on the real TOEFL® only a few times until now. This question asks you to state which of the two options you prefer related to a topic and to support your choice with appropriate reasons and examples.

Question Types

1. Agree / Disagree
   - Do you agree or disagree with the following statement?
     
     [A sentence or sentences that present an issue]
     
     Use specific reasons and examples to support your answer.
     
     cf. This question type accounts for almost all of the essay topics that have been asked on the TOEFL® iBT so far.

2. Preference
   - Some people say X. Others believe Y. Which opinion do you agree with? Use specific reasons and examples to support your answer.
   - Some people do X. Other people do Y. Which... do you think is better? Use specific reasons and examples to support your opinion.
Useful Tips

1. Agree / Disagree
   You should clearly state whether you agree or disagree with the given statement. Next, you should determine at least two main points which support your position. Then, you should provide specific reasons why the main points are valid as well as examples which support the main points.

2. Preference
   You should clearly express which of the two options you feel more strongly about. Then, you should decide on at least two major points which support your choice. You should also provide reasons which support your main points. Finally, you should include specific details which will bolster your main arguments.

Key Strategies

1. Brainstorming
   - Read the question carefully and make sure you understand exactly what it is asking.
   - Brainstorm as many ideas as possible on scratch paper before you begin writing.

2. Outlining & Organizing
   - Organize your main points in outline form.
   - Develop your ideas into full sentences, such as the thesis statement and topic sentences.

3. Completing the Essay
   - Make sure your thesis statement is clearly stated in the introductory paragraph.
   - Start body paragraphs with appropriate topic sentences.
   - Provide general statements and examples to support the topic sentences.
   - Restate your thesis and summarize all the main points in different words in the conclusion paragraph.

4. Writing & Checking Your Essay (TOEFL iBT Practice)
   - Read the essay topic and plan your essay within 5 minutes.
   - Finish your writing with at least 5 minutes remaining in the task.
   - Read over your essay and make the necessary revisions.
Sample iBT Question

Directions Read the question below. You have 30 minutes to plan, write, and revise your essay. Typically, an effective response will contain a minimum of 300 words.

Question Do you agree or disagree with the following statement? University students should not be required to attend classes. Instead, they should be able to receive credits through a final test or paper. Use specific reasons and examples to support your answer.

[Opening sentence] Some students often manage to get through their college years by attending very few of their classes while not even having their grades suffer. [Thesis statement] In my opinion, however, students should be required to attend their classes for several important reasons.

[Topic sentence 1] Many professors have discussions in their classes, but a student who is not there cannot participate in them. [General statement] Class discussions can introduce students to many different opinions and points of view. [Example] Even in middle school, we sometimes have class discussions, during which we can learn a lot from what the other students say. I am sure that at college, where the students have more firsthand knowledge at their disposal, the class discussions are even better and more enlightening. [Closing sentence] Students who fail to attend these discussions should also fail their classes.

[Topic sentence 2] Also, students who do not attend classes may lack basic knowledge of their majors since they are deprived of the majority of the information that is taught in the class. [General statement] This will be doing them a disservice later in their lives. [Example] For example, my uncle usually skipped his college classes, but he still managed to get good grades. Later, when he got hired based primarily on those good grades, his new employer found out that he really did not have that much knowledge. He was fired from that job and had to find another, which was not as good. [Closing sentence] Despite his good grades, my uncle still lacked basic knowledge of his major.

[Summary] Students should be required to attend their classes in order to help them learn better by participating in class discussions, and to provide them with the knowledge they need for the future. [Final comment] While there may be other fun things to do, going to class is a wise investment for the future.
Brainstorming

Read the essay topic, and brainstorm your ideas.

Do you agree or disagree with the following statement?
Schools (universities, colleges, and high schools) should teach students about specific careers and jobs instead of general subjects.
Use specific reasons and examples to support your answer.

get ready to enter job market

prepare for life after graduation

AGREE

---

e.g. unprepared students → no jobs / get fired
Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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<td>Schools must prepare their students for life after graduation by teaching them about careers and jobs.</td>
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<td>– Students need to be ready to enter the job market after graduation.</td>
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<td>– e.g. If unprepared, they cannot get jobs or keep them.</td>
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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] Schools are often successful at educating their students in a large number of different topics. [Thesis statement]

[Topic sentence 1] To begin with, schools must prepare their students for life after graduation by teaching them about careers and jobs. [General statement] By doing so, students can get ready to enter the job market once they graduate either from college or high school. [Example] Sometimes, schools do an unsatisfactory job of preparing students for their future careers. These students often have trouble getting jobs or keeping them once they get hired. [Closing sentence] By focusing primarily on students' future careers, the students will be equipped with the knowledge necessary to excel at their jobs and to keep them once they get hired.

[Topic sentence 2]

[General statement]

[Example]

[Closing sentence]

[Topic sentence 3]

[General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] This is why I support having students study only one or two core subjects.
Do you agree or disagree with the following statement?

Schools (universities, colleges, and high schools) should teach students about specific careers and jobs instead of general subjects.

Use specific reasons and examples to support your answer.

- Must have broad range of knowledge
  - Should know how world works
  - E.g. me - dislike science but know it is important

- Disagree
  - E.g. ______
  - ______
  - ______
  - ______
  - ______
Outlining & Organizing

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<td>- e.g. I don't like science but know it is important.</td>
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</table>
Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] Some people believe schools should only teach students subjects that will be important to their students' future careers or jobs. [Thesis statement]

[Topic sentence 1] The first reason is that by learning a wide range of subjects, students can get a general knowledge of many different fields of study. [General statement] People should know how the world works, which they can do by studying many different subjects. [Example] Personally, while I do not like every school subject I take, I recognize their importance. I will never major in science, but I still think it is essential for me to learn chemistry, biology, and physics. By studying these subjects, I can learn about what the world is made up of and how things work. [Closing sentence] This information may not be enough to use for any future job, but it is important for my development as an educated person.

[Topic sentence 2] [General statement]

[Example]

[Closing sentence]

[Topic sentence 3] [General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] It is important that people continue studying a large number of different subjects.
TOEFL iBT Practice

Question
Do you agree or disagree with the following statement?
Teachers should give students homework every day.
Use specific reasons and examples to support your answer.
Check your essay.

**Introduction**
- Is the topic understood correctly? Yes No
- Is there a clear thesis statement? Yes No

**Body**
- Is there a topic sentence for each paragraph? Yes No
- Are there clear and sufficient supporting details for the topic sentences? Yes No
- Does each paragraph appropriately support the thesis statement? Yes No
- Are there any redundant or irrelevant supporting details? Yes No
- Are the ideas linked with appropriate transition words? Yes No

**Conclusion**
- Is there a restatement of the thesis? Yes No
- Does the conclusion sum up the main ideas of the essay properly? Yes No

**Grammar & Vocabulary**
- Are all the sentences grammatically correct? Yes No
- Are various sentence structures used? Yes No
- Are various words and expressions used? Yes No
- Are all the words spelled correctly? Yes No
- Are the punctuation marks used correctly? Yes No
Give advice on new situations

Brainstorming

Do you agree or disagree with the following statement?

Getting advice from friends of an older age would be more valuable than from friends your own age.

Use specific reasons and examples to support your answer.

E.g. brother getting advice about college

Have more real-world experience

Agree

E.g.
## Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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**Topic sentence 1** Older friends have more real-world experience, so their advice has greater value.
- They can give advice on situations others have not experienced.
- e.g. my brother getting advice on which college to attend

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</table>
Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] Everyone needs advice at times, and most people ask their peers for help. However, with age comes a greater variety of life experiences, which give one the wisdom and ability to see things in perspective. [Thesis statement]

[Topic sentence 1] First, older friends have more real-world experience, so their advice has greater value. [General statement] They can indeed give important advice on situations you have not experienced. [Example] For example, when deciding what college to attend, my older brother asked his friend in college where he should study. His friend said he should think about the financial aspects, so he suggested finding an inexpensive college where my brother could also get a scholarship. [Closing sentence] Thanks to his older friend's advice, my brother could be saved from having a heavy student debt in the future.

[Topic sentence 2]  
[General statement]  
[Example]  
[Closing sentence]

[Topic sentence 3]  
[General statement]  
[Example]  
[Closing sentence]

[Summary]  

[Final comment] If you ever need advice, just ask someone older what to do.
Writing Practice B

Brainstorming

Read the essay topic, and brainstorm your ideas.

Do you agree or disagree with the following statement?
Getting advice from friends of an older age would be more valuable than from friends your own age.
Use specific reasons and examples to support your answer.

give relevant advice
e.g. classmate’s advice on giving science presentation

know me better than any others

DISAGREE

e.g. 


Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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<th>Introduction</th>
<th>Thesis statement</th>
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**Topic sentence 1** My friends the same age know me well, which puts them in the best position to give me advice.
- They are likely to give advice relevant to my situation.
- *e.g.* classmate’s advice on giving a presentation in a science class

**Topic sentence 2**

- 

- *e.g.*

**Topic sentence 3**

- 

- *e.g.*

**Conclusion**

Summary
Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] Sometimes people face difficult situations, so it is necessary to get some advice. I always ask my friends my age what to do. [Thesis sentence]

[Topic sentence 1] My friends the same age know me well, which puts them in the best position to give me advice. [General statement] This means their advice is more likely to be relevant to my situation. [Example] For instance, once I was worried about doing a presentation in a science class because I get nervous speaking in front of others. My classmate knew this, so she told me to imagine I was only talking to her. Her advice kept me calm, and I received an excellent grade. [Closing sentence] People who know you well can tailor their advice to fit your specific problem.

[Topic sentence 2]

[General statement]

[Example]

[Closing sentence]

[Topic sentence 3]

[General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] Since they know so much about me, they know which advice will help me solve my problems.
TOEFL iBT Practice

Question  Do you agree or disagree with the following statement?
It is better to do one project first and then begin to do another than to do several projects at the same time.
Use specific reasons and examples to support your answer.
Check your essay.

**Introduction**

Is the topic understood correctly?  
Yes  No

Is there a clear thesis statement?  
Yes  No

**Body**

Is there a topic sentence for each paragraph?  
Yes  No

Are there clear and sufficient supporting details for the topic sentences?  
Yes  No

Does each paragraph appropriately support the thesis statement?  
Yes  No

Are there any redundant or irrelevant supporting details?  
Yes  No

Are the ideas linked with appropriate transition words?  
Yes  No

**Conclusion**

Is there a restatement of the thesis?  
Yes  No

Does the conclusion sum up the main ideas of the essay properly?  
Yes  No

**Grammar & Vocabulary**

Are all the sentences grammatically correct?  
Yes  No

Are various sentence structures used?  
Yes  No

Are various words and expressions used?  
Yes  No

Are all the words spelled correctly?  
Yes  No

Are the punctuation marks used correctly?  
Yes  No
Do you agree or disagree with the following statement?
The extended family (such as grandparents, cousins, aunts, and uncles) is less important now than it was in the past.
Use specific reasons and examples to support your answer.

**Extended family → not crucial for survival today**

- e.g. My uncle living alone with no problem

**No need to rely on family members for help**

**AGREE**

**Brainstorming**

Read the essay topic, and brainstorm your ideas.
Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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<th>Body</th>
<th>Topic sentence 1 These days, it is much easier for a person to live alone and not rely upon any family members for help.</th>
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<td>In the past, extended family members were crucial to people's survival, but not now.</td>
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<td>e.g. my uncle living alone with no problem</td>
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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] In the past, people made great use of their extended families to help improve their lives.

[Thesis statement]

[Topic sentence 1] These days, it is much easier for a person to live alone and not rely upon any family members for help. [General statement] In the past, extended family members were crucial to people's survival since most of them lived on farms and needed much physical labor to cultivate the land. But this is not the case nowadays. [Example] For example, my uncle lives alone in a big city and works for a bank. Most of his work involves dealing with figures, reports, and records. He gets paid enough to make a living. He does not require any of his family members' assistance to "survive." [Closing sentence] This is a tremendous change from times in the past.

[Topic sentence 2]  

[General statement]

[Example]

[Closing sentence]

[Topic sentence 3]  

[General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] Additionally, I find it likely that this trend will continue and that extended family members' influences will continue to decrease.
Brainstorming

Read the essay topic, and brainstorm your ideas.

Do you agree or disagree with the following statement?

The extended family (such as grandparents, cousins, aunts, and uncles) is less important now than it was in the past.

Use specific reasons and examples to support your answer.
Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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<td>In my country, extended family members form a tight-knit social group that is tremendously important.</td>
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<td>– People often consult with their extended family members before making decisions.</td>
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<td>– e.g. my extended family gatherings</td>
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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] Numerous claims have been made lately that the extended family is not as important now as it was in the past. [Thesis statement]

[Topic sentence 1] For one, in my country, extended family members still form a tight-knit social group that is tremendously important. [General statement] Many people do not make crucial decisions in their lives until consulting with various members of their extended families. [Example] For example, my extended family often gets together several times a year, especially on holidays. During these times, each family member talks to the others about what is going on in his or her life. The grandparents, aunts, uncles, and even cousins then offer their opinions and give advice on what they think each person should do. [Closing sentence] Assistance like this has helped extended families retain their importance.

[Topic sentence 2] [General statement]

[Example] 

[Closing sentence]

[Topic sentence 3] [General statement]

[Example] 

[Closing sentence]

[Summary]

[Final comment] In many countries, like my own, people can use their extensive families to get ahead in their lives.
Question  Do you agree or disagree with the following statement?  
Parents can no longer control what their children do; their behavior gets more affected by television, movies, and other influences from outside the home.  
Use specific reasons and examples to support your answer.
Check your essay.

Introduction
Is the topic understood correctly?   Yes  No
Is there a clear thesis statement?

Body
Is there a topic sentence for each paragraph?   Yes  No
Are there clear and sufficient supporting details for the topic sentences?   Yes  No
Does each paragraph appropriately support the thesis statement?   Yes  No
Are there any redundant or irrelevant supporting details?   Yes  No
Are the ideas linked with appropriate transition words?   Yes  No

Conclusion
Is there a restatement of the thesis?   Yes  No
Does the conclusion sum up the main ideas of the essay properly?   Yes  No

Grammar & Vocabulary
Are all the sentences grammatically correct?   Yes  No
Are various sentence structures used?   Yes  No
Are various words and expressions used?   Yes  No
Are all the words spelled correctly?   Yes  No
Are the punctuation marks used correctly?   Yes  No
Do you agree or disagree with the following statement?
Being happy with a job is more important than having a high salary.
Use specific reasons and examples to support your answer.

- High job satisfaction = better employees
- E.g. Brother's working experience at a fast-food restaurant

Better performance

Agree

- E.g. __________
- E.g. __________
# Outlining & Organizing

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<th>Topic sentence 1</th>
<th>Doing a job you enjoy makes a difference in how well you perform it.</th>
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<td>High job satisfaction creates better workers.</td>
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<td>e.g. my brother’s experience working at a fast-food restaurant</td>
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133
Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] Most people love having jobs where they earn a lot of money. Unfortunately, they do not always enjoy doing these jobs. [Thesis statement]

[Topic sentence 1] Doing a job you enjoy, no matter what the salary is, makes a difference in how well you perform it. [General statement] In other words, having high job satisfaction can help you become a better worker. [Example] This summer, my brother worked as a part-timer at a fast-food restaurant; however, he could not stand serving various customers, especially young children. All he thought about was when he would finish and get to go home. Because he did not like his job, he was not very good at it, and many customers often complained about the service he provided. [Closing sentence] Not being happy with one's job frequently results in poor work.

[Topic sentence 2] [General statement]

[Example]

[Closing sentence]

[Topic sentence 3] [General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] When choosing a profession, people should do what they enjoy, not what pays the most.
Brainstorming

Read the essay topic, and brainstorm your ideas.

Do you agree or disagree with the following statement?

Being happy with a job is more important than having a high salary.

Use specific reasons and examples to support your answer.

DISAGREE

short of money → go into debt

e.g. brother's credit card debt

need money to stay out of debt

short of money → go into debt

e.g. brother's credit card debt

DISAGREE

short of money → go into debt

e.g. brother's credit card debt

DISAGREE

short of money → go into debt

e.g. brother's credit card debt

short of money → go into debt

e.g. brother's credit card debt
### Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

<table>
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<tr>
<th>Introduction</th>
<th>Thesis statement</th>
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<tbody>
<tr>
<td><strong>Body</strong></td>
<td></td>
</tr>
<tr>
<td>Topic sentence 1</td>
<td>Since the prices of basic goods rise every year, a person needs a good salary to remain out of debt.</td>
</tr>
<tr>
<td>– Without enough money, people have to go into debt.</td>
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</tr>
<tr>
<td>– e.g. my brother’s credit card debt because of his low salary</td>
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<td>Topic sentence 2</td>
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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] The world is getting more expensive, so people need enough money to enjoy their lives.

[Thesis statement]

[Topic sentence 1] Since the prices of basic goods rise every year, a person needs a good salary to remain out of debt. [General statement] People cannot live without money, so, if they do not make enough, they may have to pay for goods by borrowing money. [Example] My older brother has a fairly low salary, so he is always using his credit cards. Now, he has a huge amount of debt to pay off, which may take years for him to do. [Closing sentence] In his case, earning more money would have helped him stay out of credit card debt.

[Topic sentence 2] [General statement]

[Example] [Closing sentence]

[Topic sentence 3] [General statement]

[Example] [Closing sentence]

[Summary]

[Final comment] In short, while money does not always buy happiness, it can make life more comfortable.
Question: Do you agree or disagree with the following statement?
Getting a job in which you work with other people is better than getting a job in which you work alone.
Use specific reasons and examples to support your answer.
Check your essay.

**Introduction**
- Is the topic understood correctly? [ ] [ ]
- Is there a clear thesis statement? [ ] [ ]

**Body**
- Is there a topic sentence for each paragraph? [ ] [ ]
- Are there clear and sufficient supporting details for the topic sentences? [ ] [ ]
- Does each paragraph appropriately support the thesis statement? [ ] [ ]
- Are there any redundant or irrelevant supporting details? [ ] [ ]
- Are the ideas linked with appropriate transition words? [ ] [ ]

**Conclusion**
- Is there a restatement of the thesis? [ ] [ ]
- Does the conclusion sum up the main ideas of the essay properly? [ ] [ ]

**Grammar & Vocabulary**
- Are all the sentences grammatically correct? [ ] [ ]
- Are various sentence structures used? [ ] [ ]
- Are various words and expressions used? [ ] [ ]
- Are all the words spelled correctly? [ ] [ ]
- Are the punctuation marks used correctly? [ ] [ ]
Brainstorming

Do you agree or disagree with the following statement? Governments should spend more money supporting the arts than supporting athletics such as an Olympic team. Use specific reasons and examples to support your answer.

- artists give inspiration to people
- represent nations’ cultures
- e.g. Beethoven, Mozart, van Gogh, & Rembrandt

AGREE
Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

<table>
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**Topic sentence 1** Through their creation of the arts, some people become larger-than-life inspirations to everyone, so governments need to support these people as much as possible.
- Artists represent their nations’ cultures.
- e.g. Beethoven, Mozart, van Gogh, and Rembrandt

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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] Governments have limited resources for arts and sports funding, and that money is often misspent on things like athletics and Olympic teams. [Thesis statement]

[Topic sentence 1] Through their creation of the arts, some people become larger-than-life inspirations to everyone, so governments need to support these people as much as possible. [General statement] Artists often serve as representatives of a nation's culture. [Example] For example, great composers and other artists, such as Beethoven, Mozart, van Gogh, and Rembrandt, are cultural icons in their home countries, and their genius is recognized worldwide. Without funding for art schools, orchestras, operas, and plays, future icons would have nowhere to improve their work. [Closing sentence] By providing funding for the arts, governments can ensure a steady flow of cultural icons.

[Topic sentence 2]

[General statement]

[Example]

[Closing sentence]

[Topic sentence 3]

[General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] While events like the Olympics come only every four years, the arts last forever.
Do you agree or disagree with the following statement?

Governments should spend more money supporting the arts than supporting athletics such as an Olympic team.

Use specific reasons and examples to support your answer.

- athletes = representatives of country
- bring glory to the entire country
- e.g. feel pride when countryman wins Olympic medal

DISAGREE

- e.g.
-
Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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<tr>
<th>Body</th>
<th>Topic sentence 1 The athletes at the Olympics represent our country, so we should support them as much as possible.</th>
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<tr>
<td></td>
<td>– A winning athlete can bring glory to the entire nation.</td>
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<td>– e.g. how I feel when a countryman wins an Olympic medal</td>
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</table>
Going to museums and looking at works of art is something I enjoy doing. [Thesis statement]

For one thing, the athletes at the Olympics represent our country, so we should support them as much as possible. [General statement] By winning Olympic gold, an athlete can bring glory and honor to all of the people in the country, not just him or her. [Example] I know that I personally feel a sense of pride when someone from my country wins a gold, silver, or bronze medal. Even though I did not do anything myself, it makes me feel proud to see one of my countrymen competing and winning. [Closing sentence] For the sake of honor, it is imperative that we support our country’s Olympic athletes.

[Summary]

[Final comment] Glory comes with a high price, and that is one that the government should meet.
Question: Do you agree or disagree with the following statement?
People learn more by watching television than by reading books.
Use specific reasons and examples to support your answer.
Check your essay.

**Introduction**
- Is the topic understood correctly?  
- Is there a clear thesis statement?

**Body**
- Is there a topic sentence for each paragraph?
- Are there clear and sufficient supporting details for the topic sentences?
- Does each paragraph appropriately support the thesis statement?
- Are there any redundant or irrelevant supporting details?
- Are the ideas linked with appropriate transition words?

**Conclusion**
- Is there a restatement of the thesis?
- Does the conclusion sum up the main ideas of the essay properly?

**Grammar & Vocabulary**
- Are all the sentences grammatically correct?
- Are various sentence structures used?
- Are various words and expressions used?
- Are all the words spelled correctly?
- Are the punctuation marks used correctly?
Do you agree or disagree with the following statement?
The most effective way for the government to conserve energy is to increase the price of gasoline and electricity.
Use specific reasons and examples to support your answer.

Environmental & Technology

Writing Practice A

Brainstorming

Read the essay topic, and brainstorm your ideas.

AGREE

be more responsible with energy expenditures
e.g. expensive gas
more energy-conscious & drive less often

cannot afford to pay for energy price increases

e.g. ______

e.g. ______
Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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<tr>
<th>Body</th>
<th>Topic sentence 1 Because most people cannot afford to pay for increases in the prices of these commodities, they will have to conserve what energy they use.</th>
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<td>- This measure will make people more responsible in using energy.</td>
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<td>- e.g. people getting more energy-conscious and driving less often</td>
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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] Some people believe that governments should never intervene in the markets. However, this is not always true in some cases. [Thesis statement]

[Topic sentence 1] Because most people cannot afford to pay for increases in the prices of these commodities, they will have to conserve what energy they use. [General statement] In fact, this measure will serve to make people more responsible in their energy expenditures. [Example] For example, raising the price of gas will make people drive less often. Instead of driving to nearby places, they might walk or ride bicycles. They will become more energy-conscious because of the price increases. [Closing sentence] This will cause people to become wiser when consuming energy, which naturally results in more energy conserved.

[Topic sentence 2] [General statement] [Example] [Closing sentence]

[Topic sentence 3] [General statement] [Example] [Closing sentence]

[Summary] [Final comment] The limited supply of energy really leaves the government with no choice but to raise its price.
Brainstorming

Do you agree or disagree with the following statement?

The most effective way for the government to conserve energy is to increase the price of gasoline and electricity.

Use specific reasons and examples to support your answer.

* history: prices ↑, but people still use products
  * e.g. expensive oil → people still use it

* little energy saved in spite of price increases

* DISAGREE
  * e.g.
  * e.g.
Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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<th>Introduction</th>
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**Topic sentence 1** Even if the government raises the price of energy, it is highly unlikely that people will begin conserving it in a bid to save money.
- Price increases have never stopped people from using various products.
- e.g. Oil is at record-high prices, but people still use it.

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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] Governments sometimes try to impose price regulations, but these always end in disaster. [Thesis statement]

[Topic sentence 1] Even if the government raises the price of energy, it is highly unlikely that people will begin conserving it in a bid to save money. [General statement] All throughout history, prices have increased on many products, but that has not stopped people from using them. [Example] This is clear simply by looking at recent increases in the price of oil. Despite seemingly setting record highs every week, most people have not curbed their energy-consuming habits. People are still driving as much as always. [Closing sentence] Increasing the price of energy will therefore take money out of people's pockets and give it to the government without any practical effect on conserving energy.

[Topic sentence 2]

[General statement]

[Example]

[Closing sentence]

[Topic sentence 3]

[General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] There are many ways to conserve energy, but raising its price is not one of them.
Question: Do you agree or disagree with the following statement?

People should not be allowed to use mobile (cell) phones when they use public transportation (e.g. buses, trains, and airplanes).

Use specific reasons and examples to support your answer.
Check your essay.

**Introduction**

<table>
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<tr>
<th>Question</th>
<th>Yes</th>
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<td>Is the topic understood correctly?</td>
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<td>Is there a clear thesis statement?</td>
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**Body**

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<td>Is there a topic sentence for each paragraph?</td>
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**Conclusion**

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**Grammar & Vocabulary**

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<td>Are the punctuation marks used correctly?</td>
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</table>
Do you agree or disagree with the following statement?
In high schools and colleges, it is more desirable for a group project to be evaluated the same regardless of the individual students' performances.
Use specific reasons and examples to support your answer.

AGREE

should base grades on overall results

e.g. individual members' various contributions

project's final result = cumulative effort

AGREE

e.g. ______

______

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Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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<th>Topic sentence 1</th>
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<td>A project's final result comes from a cumulative effort by a group, so it should be graded accordingly.</td>
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<td>– Teachers should base their grades on the overall results.</td>
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<td>– e.g. individual members' different contributions to the project</td>
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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] A few teachers have been known to grade the individual performances of each student in their group projects. [Thesis statement]

[Topic sentence 1] A project's final result comes from a cumulative effort by a group, so it should be graded accordingly. [General statement] In this sense, teachers should base their evaluations upon the final results, not upon each individual's performance. [Example] For example, in any group project, the members contribute in many different ways. Some might do the design while others write or conduct research. Through this common effort, the group can get what is greater than the sum of each member's effort as the final result. [Closing sentence] Therefore, it is natural that their grades should be based on the final result, not on the individual performances.

[Topic sentence 2] [General statement]

[Example]

[Closing sentence]

[Topic sentence 3] [General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] If an instructor wants to grade students individually, then group work should not be assigned.
Do you agree or disagree with the following statement?
In high schools and colleges, it is more desirable for a group project to be evaluated the same regardless of the individual students' performances.
Use specific reasons and examples to support your answer.
Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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<tr>
<th>Topic sentence 1</th>
<th>The virtual impossibility of all members doing the same amount of work demands that some students receive different grades than others.</th>
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<td>Students who contribute less should get lower grades.</td>
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<td>e.g. treatment of the slacker in a group project</td>
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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] I can see why some teachers or professors give one grade to all the students involved in a group project. [Thesis statement]

[Topic sentence 1] For one thing, the virtual impossibility of all members doing the same amount of work demands that some students receive different grades than others. [General statement] In almost every instance, there is at least one student who does not contribute an acceptable amount, so that student should be graded lower. [Example] In my experience, group projects always have a leader, workers, and a slacker. The slacker shows up late, never does enough work, and always complains about everything. [Closing sentence] There is no reasonable explanation for the slacker to get the same grade as everyone else.

[Topic sentence 2]

[General statement]

[Example]

[Closing sentence]

[Topic sentence 3]

[General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] Teachers should consider rewarding students who work hard and punishing those who do not. It would be the fairest thing to do.
Do you agree or disagree with the following statement? 

A university education is essential to success in life. 

Use specific reasons and examples to support your answer.
Check your essay.

**Introduction**
- Is the topic understood correctly? [ ] [ ]
- Is there a clear thesis statement? [ ] [ ]

**Body**
- Is there a topic sentence for each paragraph? [ ] [ ]
- Are there clear and sufficient supporting details for the topic sentences? [ ] [ ]
- Does each paragraph appropriately support the thesis statement? [ ] [ ]
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- Are the ideas linked with appropriate transition words? [ ] [ ]

**Conclusion**
- Is there a restatement of the thesis? [ ] [ ]
- Does the conclusion sum up the main ideas of the essay properly? [ ] [ ]

**Grammar & Vocabulary**
- Are all the sentences grammatically correct? [ ] [ ]
- Are various sentence structures used? [ ] [ ]
- Are various words and expressions used? [ ] [ ]
- Are all the words spelled correctly? [ ] [ ]
- Are the punctuation marks used correctly? [ ] [ ]
Brainstorming

Do you agree or disagree with the following statement?
It is important to know about events happening around the world that are not related to you.
Use specific reasons and examples to support your answer.

- events in other countries affect finances
- e.g. changes in price of oil in Middle East
- entire world's economy connected

AGREE

- 
- 
- 
- 
- e.g. 
- 
- 
- e.g. 

Read the essay topic, and brainstorm your ideas.
## Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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<table>
<thead>
<tr>
<th>Body</th>
<th>Topic sentence 1 Because the entire world's economy is connected, events in one part of the world can affect those in other parts of the planet.</th>
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<td>- People's finances are connected to other parts of the world.</td>
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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] There are a large number of people who are content not to know what is happening in the world around them. [Thesis statement]

[Topic sentence 1] Because the entire world’s economy is connected, events in one part of the world can affect those in other parts of the planet. [General statement] So many people’s financial situations are connected to events that are happening in other countries. [Example] One obvious example is the price of oil. Since much of it comes from the Middle East, people need to pay attention to what is happening in that turbulent region. If the price of gas rises there, the prices of many more goods in other countries will also increase. [Closing sentence] Keeping an eye on world events ensures that a person will be prepared for such changes.

[Topic sentence 2]

[General statement]

[Example]

[Closing sentence]

[Topic sentence 3]  

[General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] We are truly living in a global community, so we cannot afford to be isolated from one another.
Do you agree or disagree with the following statement?
It is important to know about events happening around the world that are not related to you.
Use specific reasons and examples to support your answer.

**Writing Practice B**

**Brainstorming**

Read the essay topic, and brainstorm your ideas.

- no need to learn about these events
- e.g. volcanic eruption in Indonesia
- events happening too far away
- DISAGREE
- e.g.
- e.g.
Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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<th>Introduction</th>
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<th>Body</th>
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<td>Topic sentence 1</td>
<td>So many events that happen take place too far away from me to have any direct influence on my life.</td>
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<td>There is no need to learn about these far-off events.</td>
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<td>a volcanic eruption in Indonesia</td>
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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] A number of various events take place every day in every country all around the globe.

[Thesis statement]

[Topic sentence 1] First of all, so many events that happen take place too far away from me to have any direct influence on my life. [General statement] Therefore, there is no real need to know about these foreign events because they will not affect us in any way at all. [Example] The news last night ran a story about a volcano erupting in Indonesia. While it may be an interesting story, that event in no way at all has anything to do with my life. [Closing sentence] As for me, I am more concerned about what happens in my neighborhood, not in some far-off land.

[Topic sentence 2]

[General statement]

[Example]

[Closing sentence]

[Topic sentence 3]

[General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] Simply put, these events need to have some kind of direct effect on people before they will take notice of them.
Do you agree or disagree with the following statement?
The ability to cooperate well with others is more important today than in the past.
Use specific reasons and examples to support your answer.
Check your essay.

**Introduction**
- Is the topic understood correctly? [ ] [ ]
- Is there a clear thesis statement? [ ] [ ]

**Body**
- Is there a topic sentence for each paragraph? [ ] [ ]
- Are there clear and sufficient supporting details for the topic sentences? [ ] [ ]
- Does each paragraph appropriately support the thesis statement? [ ] [ ]
- Are there any redundant or irrelevant supporting details? [ ] [ ]
- Are the ideas linked with appropriate transition words? [ ] [ ]

**Conclusion**
- Is there a restatement of the thesis? [ ] [ ]
- Does the conclusion sum up the main ideas of the essay properly? [ ] [ ]

**Grammar & Vocabulary**
- Are all the sentences grammatically correct? [ ] [ ]
- Are various sentence structures used? [ ] [ ]
- Are various words and expressions used? [ ] [ ]
- Are all the words spelled correctly? [ ] [ ]
- Are the punctuation marks used correctly? [ ] [ ]
Do you agree or disagree with the following statement?

The second reading of a book is more interesting than the first reading.

Use specific reasons and examples to support your answer.
Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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<th>Topic sentence 1</th>
<th>It is possible for the reader to develop a further understanding of a book on the second reading.</th>
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<td>The second reading of any good book lets the reader learn something new.</td>
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<td>e.g. my second reading of <em>The Lord of the Rings</em></td>
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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] I love sitting down and reading a good book. Books are a big part of my life, and reading is a great way to relax. [Thesis statement]

[Topic sentence 1] It is possible for the reader to develop a further understanding of a book on the second reading. [General statement] In particular, the second reading of any good book lets the reader learn something new. [Example] For example, I first read The Lord of the Rings trilogy when I was in the first grade of middle school. It was just a nice fantasy novel series at that time. However, when I reread it two years later, I realized the author had created a complete new world with numerous interwoven stories which were really intriguing. [Closing sentence] The second reading of a book definitely allows the reader to enjoy it on a new level.

[Topic sentence 2] [General statement]

[Example]

[Closing sentence]

[Topic sentence 3] [General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] Without a second reading, a deeper understanding of most books is virtually impossible.
Do you agree or disagree with the following statement?
The second reading of a book is more interesting than the first reading.
Use specific reasons and examples to support your answer.
Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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<th>Topic sentence 1: You can only be surprised by the events in the story the first time you read a book.</th>
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<td>- You lose the element of surprise after the first reading.</td>
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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] Some of my friends enjoy reading the same book several times. [Thesis statement]

[Topic sentence 1] You can only be surprised by the events in the story the first time you read a book. [General statement] The plot twists and surprises are what I enjoy most about books, but this element of surprise is lost after the first reading. [Example] I love reading detective novels because they make me follow the plot carefully to find the villain. However, if I read the book a second time, I already know who the villain is, so the book loses most of its attraction. [Closing sentence] The first reading may shock the reader, but the second one will merely bore the reader.

[Topic sentence 2] [General statement]

[Example]

[Closing sentence]

[Topic sentence 3] [General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] It is better to enjoy a book once and then savor that memory.
Question: Do you agree or disagree with the following statement?
Twenty years from now, people will have more time for leisure activities. Use specific reasons and examples to support your answer.
Check your essay.

**Introduction**
- Is the topic understood correctly? [ ] [ ]
- Is there a clear thesis statement? [ ] [ ]

**Body**
- Is there a topic sentence for each paragraph? [ ] [ ]
- Are there clear and sufficient supporting details for the topic sentences? [ ] [ ]
- Does each paragraph appropriately support the thesis statement? [ ] [ ]
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- Are the ideas linked with appropriate transition words? [ ] [ ]

**Conclusion**
- Is there a restatement of the thesis? [ ] [ ]
- Does the conclusion sum up the main ideas of the essay properly? [ ] [ ]

**Grammar & Vocabulary**
- Are all the sentences grammatically correct? [ ] [ ]
- Are various sentence structures used? [ ] [ ]
- Are various words and expressions used? [ ] [ ]
- Are all the words spelled correctly? [ ] [ ]
- Are the punctuation marks used correctly? [ ] [ ]
Brainstorming

Read the essay topic, and brainstorm your ideas.

Do you agree or disagree with the following statement?
It is more important to understand ideas and concepts than to learn facts.
Use specific reasons and examples to support your answer.

- knowing how/why > knowing details
  - e.g. my history teacher

must understand the big picture first

AGREE

- 

- e.g.
  - 

- 

- e.g.
  - 

- 

- e.g.
# Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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**Topic sentence 1** Students need to understand the big picture before they can begin to concentrate on the details.
- Knowing details is not the same as knowing how or why.
- e.g. my history teacher’s teaching method

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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] Some of my friends are concerned only about learning facts so much so that they know thousands of them. [Thesis statement]

[Topic sentence 1] Students need to understand the big picture before they can begin to concentrate on the details. [General statement] Merely knowing the details is not the same as understanding why or how something happened. [Example] For example, my history teacher often makes sure that we understand the broad, historical situation of an event before filling our minds with a variety of facts. [Closing sentence] Without this broad knowledge, we would not be able to possess a deeper understanding of certain events.

[Topic sentence 2]

[General statement]

[Example]

[Closing sentence]

[Topic sentence 3]

[General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] Knowing facts, while nice, is not as important as knowing the ideas behind them.
Write a paragraph. Do you agree or disagree with the following statement?

It is more important to understand ideas and concepts than to learn facts.

Use specific reasons and examples to support your answer.
### Outlining & Organizing

Look at your brainstorming map, and complete the following outline.

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<td><strong>Topic sentence 1</strong> Because schools place an emphasis on learning facts, students must do so in order to do well at school.</td>
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<td>– Knowing facts lets students get higher grades.</td>
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Completing the Essay

Based on your outline, complete the following essay.

[Opening sentence] I definitely see the use of understanding various ideas and concepts. [Thesis statement]

[Topic sentence 1] Because schools place an emphasis on learning facts, students must do so in order to do well at school. [General statement] A comprehensive knowledge of facts will enable students to pass their exams and get high grades, thereby improving their futures. [Example] My chemistry teacher is constantly having us memorize the characteristics of the different elements. We have to repeat these facts on our tests, or else we will do poorly. [Closing sentence] Knowing the concepts in my classes is much less crucial than being able to repeat facts.

[Topic sentence 2]

[General statement]

[Example]

[Closing sentence]

[Topic sentence 3]

[General statement]

[Example]

[Closing sentence]

[Summary]

[Final comment] A complete understanding of ideas and concepts is fine, but more emphasis should be placed on learning facts.
TOEFL iBT Practice

Question
Do you agree or disagree with the following statement?

**Twenty years from now, students will no longer use printed books.**

Use specific reasons and examples to support your answer.
Check your essay.

**Introduction**

Is the topic understood correctly? [ ] Yes [ ] No

Is there a clear thesis statement? [ ] Yes [ ] No

**Body**

Is there a topic sentence for each paragraph? [ ] Yes [ ] No

Are there clear and sufficient supporting details for the topic sentences? [ ] Yes [ ] No

Does each paragraph appropriately support the thesis statement? [ ] Yes [ ] No

Are there any redundant or irrelevant supporting details? [ ] Yes [ ] No

Are the ideas linked with appropriate transition words? [ ] Yes [ ] No

**Conclusion**

Is there a restatement of the thesis? [ ] Yes [ ] No

Does the conclusion sum up the main ideas of the essay properly? [ ] Yes [ ] No

**Grammar & Vocabulary**

Are all the sentences grammatically correct? [ ] Yes [ ] No

Are various sentence structures used? [ ] Yes [ ] No

Are various words and expressions used? [ ] Yes [ ] No

Are all the words spelled correctly? [ ] Yes [ ] No

Are the punctuation marks used correctly? [ ] Yes [ ] No
This part provides you with a list of essential essay topics reconstructed from the ones that have so far been asked on the TOEFL® iBT. By practicing writing your essays on these topics, you will effectively prepare yourself for the Independent Writing Task of the TOEFL® iBT.

Essential Essay Topics
A School & Education

1. Do you agree or disagree with the following statement? University students should not be required to attend classes. Instead, they should be able to receive credits through a final test or paper. Use specific reasons and details to explain your answer.

2. Some people say that students learn the most important things in life inside the classroom. Others believe that they learn the most important lessons of life outside the classroom. Which opinion do you agree with? Why? Use specific reasons and examples to support your answer.

3. Do you agree or disagree with the following statement? Universities should give the same financial support to their students' sports and social activities as they give to their classes and libraries. Use specific reasons and examples to support your opinion.

4. Do you agree or disagree with the following statement? It is better for students to take classes for more than 11 months throughout the year. Use specific reasons and details to support your answer.

5. Do you agree or disagree with the following statement? Schools (universities, colleges, and high schools) should teach students about specific careers and jobs instead of general subjects. Use specific reasons and examples to support your answer.

6. Do you agree or disagree with the following statement? A teacher's ability to relate well with his or her students is more important than the ability to give them knowledge. Use specific reasons and examples to explain your answer.

7. Do you agree or disagree with the following statement? It is more important to learn general knowledge in various subjects than to learn specialized knowledge in one subject. Use specific reasons and examples to support your answer.

8. Do you agree or disagree with the following statement? It is more important for a teacher to help students gain self-confidence than to teach them specific knowledge. Use specific reasons and examples to support your answer.

9. Do you agree or disagree with the following statement? It is more important to give students prizes or awards for their efforts (trying) than for their achievements (successes or grades). Use specific reasons and details to support your answer.

10. Do you agree or disagree with the following statement? Classmates have more influences on a child’s success in school than parents do. Use specific reasons and examples to support your answer.

11. Do you agree or disagree with the following statement? It is more important to learn knowledge from studying than to develop creativity. Use specific reasons and examples to support your answer.

12. Do you agree or disagree with the following statement? It is better to take the most difficult and challenging classes in university or at college even if it means that you probably will not get top grades (marks) in them. Use specific reasons and examples to support your answer.
13 Do you agree or disagree with the following statement? In high schools or colleges, it is more desirable for a group project to be evaluated the same regardless of the individual students' performances. Use specific reasons and examples to support your answer.

14 Do you agree or disagree with the following statement? It is more important to choose the subjects that you are interested in than the subjects you need to prepare for a job or a career. Use specific reasons and examples to support your answer.

15 Do you agree or disagree with the following statement? Grades (marks) can encourage students to learn. Use specific reasons and examples to support your answer.

16 Do you agree or disagree with the following statement? Teachers should give students homework every day. Use specific reasons and examples to support your answer.

17 Do you agree or disagree with the following statement? All teachers should be required to update their knowledge every five years. Use specific reasons and examples to support your answer.

18 Do you agree or disagree with the following statement? It is better to have a yearlong break before attending university. Use specific reasons and examples to support your answer.

19 Do you agree or disagree with the following statement? A university education is essential to success in life. Use specific reasons and examples to support your answer.

20 Do you agree or disagree with the following statement? It is more important to understand ideas and concepts than to learn facts. Use specific reasons and examples to support your answer.

21 Do you agree or disagree with the following statement? Parents make the best teachers. Use specific reasons and examples to support your answer.

22 Do you agree or disagree with the following statement? All universities should require students to take a science class even though their major has no relevance to this field. Use specific reasons and examples to support your answer.

23 Do you agree or disagree with the following statement? Twenty years from now, students will no longer use printed books. Use specific reasons and examples to support your answer.

24 Do you agree or disagree with the following statement? All university students should be required to take at least one class that teaches the culture of a country other than their own. Use specific reasons and examples to support your answer.

25 Do you agree or disagree with the following statement? Teachers should be paid according to how well their students perform. Use specific reasons and examples to support your answer.

B Living & Thinking

1 Do you agree or disagree with the following statement? It is better to learn from co-workers and friends than to learn from teachers and supervisors. Use specific reasons and examples to support your answer.
2 Some people say that a person should make important decisions alone. Others believe
that it is always better to ask others for advice. Which opinion do you agree with? Use
specific reasons and examples to support your answer.

3 Do you agree or disagree with the following statement? The best way for a good future
is to plan carefully when you are young. Use specific reasons and details to explain your
answer.

4 Do you agree or disagree with the following statement? There are so many sources of
news and information that it is difficult to know whom to believe and who is telling the
truth. Use specific reasons and examples to support your answer.

5 Do you agree or disagree with the following statement? Nowadays, people put too much
emphasis on personal appearance and fashion. Use specific reasons and examples to
support your answer.

6 Do you agree or disagree with the following statement? Young people enjoy life more
than older people do. Use specific reasons and examples to support your answer.

7 Do you agree or disagree with the following statement? To speak well is more important
than to write well. Use specific reasons and examples to support your answer.

8 Do you agree or disagree with the following statement? Letting a friend make a mistake
is better than saying or doing something that would destroy the friendship. Use specific
reasons and examples to support your answer.

9 Do you agree or disagree with the following statement? It is more important to keep old
friends than to make new friends. Use specific reasons and examples to support your
answer.

10 Do you agree or disagree with the following statement? Observing or studying animals
teaches us a lot about human nature. Use specific reasons and details to support your
answer.

11 Do you agree or disagree with the following statement? Most people prefer having others
make decisions for them. Use specific reasons and examples to support your answer.

12 Do you agree or disagree with the following statement? It is important to know about the
events happening around the world that are not related to you. Use specific reasons and
examples to support your answer.

13 Do you agree or disagree with the following statement? People should spend money on
things that last a long time, such as an expensive piece of jewelry, and not spend money
on short-term pleasures like vacations. Use specific reasons and examples to support
your answer.

14 Do you agree or disagree with the following statement? The ability to cooperate well with
others is more important today than in the past. Use specific reasons and examples to
support your answer.
15 Do you agree or disagree with the following statement? Today, people do so many different things that they can only do a few things well. Use specific reasons and examples to support your answer.

16 Do you agree or disagree with the following statement? Because modern life is complex, young people should have the ability to plan and organize. Use specific reasons and details to support your answer.

17 Do you agree or disagree with the following statement? People must get their news from newspapers; television news does not provide enough information. Use specific reasons and details to support your answer.

18 Do you agree or disagree with the following statement? Getting advice from friends of an older age is more valuable than from friends your own age. Use specific reasons and details to support your answer.

19 Do you agree or disagree with the following statement? It is better to do one project first and then begin to do another than to do several projects at the same time. Use specific reasons and details to support your answer.

20 Do you agree or disagree with the following statement? It is better to spend money on traveling and vacations than to save money for some time in the future. Use specific reasons and examples to support your opinion.

21 Do you agree or disagree with the following statement? People who do not work because they have enough money are rarely happy. Use specific reasons and examples to support your opinion.

22 Some people say that the ability to read and write has become more important than it was in the past. Do you agree or disagree? Use specific reasons and examples to support your opinion.

23 Do you agree or disagree with the following statement? Twenty years from now, people will spend less time on cooking and preparing food than they do today. Use specific reasons and details to support your answer.

C Family & Society

1 Do you agree or disagree with the following statement? The extended family (such as grandparents, cousins, aunts, and uncles) is less important now than it was in the past. Use specific reasons and examples to explain your answer.

2 Do you agree or disagree with the following statement? It is more important to spend time with family than to spend time at work. Use specific reasons and examples to support your answer.

3 Do you agree or disagree with the following statement? Young people do not give enough time to help their communities. Use specific reasons and examples to support your answer.
4 Do you agree or disagree with the following statement? Living today is more comfortable and easier than when your grandparents were children. Use specific reasons and examples to support your answer.

5 Do you agree or disagree with the following statement? Parents can no longer control what their children do; their behavior is more affected by television, movies, and other influences from outside the home. Use specific reasons and examples to support your answer.

D Business & Economy

1 Do you agree or disagree with the following statement? Being happy with a job is more important than having a high salary. Use specific reasons and examples to explain your answer.

2 Do you agree or disagree with the following statement? It is unrealistic for people to expect to work for the same company or employer for all of their lives. Use specific reasons and details to support your answer.

3 Do you agree or disagree with the following statement? It is better to work for a large company than for a small company. Use specific reasons and details to support your answer.

4 Do you agree or disagree with the following statement? Most advertisements make products seem much better than they really are. Use specific reasons and examples to support your answer.

5 Do you agree or disagree with the following statement? Getting a job in which you work with other people is better than getting a job in which you work alone. Use specific reasons and details to support your answer.

E Culture & Leisure

1 Do you agree or disagree with the following statement? People today spend too much time paying attention to the personal lives of celebrities or famous people. Use specific reasons and examples to support your answer.

2 Do you agree or disagree with the following statement? It is better to take a trip by oneself than to take a group tour with guidance. Use specific reasons and examples to support your answer.

3 Do you agree or disagree with the following statement? It is better to watch serious movies that are designed to make you think than to watch movies that are primarily designed to amuse or entertain. Use specific reasons and examples to support your answer.

4 Do you agree or disagree with the following statement? Governments should spend more money supporting the arts than supporting athletics such as an Olympic team. Use specific reasons and examples to support your answer.
Do you agree or disagree with the following statement? Movies and television have more negative effects than positive effects on young people's behavior. Use specific reasons and examples to support your answer.

Do you agree or disagree with the following statement? The second reading of a book is more interesting than the first reading. Use specific reasons and examples to support your answer.

Do you agree or disagree with the following statement? People learn more by watching television than by reading books. Use specific reasons and examples to support your answer.

Do you agree or disagree with the following statement? Twenty years from now, people will have more time for leisure activities. Use specific reasons and examples to support your answer.

Do you agree or disagree with the following statement? Renewable sources of energy (sun, water, wind) will soon replace fossil fuels (coal, gas, oil). Use specific reasons and examples to support your answer.

Do you agree or disagree with the following statement? It is more important to use land for human needs such as farming, housing, and industry than to save it for endangered animals. Use specific reasons and examples to support your answer.

Do you agree or disagree with the following statement? The most effective way for the government to conserve energy is to increase the price of gasoline and electricity. Use specific reasons and examples to support your answer.

Some people say that the Internet provides us with a lot of valuable information. Others believe that too much information on the Net causes many problems. Which opinion do you agree with? Why or why not? Use specific reasons and examples to support your answer.

Do you agree or disagree with the following statement? Twenty years from now, people will not use their cars as frequently as they do now. Use specific reasons and details to support your answer.

Do you agree or disagree with the following statement? People should not be allowed to use mobile (cell) phones when they use public transportation (e.g. buses, trains, and airplanes). Use specific reasons and details to support your answer.

Do you agree or disagree with the following statement? Cars (automobiles) have had a greater effect on society than airplanes have. Use specific reasons and details to support your answer.
Writing Section Directions

This section measures your ability to use writing to communicate in an academic environment. There will be two writing tasks.

For the first writing task, you will read a passage and listen to a lecture and then answer a question based on what you have read and heard. For the second writing task, you will answer a question based on your own knowledge and experience.

Now, listen to the directions for the first writing task.
Writing Based on Reading and Listening

Directions

For this task, you will have three minutes to read a passage about an academic topic. A clock at the top of the screen will show how much time you have to read. You may take notes while you read. You will be able to see the reading passage again when it is time for you to write. You may use your notes to help you answer the question.

You will then have 20 minutes to write a response to a question that asks you about the relationship between the lecture you have heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion.

Typically, an effective response will be 150 to 225 words. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content.

Now you will see the reading passage for 3 minutes. Remember that it will be available to you again while you are writing. Immediately after the reading time ends, the lecture will begin, so keep your headset on until the lecture has ended.
While there may be a few sound historical reasons for preserving aging buildings, this should not prevent the majority from being torn down so as to make way for new construction. The practice of conserving older buildings should be halted immediately. Old buildings need to make way for new ones.

Buildings considered to be of historical importance are typically protected and even refurbished with government funds. While this practice may be necessary for truly historical important places, such as the birthplace of a president, many old buildings simply do need to meet the current criteria established by the government to be called important. They only incur unnecessary government expenditures on maintaining them. Instead, government funds should be redirected toward more worthy causes, including fighting crime and improving schools and hospitals.

Many older buildings are not aesthetically pleasing to look at and in fact serve no practical purpose. The majority of people prefer buildings constructed with modern architectural designs and desire places where they can engage in the activities they want. Older buildings should be torn down to make way for modern ones like shopping centers and places of entertainment. These will satisfy the public’s needs much better than old buildings ever will.

Over the years, building codes and standards have changed dramatically. Older buildings simply do not meet these standards. Their water pipes are made from hazardous lead; their electrical systems are old and outdated; they use cancer-causing asbestos as their insulating material. Replacing and upgrading all of these old buildings is both extremely expensive and time-consuming. It would actually be safer and financially sounder simply to remove them.
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Writing Based on Knowledge and Experience

Directions

For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue. You will have 30 minutes to write your essay.

Typically, an effective essay will contain a minimum of 300 words. Your essay will be judged on the quality of your writing. This includes the development of your ideas, the organization of the content, and the quality and accuracy of the language you used to express ideas.

Click on Continue to go on.
Question

Directions: Read the question below. You have 30 minutes to plan, write, and revise your essay. Typically, an effective response will contain a minimum of 300 words.

Question:
Do you agree or disagree with the following statement?

Young people enjoy life more than older people do.

Use specific reasons and examples to support your answer.
Writing Based on Reading and Listening

Directions

For this task, you will have three minutes to read a passage about an academic topic. A clock at the top of the screen will show how much time you have to read. You may take notes while you read. You will be able to see the reading passage again when it is time for you to write. You may use your notes to help you answer the question.

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While print media has long dominated news sources, it is quickly being crowded out by online media. In fact, the day may come in the near future when the last newspaper will be published.

The news found on the Internet is both fast and up-to-date. When a newsworthy event happens anywhere around the world, it can almost instantly be found on a majority of news servers. For example, once a sporting event finishes, within a few minutes, a complete recap and analysis of the game is typically available on the Internet. With print media, a person has to wait until the next day—or even two days if the event happened after the paper has already gone to press—to learn about the news.

Online news is diversified, which means people can read whatever they want from wherever they want. For instance, a person who enjoys entertainment can find hundreds of sites covering that. People can even get alerts sent to them by e-mail when something noteworthy happens to their favorite celebrity or when there is some news about a show they might like. With print media, a person has to wade through all of the other news in order to find what he or she is interested in.

Online media can also provide current, instantaneous news from around the world, not just regional or national coverage. People can read about news from anywhere which is not sanitized like much of print media is. Print media, and even television news, typically concentrate on local and national stories, and their content is heavily edited. It is often hard to know the truth when reading print media.
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Directions

For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue. You will have **30 minutes** to write your essay.

Typically, an effective essay will contain a minimum of 300 words. Your essay will be judged on the quality of your writing. This includes the development of your ideas, the organization of the content, and the quality and accuracy of the language you used to express ideas.

Click on **Continue** to go on.
Directions: Read the question below. You have 30 minutes to plan, write, and revise your essay. Typically, an effective response will contain a minimum of 300 words.

Question:
Do you agree or disagree with the following statement?

It is unrealistic for people to expect to work for the same company or employer for all of their lives.

Use specific reasons and examples to support your answer.
How to Master Skills for the TOEFL® iBT Writing Advanced Answer Book
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### PART 2 Independent Writing

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**Actual Tests** 264
frequently, what was once a land with lots of water suddenly became barren and dry. What few water supplies remained simply could not satisfy such a large population. This, in turn, led to the rapid decline and eventual disappearance of the Anasazi Indians.

Because of War
1 Invading Indian tribes
2 Conquered by others
3 Pottery, jewelry, & personal effects
4 Suddenly killed / driven away by enemies
5 Settled in area w/ abundant water sources

Part of ceremonies 2 beg gods 4 new places w/ water
3 Left for new places w/ water
2 Many people 2 support w/o water
10 Times
Rain stopped falling

Reading
Stance The Anasazi disappeared because they were defeated in wars with other tribes.
Main point 1 Many of their settlements were burned by invaders.
Main point 2 They left their personal items since they were killed or driven away by enemies.
Main point 3 They lived on land with abundant water sources that were desired by other tribes.

Listening
Stance The Anasazi disappeared because of a lack of water.
Refutation 1 They burned their own settlements in ceremonies to their gods.
Refutation 2 They left their personal belongings behind while searching for new lands with enough water.
Refutation 3 They had too large of a population to support without enough water.

Synthesizing & Organizing

1 The reading passage states that many archaeologists believe the Anasazi disappeared all of a sudden because of war; however, the professor insists that a water shortage actually caused them to disappear.
2 Although the author of the reading claims that the Anasazi must have been defeated in war because their settlements were burned, the professor counters that argument by asserting that these sites were burned by the Anasazi themselves in rituals to their gods where they prayed for help in finding new sources of water.
3 While the reading mentions that the Anasazi either
died when the invaders attacked or they fled their enemies without taking their possessions, the lecturer believes that the Anasazi left all of their unnecessary belongings behind when they abandoned their homes to find new places with water.

In contrast to the reading, which claims that other tribes were naturally jealous of the Anasazi’s water-rich lands and thus attacked and defeated them, the lecturer states that the Anasazi’s increased population could not survive on the small amount of water that remained.

1 The reading claims that the Anasazi Indians disappeared suddenly because they were defeated in war.
2 The lecturer, meanwhile, states that a lack of water caused them to vanish.
3 First, the reading declares that conquering Indian tribes, as was their tradition, burned the Anasazi settlements.
4 The lecturer, however, claims that these settlements were burned by the Anasazi themselves.
5 He thinks they were holding ceremonies to appease their gods and to beg for water, and they burned their own sites as part of the rituals.
6 Second, the professor claims that the large numbers of personal items archaeologists have found in Anasazi sites were left there intentionally since they did not need them in their search for water.
7 The reading, on the other hand, makes the argument that the Anasazi left them either when they were defeated in war or fleeing invaders.
8 Finally, although the reading mentions that invaders, eager to settle on the Anasazi’s water-rich lands, took the lands from the Anasazi in war, the professor states that the Anasazi’s large population increase proved fatal to them when the rain stopped falling.
9 According to him, their population rose ten times during the golden age, but it decreased rapidly as they suffered severely from a lack of water supplies.
10 In conclusion, the professor believes a lack of water caused the Anasazi’s downfall while the reading attributes it to war.

TOEFL iBT Practice

Listening

W: Now, there are many controversies in the field of anthropology. And one of the biggest is over Neanderthals. Some anthropologists allege that Neanderthals actually had the ability to speak. Ludicrous, I say! I believe they couldn’t be more wrong in their analysis. Please let me give you the reasons I feel that way.

A lot has been made about the fact that Neanderthals had large brains. In fact, they had brains which were somewhat larger than ours. But remember... [pauses] The size of the brain isn’t the most important aspect. Its complexity is more important. And, simply put, Neanderthals did not have the complex brains necessary to enable them to, uh, speak.

Here’s something else. Your book mentioned the finding of the hyoid bone in some Neanderthal remains. Okay, yes, the hyoid bone does permit the tongue to have a much wider range of movement. However, that alone does not guarantee that they would’ve been able to speak. Why do I say this? Well, several species of monkeys also have that exact same bone, yet they aren’t able to speak at all.

Finally, again, I will concede that Neanderthals had highly developed stomach muscles. That much is true. But... [pauses] On the other hand, these muscles do not just affect one’s speech production. Basically, they are integral to a person’s, uh, Neanderthal’s ability to control his or her breathing. Remember, the Neanderthals lived in harsh climates and had harder lives than we do today. They could’ve used these muscles to enable them to travel long distances quickly or even to climb mountains more easily. We shouldn’t just assume that, because Neanderthals possessed some of the necessities for speech, they were able to engage in it.

Reading

Neanderthals Could Speak

1 Large brains
   - Had cranial capacity 10% bigger than modern humans
   - Large brain → ability 2 speak

2 Hyoid bone b/t larynx & tongue
   - Allows one 2 move one’s tongue in many diff. directions → more likelihood of speech communication
Various muscles in stomach area
- Control breathing
- Help create sounds of speech

Listening

Neanderthals Couldn't Speak
1 Size of brain ≠ important
   - Complexity more important than size
   - Lacked brains complex enough 2 speak
2 Hyoid bone ≠ ability 2 speak
   - Monkeys have hyoid bone — cannot speak
3 Stomach muscles 4 other uses
   - Could have used them 4 travel / climbing

Sample Answer

The author of the reading passage argues that Neanderthals had the capability to speak. Meanwhile, the lecturer insists that they actually were not able to speak.

To begin with, while the reading passage states that Neanderthals had brains which were ten percent larger than those of modern-day humans, the lecturer counters by insisting that size is not the most important aspect. She instead believes that complexity is more important. And she states that Neanderthals lacked brains complex enough to speak.

In addition, the lecturer acknowledges that Neanderthals had hyoid bones. According to the reading, this bone, which enables the tongue to move greatly, facilitated speaking for Neanderthals. However, the professor states that monkeys also have hyoid bones, yet they cannot speak.

As a final point, both the reading and the lecture mention that Neanderthals had developed muscles in their stomach. To argue against the reading’s assertion that these muscles helped Neanderthals to speak, the lecturer argues that these muscles could have been used for other purposes. Instead, she states that perhaps the muscles helped them to travel farther or climb mountains easier.

To conclude, the lecturer firmly believes that Neanderthals could not speak, and she counters the points made by the reading, whose author thinks Neanderthals had the ability to speak.

Unit 2 Biology I

Note Taking & Outlining

A
1. Because of Humans
2. Hunted the dodos
3. Did not fear humans
4. Changed the land 4 farming
5. Destroyed dodos' natural habitat
6. Passed disease on to dodos

B
M: One of history’s great mysteries is the sudden extinction of the dodo bird. It was last spotted in the late seventeenth century on the island of Mauritius, the only place it ever existed. The cause of its extinction isn’t precisely known, but it’s certain that humans didn’t cause it.

Now, the dodo couldn’t fly, nor was it very fast. It developed this way for ages because, well, it had no enemies on the island... [pauses] At least not until humans arrived. Yet despite the ease with which they could catch it, the Dutch settlers were disgusted by it. Actually, the Dutch name for the dodo was walgvogel, meaning “disgusting bird.” Since the meat was tough and bad tasting, people didn’t hunt the dodo or try to kill it at all.

Some experts claim that the clearing of trees helped kill off the dodos, which built their nests in forested areas. While the Dutch deforested some areas for farmland, large parts of the island remained intact. Even when the last dodo was spotted in 1662, much land was free from deforestation. Additionally, many other species of birds have survived on the island since humans arrived. Besides, the dodo, which couldn’t fly, didn’t make its nests in trees. It made them on the ground. So, it’s obvious that tree clearing wasn’t a reason for the loss of this bird.

Strangely, it may have been nature itself, not humans, which eliminated the dodos. There is evidence that they were already in decline when humans arrived. Massive cyclones struck the island many times in the past, and their high winds may have been responsible for destroying the dodos’ nests and eggs while they lay unprotected on the open ground. Perhaps the birds encountered by the Dutch were the last remnants of a once populous species that was already on its way to dying out.
<p>Reading</p>

**Stance**  The actions of humans account for the extinction of the dodo.

**Main point 1**  Both the Dutch and their animals hunted the dodo.

**Main point 2**  The Dutch deforested the island, destroying the dodos' nesting grounds and fruit trees used for food.

**Main point 3**  Diseases brought by the Dutch may have killed many dodos.

**Listening**

**Stance**  Humans were not the reason why the dodo became extinct.

**Refutation 1**  Humans did not hunt dodos because they disliked the taste of the meat.

**Refutation 2**  The Dutch did not deforest the whole island for farming, and dodos nested on the ground, not in trees.

**Refutation 3**  Repeated powerful cyclones probably destroyed many dodo nests and eggs.

**Synthesizing & Organizing**

A

1. While the reading attributes the disappearance of the dodo to actions taken by humans, the professor claims humans were not the reason why the dodo disappeared.

2. According to the reading passage, since the dodos had not seen humans before, they had no fear of them, which let the birds be easily hunted; however, the professor makes it clear that the Dutch never hunted the dodo because they did not enjoy the taste of its meat.

3. A fact mentioned in the reading is that the deforestation policies of the Dutch destroyed the dodos' natural habitats, yet the lecturer believes this is unimportant because the flightless dodo never made its nests in trees.

4. In opposition to the reading, which claims that a disease introduced by the Dutch killed the dodo population, the professor thinks that repeated powerful powerful cyclones were to blame for destroying both the dodos' nests and their eggs.

B

1. The reading states that humans were responsible for the dodo's extinction.

2. The lecturer, however, disagrees and claims it was not humans who killed the dodo bird.

3. The first point the reading mentions is that the flightless dodo was unafraid of humans, so they could easily hunt it.

4. It also maintains that many animals brought by the Dutch hunted dodos and their eggs.

5. On the contrary, the professor asserts that the Dutch did not hunt the dodo because they despised the taste of its meat.

6. The next point brought up is that deforestation by the Dutch destroyed the dodos' natural habitats.

7. However, the professor first claims that deforestation did not cover the entire island nor did it kill many other bird species.

8. He next declares that dodos did not nest in trees, so their disappearance should not have bothered the dodo.

9. Finally, in contrast to the reading's argument that a disease brought by the Dutch may have killed the dodos, the professor says the dodo population may already have been declining.

10. He then blames the extinction of the dodo on massive cyclones that destroyed their nests and eggs.

11. All in all, while the reading brings up several reasons to blame humans for the dodo's extinction, the professor provides refutations and his own theory about the dodo's extinction.

**TOEFL IBT Practice**

**Listening**

W: One of the more interesting controversies surrounding Charles Darwin concerns the fossils of the prehistoric *Archaeopteryx* found in Germany in the nineteenth century. While several papers were written in the 1980s by British scientist Fred Hoyle and others claiming these fossils were faked to support Darwin's theory of evolution, it's clear to me that these were not forgeries at all.

First, the motives Hoyle gave for the forgery focus on Richard Owen, the scientist who prepared the fossils
back in London. Hoyle claimed that Owen faked the fossils to support Darwin and his ideas. However, Owen was not an advocate of Darwin's model of evolution and therefore had no reason... [pauses] none whatsoever... to support Darwin. Owen himself wrote a paper on the fossils that were found, and, if the fossils had really been faked, he would've been risking both his career and credibility.

Hoyle's claim that the feathers of the fossil specimens were made by impressions in cement is totally inaccurate. Hoyle was an astronomer, not a paleontologist, and he knew nothing about how fossils are created. In fact, the German limestone the fossils were found in is very smooth and has yielded many near-perfect fossils. This is true even for fossils showing the shapes of bird feathers. The existence of other fossilized feathers confirms that these specimens are real.

Another argument Hoyle put forward was that the fossil in two sections was a fake because only one half of it had the bulk of the fossil. But this can happen if a dead animal falls onto a hardened surface and then gets covered in a layer of limestone. And the reason the two halves don’t match is that one half was polished in order to make the details of the feathers clearer. Hoyle, however, was unaware of this fact.

Reading

Archaeopteryx Fossils ≠ Fakes

1 The London Specimen
   - Discovered 2 yrs a/f publication of Darwin's theories → fraudulent
   - Richard Owen = evolutionist → forged it

2 2 perfect 2 be true
   - Other fossils → no feathers
   - The London & Berlin Specimens → detailed feathers = impressions made in cement

3 Limestone fossil split exactly in 2
   - One side is perfect; the other is not
   - 2 halves don’t match

Listening

Archaeopteryx Fossils ≠ Fakes

1 Was not forged
   - Richard Owen ≠ supporter of Darwin's theory
   - Wrote paper on fossils → would have destroyed his own career

2 Feathers ≠ impressions in cement
   - Hoyle = astronomer → did not know about fossils
   - German limestone → yielded near-perfect fossils

3 Fossil in 2 sections explained
   - Dead animal onto hardened surface & covered in limestone → bulk of fossil on 1 half
   - 1 half polished → halves don’t match

Sample Answer

The reading cites Fred Hoyle, who asserts the London and Berlin Specimens of Archaeopteryx were fakes, but the professor provides evidence to show they are actually legitimate fossils.

According to the reading, Fred Hoyle claims the London Specimen was forged by Richard Owen to provide convenient evidence for evolution. The lecturer, meanwhile, says Richard Owen was not a supporter of Darwin's theories. He would have been risking his career had he been promoting fakes.

The reading also claims the fossilized feathers found were impressions made in concrete and could not be real because they are too detailed. In contrast, the lecturer asserts Hoyle, an astronomer, knew nothing about the way fossils are created. She also declares that the German limestone is so smooth that it has yielded fossils showing near-perfect representations of feathers.

Finally, to respond to the reading's claim that the fossils were perfectly preserved on only one half of two sections of the limestone slabs and the two halves did not match, the lecturer says it is possible if dead animals fall onto a hardened surface and then get covered in a layer of limestone. Also, one side was polished to make the details of the feathers clearer, which explains why the two sides do not match.

In short, the professor firmly believes the fossils are real while the reading passage author disagrees with that assertion.

Unit 3 Environment I

Note Taking & Outlining

A

1 Permanently Damaged
2 Destroyed by the fire of 1988
3 Rivers & streams filled w/ ash
4 Animals killed by the fires
5 couldn’t escape the fast-moving flames
6 An enormous decrease in visitors
W: The great fire of 1988 in Yellowstone National Park led to a change in the natural burn policy so that there’s a more, um, a more active firefighting stance nowadays. However, I feel this was merely a reaction to the idea that this policy had ruined one of America’s great wonders. On the contrary though, Yellowstone was not destroyed permanently, and there are numerous signs that the park is recovering while still receiving a great many visitors.

When a forest burns, much of the dead material goes into the soil. This makes the soil much richer than in the past and allows for new vegetation to spring up. The loss of trees also enables more sunlight to penetrate, thereby allowing more vegetation to grow. All of this is happening in Yellowstone right now, which is accelerating the recovery process.

This new vegetation has attracted more of nature’s small creatures to replace those that died in the fires. Some species that were previously never even a part of the park’s ecosystem have found their way to Yellowstone. Rabbits... [pauses] yes, rabbits, once very rare in the park, are coming in droves to feast on the new undergrowth vegetation.

In the years after the fires, the number of visitors to Yellowstone did decline. That is true. However, this was not only because of the fires but also due to an economic crisis the United States was enduring at that time. The late 1980s and early 1990s were hard times for a lot of people, so they couldn’t afford to take vacations. If you look at the numbers, you’ll see that Yellowstone was not the only place that saw a decline in tourism. Fortunately, by the mid-1990s, once the crisis had passed, the numbers of tourists had risen again.

Main point 3 The number of visitors to the park has decreased greatly.

Listening
Stance Although the fire did severely hurt Yellowstone, the park is starting to recover.
Refutation 1 Burned vegetation and more sunlight from a lack of trees are helping new plant life grow.
Refutation 2 Many new animals like rabbits are moving into the park in large numbers.
Refutation 3 Now that the economy is better, more tourists are visiting Yellowstone.

Synthesizing & Organizing
A
1 In opposition to the author of the reading passage, who believes the fire greatly and permanently damaged Yellowstone National Park, the professor is convinced that the park is beginning to heal itself while also attracting more tourists.
2 The reading passage declares that the waterways and forests were ruined, thereby destroying the park’s ecosystem; however, the professor mentions the richer soil and higher amounts of sunlight are helping the park recover more quickly.
3 Although the reading passage’s author states that few small animals are coming back to live in Yellowstone, the professor indicates that some new species of animals are moving into the park.
4 While the reading contends that the number of tourists to Yellowstone greatly decreased right after the fire, the professor comments that after the American economy improved, more tourists began returning to the park.

B
1 The reading passage describes the reasons why Yellowstone National Park has been permanently ruined by the fire of 1988, but the professor counters by suggesting some reasons as to why the park is recovering.
2 The reading first mentions the extreme problems caused to the forests, rivers, and streams in the park.
3 The author believes the park cannot recover from all of this damage.
4 However, the professor says that the burned material and increased amounts of sunlight will help new vegetation to grow more quickly.
In response to the reading passage's assertion that the animals killed or driven away by the fire have not been replaced, the professor claims that new species of animals are now moving into the park to eat the growing vegetation.

For example, rabbits were rare in the park in the past, but they are now coming in large numbers to dwell in the park.

The reading passage then describes how tourism to the park declined greatly after the fire. The professor agrees with that claim but blames the decline on the poor economic situation in the country in the late 1980s and early 1990s. She then declares that more and more tourists are starting to return to the park nowadays.

While the author of the reading passage believes that the park will never return to the way it used to be, the professor is convinced of Yellowstone's recovery.

Listening

M: The American national parks system is one of the greatest things about the country. I've visited large numbers of them, and one thing has always struck me... [pauses] People often complain about having to pay entrance fees. I must disagree with them. Paying admission fees to national parks is something that simply must continue.

National parks rely upon these fees to ensure that their facilities are up-to-date and also to pay the salaries of many park employees. If there were no admission fees, then federal and state taxes would have to be raised to cover the parks' budgets. And I'm sure none of you are willing to pay higher taxes. So, let the people who use the parks pay for their maintaining. That's fair.

As strange as it may seem, I have found that charging admission fees actually encourages people to visit many of our smaller and not particularly famous national parks. For example, Yellowstone, our most famous park, gets tens of thousands of visitors a year despite its high admission fees. Now, imagine how overcrowded the park would be if it didn't charge so much. Not a pleasant thought, is it? So, instead, many people head to our other smaller parks, which charge minimal fees that are more affordable to most families.

I also firmly believe that charging entrance fees improves the quality of the service of the parks and increases their safety as well. When people and cars pay their fees, they have to go through various checkpoints set up around the parks. This enables park rangers to inspect these people and cars. So, if they find anyone or anything suspicious or potentially dangerous, rangers can stop them before they enter the park, where they could pose a threat to the visitors and the park itself.

TOEFL iBT Practice

Listening

Reading

No Admission Fees 4 National Parks

1 Parks belong 2 all the citizens
   - Shouldn't have 2 pay 2 enter a place you own

2 Fees discourage people from visiting
   - Large groups → must pay lots of money
   - High costs → people go 2 other places

3 Takes time 2 collect money
   - Collect fees at park entrance → makes 4 long wait
   2 enter the park
   - Park personnel must collect fees → lowers service
     in other parts of parks

Listening

Admission Fees 4 National Parks

1 Important 2 maintaining parks
   - Use fees 2 upgrade facilities & pay salaries
   - No fees = higher taxes

2 High fees → people visit smaller parks
   - Yellowstone Park → high fees
   - Smaller parks → smaller fees → many people visit
     them

3 Improve park safety
   - Rangers → collect fees & look for suspicious
     people → keep the park safe

Sample Answer

The author of the reading passage feels that admission fees to the country's national parks should be abolished. On the contrary, the lecturer is convinced that everyone should pay admission to get into them.

The first point the reading passage's author makes is that since national parks technically belong to all of the country's citizens, they should not have to pay to enter something they already own. However, the lecturer mentions how important the fees are to paying to improve facilities and to cover employees' salaries. Without these fees, he says, taxes would have to be raised.
Also, while the reading passage states that many admission fees are too high, especially for large groups staying for many days, the professor believes that these high fees keep attendance at popular parks down and get people to visit smaller, lesser-known parks. Because these parks charge less, they are more appealing to many families.

Finally, the author of the reading passage dislikes the fact that collecting admission fees makes lines to get into the park very long. However, the professor feels that these checkpoints are good because they let park rangers observe visitors and make sure no suspicious individuals or vehicles enter the park to cause problems.

The professor clearly supports admission fees while the writer of the reading passage does not.

**Unit 4 Health**

**Note Taking & Outlining**

**A**

1. Positive Effects of Fluoride
2. Can prevent tooth decay
3. Purifies drinking water
4. Kills bacteria & other organisms
5. Improves bone structure
6. Reduces osteoporosis in women

**B**

W: Many people have described the benefits of drinking water treated with fluoride. However, this issue is not as cut and dry as people have let you believe. Oh no. It's actually rather controversial. In fact, many people, myself included, believe that fluoride's effects can be somewhat detrimental to people.

The main argument in favor of fluoride has been its tooth-care properties. Countless studies show how much our teeth are being protected by the inserting of fluoride in drinking water. What these studies forget to mention, however, is that practically every brand of toothpaste already has fluoride in it. This means it's totally unnecessary to put fluoride in drinking water. As a matter of fact, many European countries have abandoned adding fluoride to their drinking water. Some, like Sweden and the Netherlands, haven't done so for over, uh, thirty years, yet they exhibit no decline in dental health.

While fluoride does purify water, it can still lead to harmful side effects if taken in large amounts since it's a toxic chemical. It has also been noted for discoloring water pipes and even, get this... [pauses] dissolving lead, another toxic chemical element, out of the pipes. So it must be carefully monitored if introduced to the water supply. Actually, there are other safer methods of water purification, such as filtration, the adding of chlorine, and using ultraviolet light.

And high levels of fluoride may cause cancer in some people. In several cases, it has been deemed responsible for a rare form of bone cancer called osteosarcomas, which usually only appears in young boys. Fluoride also may cause skeletal fluorosis, a condition caused by excessive fluoride exposure where fluoride is deposited directly into the bones. This may cause stiffness, pain, and a brittle bone structure prone to fractures.

1. Negative Effects of Fluoride
2. Toothpaste has fluoride in it
3. Dissolves lead out of them
4. Filtration, chlorine, & ultraviolet light
5. Can cause serious diseases
6. Stiffness, pain, & brittle bones

**C**

**Reading**

Stance The use of fluoride in drinking water has improved people's dental health and bone structure.

Main point 1 Studies show that fluoride helps prevent tooth decay and the loss of teeth.

Main point 2 Fluoride in drinking water purifies the water and kills harmful bacteria and microorganisms.

Main point 3 Fluoride improves people's bone structures and keeps the bones healthier and stronger.

**Listening**

Stance Fluoride in drinking water can have some harmful effects on people.

Refutation 1 Dental health can be ensured without adding fluoride to drinking water.

Refutation 2 There are better and safer methods to purify the water supply.

Refutation 3 Too much fluoride can cause cancer and damage people's bones.

**Synthesizing & Organizing**

A

1. Whereas the reading believes adding fluoride to drinking water has given Americans better dental
health and better bone structure, the professor thinks fluoride can have harmful effects on people.

Despite the reading passage's author asserting that fluoride in water can prevent tooth decay, the professor mentions that some European countries have maintained public dental health without adding fluoride to their water for more than three decades.

Although the writer of the reading passage thinks water with fluoride is purer than water without it, the professor claims too much fluoride intake can cause damage to people since the chemical is toxic.

Contrasting the reading passage's argument that fluoride strengthens people's bone structures when they drink it daily, the professor declares that fluoride can cause serious bone problems such as skeletal fluorosis.

1 The reading passage asserts that adding fluoride to drinking water is highly beneficial, yet the professor feels that the addition of fluoride can actually cause damage to people's health.

2 While the reading states that studies show fluoride helps to cut down considerably on tooth decay and the loss of teeth, the professor believes these studies forget that people also use toothpaste with fluoride in it.

3 She cites some European examples, where fluoride has not been added to the water for thirty years but people's dental health is not suffering.

4 The reading next mentions that treating water with fluoride helps to purify it.

5 The professor agrees but also says that fluoride can have some dangerous side effects if taken too much, and it even dissolves lead out of water pipes.

6 According to the professor, there are safer ways to purify water, including filtration, chlorine treatment, and ultraviolet light.

7 Finally, the reading passage claims that people drinking fluoride have stronger bones, suffer from osteoporosis less, and break fewer bones.

8 However, the professor counters by stating that fluoride can cause some rare types of cancer in people.

9 She also adds that it may make some people's bones stiff, painful, and weak.

10 The lecture and the reading passage have virtually opposite opinions of the benefit of adding fluoride to drinking water supplies.
Consumers bypass doctors
- No consultations from doctors → lack of important information
- Taking wrong medicine / wrong amounts → can cause damage / death

Sell drugs of unclear origins
- Drugs made in foreign countries → don’t meet American standards
- Offer inferior products masquerading as legitimate drugs

Online Pharmacies Are Beneficial

1 Proved safe in other countries
- Herbal remedies → used 4 centuries in Asia
- Don’t harm people using them in other countries

2 Save time & money
- Can learn about many medicines on the Internet → no need 2 consult doctors
- Can get much information written by doctors & pharmaceutical companies

3 Rising costs of health care
- Can get drugs cheaply online → don’t need 2 pay extra money 2 wealthy companies

Sample Answer

The reading passage is strongly against the existence of online pharmacies. The professor, however, feels that online pharmacies benefit society very much.

The author of the reading claims that many online pharmacies sell medicines that have not been approved by the FDA. According to the reading, this is especially true for various herbal remedies, which may wind up harming consumers. However, the professor claims that many of the medicines sold online have been proven safe in other countries for a long time. He thinks that since people in other countries are using them without being harmed, then the medicines should be good enough for Americans as well.

The next point made by the reading is that many customers bypass doctors by going straight to online pharmacies. The professor, meanwhile, complains about the complications involved in seeing a doctor. So he favors people getting their information about medicines over the Internet, especially since doctors and pharmaceutical companies post much of the information.

Finally, in contrast to the complaints that many customers are purchasing inferior medicines from foreign countries that they cannot trust, the professor mentions the rising cost of health care in America. He thinks it is fine for people to seek cheaper alternatives over the Internet.

So, while the reading passage author wants to ban online pharmacies, the professor supports them.

Unit 5 History

Note Taking & Outlining

A
1 Never Traveled 2 China
2 Existence of several original accounts of his trip
3 Foot binding / tea drinking
4 Couldn’t communicate in Chinese
5 Absent from Chinese history books
6 Claimed 2 have been close 2 Kublai Khan

B
W: The controversy surrounding the authenticity of Marco Polo’s story about his life in China is based on simple misunderstandings and misinterpretations of facts. Polo indeed traveled to China and then wrote an accurate account of his journey, which became one of the most important books in history.

After returning to Europe, Polo spent some time as a prisoner of war. The first account of his travels was written by a fellow prisoner, a romance writer, who told his tale in Old French. This accounts for the stories of a romance novelist writing fables. Years later, Polo wrote his own story in Italian. This was translated into Latin and later retranslated in Italian once the original manuscript was lost. This explains the many small discrepancies between the texts, a major source of the controversy.

Many critics note that Polo failed to record many common Chinese things, like tea drinking and the Great Wall. However, Polo spent most of his time in the north, where tea wasn’t often consumed. It’s also possible he never saw the Great Wall since he entered China from the west yet the wall mostly faces north. And keep in mind that the Great Wall wasn’t the finished version that exists today. It was actually smaller and included many sections that had eroded or disappeared and were later built after Polo’s departure.
Polo never learned Chinese because he didn’t need to. Kublai Khan provided Persian translators since he was fluent in that language. He often even used Persian names to describe Chinese places. As for his absence from any Chinese books, this may be related to the fact that he used a different form of his name in Chinese or Mongolian or simply that he wasn’t important enough to merit the honor of being mentioned.

1 Spent Many Years in China
2 written in Italian by Marco Polo
3 Stayed in northern China
4 didn’t see the Great Wall
5 No need to learn Chinese
6 used different name / wasn’t that important

C

Reading
Stance Marco Polo did not go to China, and his story is unreliable.
Main point 1 All of the original accounts of his story give different versions.
Main point 2 He never mentioned common Chinese things like foot binding, tea drinking, or the Great Wall.
Main point 3 His name is not written in any contemporary Chinese history books.

Listening
Stance Marco Polo really did go on the trip to China as he said that he had.
Refutation 1 A romance novelist wrote the first account of his story in French, and Marco Polo later wrote his own account in Italian, which was translated into Latin.
Refutation 2 He did not see things commonly associated with the Chinese since he was in the wrong part of the country.
Refutation 3 He spoke Persian and used a different form of his name, so he is absent from Chinese history books.

Synthesizing & Organizing
A

1 Although the reading passage’s author thinks Marco Polo never went to China or did any of the things he says he did, the professor firmly believes Marco Polo went to China and accurately told his story.
2 To respond to the assertion that Marco Polo’s story was just a compilation of tales taken from people who had been to Asia, the professor claims that the first person to write about Polo’s journey really was a romance novelist writing in French.
3 While the author of the reading states that Polo never mentioned any common activities the Chinese were known to have engaged in, the professor excuses this by stating that Polo was in northern China, where most people did not drink tea.
4 The reading says that Marco Polo’s name was never recorded by any contemporary Chinese; however, the professor counters by arguing that he might have used a different name or was not considered very important by the Chinese and was therefore omitted from their books.

B

1 While the reading asserts that Marco Polo never went to China, the professor provides evidence contrary to this assertion and believes Marco Polo really did go to China.
2 In response to the accusation that the original accounts of Polo’s tale written in different languages all have different versions of the story, the professor mentions that the first writing of Marco Polo’s adventures came from a romance novelist, not Polo himself.
3 The professor says that Polo later wrote his own account, which was translated and retranslated into other languages. This naturally caused various mistakes.
4 The reading also points out that Polo never mentioned China-related things, such as foot binding, tea drinking, and the Great Wall.
5 However, the professor says that in Polo’s location in China, they did not drink tea and that he might never have even seen the Great Wall.
6 Finally, according to the reading, Polo could neither communicate in Chinese, nor was he mentioned in any contemporary Chinese histories.
7 The professor mentions that Polo did not need to learn Chinese since he spoke Persian and used translators.
8 She also claims that Polo may have used a different form of his name or not have been important enough to have been mentioned in any Chinese history texts.
9 In short, the reading is skeptical of Marco Polo’s claims; however, the professor fully believes the stories that Polo told.
TOEFL IBT Practice

Listening
M: I'm sure you're all aware Christopher Columbus is credited with discovering the Americas in 1492. There are, of course, competing claims for this discovery, including that of a Chinese expedition by the Chinese Admiral Zheng He in 1421. But let me assure you that any claims of a Chinese discovery of America are utterly false and without merit.

First, some cite a supposed Chinese dock or road in the waters off the Bahamas. [sighs] This is actually a naturally occurring limestone formation. Geologist Eugene Shinn has stated that it's made of a kind of beach rock, a common form of limestone found in tidal waters. This rock typically forms cracks or breaks in regular patterns, which gives it a man-made appearance. There are, in fact, many other similar formations in the Bahamas, yet these are conveniently ignored by those who believe the 1421 myth.

There's also the reported 1975 discovery of Chinese anchors off the California coast. Those anchors were not ancient but were barely one hundred years old. Logically, they couldn't have come from a fifteenth-century Chinese voyage, could they have? Those anchors were used by Chinese immigrants to California who were working as fishermen. They were merely following Chinese traditions by making their anchors in the ways of their ancestors.

Now, let's get to the Newport Tower in Rhode Island. Yes, the date of construction and purpose of the tower are unknown. But most historians agree that the shape and design resemble an English windmill more than a Chinese lighthouse. Also, the, um, Arnold family from Newport is believed to have been the builders and original owners. And finally, carbon dating places the mortar used to bind the stones to the mid-seventeenth century, more than 200 years after Zheng He's final voyage.

Reading
Zheng He Visited America in the 15th Century
1 Bimini Road off the Bahamas
   - Seems 2 be underground road / dock
   - Appears 2 be in a Chinese pattern
2 Anchors discovered off California coast
   - Kind of anchor used by Chinese for thousands of years → made of stone & have holes in the middle
3 Newport Tower in Rhode Island
   - Same shape as a Chinese lighthouse
   - Used crushed seashells 4 mortar → was used 2 make Chinese lighthouses

Listening
Zheng He Never Visited America
1 Formation off Bahamas = natural
   - Limestone formation → often forms cracks in regular patterns like man-made ones
   - Other similar formations in Bahamas
2 Anchors ≠ very old
   - From Chinese immigrants → just around 100 yrs old
3 Newport Tower = English windmill
   - Was built by Arnold family
   - Carbon dating: mid-17th century → 200 yrs a/f Zheng He's last voyage

Sample Answer
The reading passage gives credence to the claim that Chinese Admiral Zheng He's armada made it to America in 1421. The professor, on the other hand, rejects this notion completely.

The author of the passage mentions the Bimini Road, an underwater structure that looks Chinese and may have been a dock for Zheng He's fleet, in the Bahamas. However, the professor declares this is a naturally occurring formation of limestone, of which there are many more similar structures throughout the Bahamas.

The reading next describes the 1970s finding of twenty anchors in the Pacific Ocean near California. The author believes they are from Zheng He's fleet because the anchors are distinctly Chinese. However, the professor claims that the anchors came from Chinese immigrant fishermen from around one hundred years ago, so they cannot be from Zheng He's fleet.

Finally, to refute the reading passage's claim that the Newport Tower in Rhode Island was built by the Chinese, the professor declares that the Arnold family from Newport constructed it. He also states that it is not a Chinese-style lighthouse but more of an English-style windmill that is carbon-dated to the mid-seventeenth century, not the fifteenth century.

The reading passage presents much evidence to support the theory of a Chinese discovery of America, but the professor provides his own information to refute these assertions.
M: There's a great debate in archaeological circles concerning when people first came to the Americas. It's centered on the site at Monte Verde, Chile. In 1975, a human settlement with many artifacts was uncovered in a peat bog near a creek on some farmland. It has been dated to 12,500 years ago, which therefore proves that this small, yet well-preserved, place was the site of, well, some kind of human settlement.

The settlers consumed plants and small animals, which they hunted with stones and bones. Just because no one’s found any spearheads or arrowheads there doesn't mean the settlers didn't hunt. In fact, a bone with meat still on it was found preserved in the peat bog, proving that they did, after all, hunt. Some archaeologists have also suggested that this group of settlers simply lacked the knowledge of how to make rudimentary weapons, explaining why none was found there.

Now, much of the site was farmland, which suggests that farmers destroyed the site over the years. [stresses] This just isn't true. The main dig site was the bog itself, which the farmers never touched. Also, farming only disturbs the upper layers of the soil. Many archaeological artifacts were found in the deeper layers that had never been disturbed by farming.

Some people also question the results of the carbon dating carried out. It's true that some artifacts weren't carbon dated. The reason is that they had to be promptly immersed into chemicals to preserve them, and the chemicals rendered any dating useless. And, yes, bitumen, which was found there, can influence these tests. However, archaeologists did more than twenty-five tests and also used different dating methods to lend them more accuracy. The majority of the results indicated that the site was occupied 12,500 years ago.

Reading

Stance: There were never any settlers at Monte Verde 12,500 years ago.

Main point 1: Early American settlers were hunter-gatherers, but no hunting tools were found at the dig site.

Main point 2: Farmers constantly plowed the land at the dig site, making it impossible to date the site accurately.

Main point 3: Because there is bitumen at the site, only a few select artifacts could be dated.

Synthesizing & Organizing

1 The author of the reading is convinced that there were no people at the site that long ago in the past, yet the professor believes at least a small group of people lived there 12,500 years ago.

2 Whereas the reading states the lack of weapons showed that no hunter-gatherers lived there, the professor asserts that this group of people may simply not have known how to make even simple weapons.

3 In contrast to the reading passage author's argument that the farming of the land ruined the value of the excavation site, the professor mentions that the primary site was in the peat bog, which had never been farmed at all.

4 While the reading believes that the presence of bitumen ruined the accuracy of any carbon dating, the lecturer declares that over twenty-five tests utilizing different methods were done on the artifacts.

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1 The author of the reading is convinced there was no human settlement at Monte Verde over 12,500 years ago.
2 The professor, however, believes this was not the case and that people actually were there then.
3 First, the reading declares the absence of hunting tools means no one lived there that long ago.
4 However, the professor claims that they hunted small animals with stones and bones, citing evidence that a bone with meat on it was found.
5 He further mentions that this tribe may not have known how to make even simple weapons.
6 The reading also discusses how generations of farming corrupted the land and made it useless for legitimate archaeological research.
7 But the professor points out that most of the dig occurred in the peat bog, which had never been touched by the farmers.
8 Besides, a lot of artifacts were found in the deeper layers of the soil instead of in the upper layers, which had been disrupted by farming.
9 Finally, to counter the assertion in the reading that the presence of bitumen made carbon dating impossible, the professor claims that over twenty-five tests using various methods were conducted.
10 According to him, most of them confirmed the site’s date as being 12,500 years old.
11 The reading strongly denies there was a settlement at Monte Verde long ago in the past; however, the professor refutes this information and provides his own proof of this very fact.

A host of scholars wasted their time on the scrolls by using inaccurate Hebrew numbering systems. Robert Feather, who conducted further studies on them, concluded that the numbers were Egyptian, not Hebrew. When Egyptian numbers are applied, the amounts of treasure given are considerably less and therefore more believable. The scrolls date from around 1300 B.C., a period when the Egyptians had a strong presence in that area of the Middle East, so it’s possible that an Egyptian or a Hebrew scribe with Egyptian training made the scrolls.

Feather also determined that the scrolls described places in Egypt, not in Israel. The locations described in the scrolls actually correspond to places near Amarna, a city in ancient Egypt. Throughout history, most of these sites have already been, uh, located, and the treasures have been dug up and carted away. So, if Mr. Feather’s theories are correct, as I believe them to be, the lost treasures of the Copper Scrolls have already been found and are either in museums or personal collections.

### Reading

**Copper Scrolls Are Not Authentic**

1 No agreed-upon translation
   - Written in an ancient form of Hebrew
   - Presence of errors in the translations
2 Too much treasure to be true
   - Buried throughout modern Israel → unbelievable
   - Scrolls come from Qumran sect → they had no possessions
3 No treasures found until now
   - Dug some locations mentioned in the scrolls → found nothing
   - Unlikely any treasure will ever be found

### Listening

**Copper Scrolls Are Authentic**

1 Difficult to translate
   - A combination of Hebrew and an Egyptian numbering system
   - Deliberate mistakes → prevent everyone from knowing treasures’ locations
2 Use of Egyptian numbering system
   - Robert Feather → reliable amount of treasure when in Egyptian units
   - Strong Egyptian influence in the area when the scrolls were made
3 Treasures already found & taken away
   - Real treasure locations = areas near Amarna
   - Most sites were already dug up
The reading and lecture both discuss the Copper Scrolls. While the reading states the scrolls tell a fictitious story about buried treasure, the professor believes the treasures mentioned in the scrolls were legitimate.

It is mentioned in the reading passage that the translation of the scrolls posed a problem. According to the reading, they contained many translation errors. The professor explains this by saying that the mistakes were done purposely so that only a few people would actually be able to know the treasures' locations.

The reading is skeptical of the existence of the treasures because not only are the sums described very huge, but the scrolls also came from the Qumran sect, a group who owned no possessions. However, the lecturer explains that if an Egyptian numbering system is used instead of a Hebrew one, then the treasures become smaller and therefore more believable.

Finally, the reading reveals that some people deciphered the locations of a few treasures, but they found nothing when they tried digging them up. The professor argues the treasures were taken away long ago and are now in museums or personal collections.

Both the reading and the lecture describe the secrets of the Copper Scrolls, but they come to separate conclusions as to their legitimacy.

Unit 7 Astronomy

Note Taking & Outlining

A

1 Methane Gas Explosion
2 have found no rock material from asteroid
3 No impact crater in Tunguska
4 Many trees knocked down
5 High level of methane gas in the area
6 Eyewitnesses saw lightning nearby

B

M: There was a great explosion in Siberia in eastern Russia in 1908. The explosion's cause is still debated to this day. Some people claim it was a nuclear device, the crash landing of a UFO [chuckles], or a gas explosion. I, however, am certain that the event was caused by an asteroid exploding above the Earth as it entered our atmosphere. Let me explain.

Many eyewitnesses reported a streak of bright light in the sky close to Earth. One said it was, um, as if the sky had split open. Soon afterwards, there was a massive explosion and a great wind, which shattered windows and knocked people to the ground. The light in the sky suggests, er, an asteroid entering the atmosphere.

Since the asteroid exploded before it struck the ground, there was no impact crater to be found. No asteroid rock has been found as well because it either had been washed away before scientists could get there or existed in such small quantities that it was essentially unrecognizable. Also, the explosion destroyed trees in a unique pattern for 50 kilometers all around. The trees directly below the explosion were still standing but had lost their branches and bark. Those further away were knocked flat. Laboratory tests simulating an asteroid explosion conducted by the Russians revealed identical patterns of destruction.

There is also the implausibility of a methane gas explosion. The main reason is the sheer volume of gas required for an explosion of that size. The area simply doesn't—and never did—have enough methane gas to have created this kind of explosion. No way. Additionally, if there had been a gas explosion, there would have been fires nearby, but no eyewitnesses reported any fires burning in the forests.

1 Asteroid Strike
2 Eyewitnesses saw bright light in sky
3 Huge explosion & great wind
4 No impact crater / asteroid rocks
5 Trees below explosion were still standing
6 No fires seen nearby a/f the explosion

Reading

Stance The 1908 explosion at Tunguska was most likely caused by a methane gas explosion.

Main point 1 There was no streak of bright light across the sky, nor were there any asteroid rocks.

Main point 2 No one has found the impact crater of an asteroid in that area.

Main point 3 Methane gas probably rose above the ground and exploded.

Listening

Stance An asteroid strike is the most likely cause of the Tunguska explosion.

Refutation 1 People saw a great light in the sky, and there was a tremendous explosion afterwards.
Refutation 2 The asteroid never hit the ground, thus leaving no rocks or crater, and the explosion pattern is the same as that of an asteroid hit.

Refutation 3 There was not enough methane gas there to make such a big explosion.

Synthesizing & Organizing

A

1. The reading passage depicts the Tunguska explosion as being caused by methane gas, yet the professor expresses his certainty that an asteroid really caused the explosion.
2. In direct contrast to the reading’s assertion that no witnesses ever saw a light in the sky, the professor claims many people did see a bright streak of light in the sky.
3. While the reading cites the lack of an impact crater from an asteroid at Tunguska, the professor believes the asteroid exploded above the ground, hence the lack of a crater.
4. The author of the reading passage thinks a methane gas explosion was the reason the forest was destroyed; however, the professor asserts the Tunguska area lacked enough methane to create an explosion that big.

B

1. The reading author presents evidence that methane gas caused the Tunguska explosion of 1908.
2. The professor, however, contests this theory and believes an asteroid caused the explosion.
3. The first evidence presented in the reading is that an asteroid could not have caused the damage because no evidence of asteroid rocks has ever been found.
4. Also, no one saw an asteroid streaking across the sky.
5. The professor counters by saying that some people did see a streak of light in the sky, thereby suggesting an asteroid.
6. In addition, the aftereffects of the explosion mirror those caused by an asteroid.
7. Next, the reading mentions the lack of an impact site and the fact that the tree damage was similar to what a gas explosion would have caused.
8. The professor, however, indicates that the asteroid exploded in the air, explaining the absence of an impact crater and any minerals.
9. He also says that the results of the explosion are consistent with damage caused by an asteroid.

TOEFL iBT Practice

Listening

W: Does life exist on other planets? Well, Mars is the most obvious place to look because of its similarity to Earth and the fact that it’s shown signs of possible life in recent explorations. Unfortunately, none of the scientists’ findings have been proven with one-hundred-percent certainty, so our search for extraterrestrial life must, regrettably, continue.

One report mentions that the presence of methane gas on Mars proves life exists there since only dead life forms produce it. Wrong. Methane also comes from other sources, including volcanic activity. Mars has plenty of volcanoes. And all indications are that volcanic activity on Mars still continues and has not entirely ceased.

I know many people have pointed at those meteorites with the supposed bacteria from Mars. First, it’s uncertain that those meteorites really came from Mars. They could just as easily be from the Earth. You see... [pauses] We don’t know for sure. Additionally, the testing on these bacteria forms is still in its initial stages, so it may prove to be something else. Since there are only two specimens, not too many scientists are willing to claim life exists on Mars based upon such a small sampling from meteorites that might not even be from that planet.

While it seems clear-cut that water has been discovered on Mars, this isn’t as important as it may seem. Yes, water is necessary for life on Earth. But most of Mars’s water is frozen, and life has difficulty surviving in frozen water. And let’s not forget that the existence of underground free-flowing water hasn’t been verified. Even if true... and that’s a long shot... it will take some time before we can get underground to see what’s going on beneath the Martian surface.

Reading

Life Exists on Mars

1. Existence of methane gas
   - Dead animals & plants → methane
Methane gas on Mars → existence of living organisms

2 Specimens of meteorites from Mars
- Made of magnetite crystals → formed by bacteria
- Similar meteorite from Mars in Antarctica → also shows signs of bacteria

3 Existence of hydrogen & water
- Martian poles → frozen ice
- Free-flowing underground water → could support life

Listening
It's Not Certain that Life Exists on Mars

1 Methane has other sources
- Existence of methane ≠ evidence of life
- Many active volcanoes on Mars → methane gas

2 Not sure of meteorites’ origins
- May not be from Mars → may be from Earth
- Only 2 samples → not enough 2 determine if life exists on Mars

3 Martian water → not favorable 2 life
- Mostly frozen → hard 2 live in frozen water
- Free-flowing underground water → not verified

Sample Answer
Although the author of the reading passage is convinced there is life on Mars, the professor is not so certain that this is the case.

The reading first points out the presence of methane gas on Mars. Since methane disappears after some time, it must be replenished by living creatures, even something as small as bacteria. However, according to the professor, methane can be created by volcanoes, of which Mars still has many active ones.

To contrast the reading passage’s claim that two meteorites from Mars have been found to contain fossilized bacteria, the professor mentions that no one is even positive that the meteorites actually came from Mars. He thinks they could be from Earth and that there is not enough evidence to make a definitive claim.

The reading then describes the presence of frozen hydrogen on the surface of Mars and free-flowing water underneath the surface. The author believes life could exist in this water. The professor, on the other hand, dismisses the importance of water since most of Mars’s water is frozen. She also says that no one has proven that free-flowing water on Mars actually exists.

While the professor wants to wait for further proof of the existence of life on Mars, the reading passage’s author believes this proof has already been established.

Unit 8 Business

Note Taking & Outlining

A
1 Have Negative Aspects
2 Receive money from companies
3 Confidentiality agreement
4 Make people less objective
5 2 friends/family
6 Don’t trust anyone else

B
W: Nowadays, people are doing a lot of talking about buzzers, you know, those guys hired to tell you some product is great. There’s a lot of negative reaction to them, and many people maintain buzzers only promote a product since they’re getting financial compensation. In actuality, many buzzers like the products they’re promoting, which makes them much more easily trustworthy than other forms of advertising.

Companies don’t just hire anyone to be a buzzer. They conduct tests to find people who genuinely like their products. The buzzers then spend time using the products to learn everything about them. Testing has shown people can often tell when another person is being deceitful, so companies want buzzers who really love the products they’re trying to sell. For example, I once worked as a buzzer myself. I loved the product and tried to encourage others to buy it. There was nothing deceitful in that.

Consumers often ask many questions about new products. They don’t become less critical. Unless potential customers receive the answers they’re looking for, they won’t buy a product. This is how buzzers can be of, uh, valuable assistance. Buzzers have to learn all about a product to describe its features and benefits; otherwise, they won’t make any sales. So they can impart valuable information to the public.

I [stresses] completely disagree with the notion that buzzers affect society negatively. As a matter of fact, their influence is rather positive. For example, they help build trust in society by telling others about good, quality products. This, um, word-of-mouth marketing then spreads widely, letting people learn about new products from their friends and family members.
fact, if buzzers weren't helpful and harmed societal relationships, companies wouldn't hire them in the first place. So they must be doing some good, right?

1 Provide Valuable Services
2 Companies conduct tests to see who qualifies
3 Very critical & demand good answers
4 Provide valuable information to public
5 Use word-of-mouth to tell others about good products
6 Companies wouldn't use them

Reading
Stance Buzzers have negative effects on consumers and society in general.
Main point 1 Buzzers often work just for the money and might not even like the products they promote.
Main point 2 The constant hyping of products by buzzers makes people less critical of products.
Main point 3 Once people become suspicious of buzzers, they begin to distrust everyone else in general.

Listening
Stance Buzzers actually provide valuable services for potential customers.
Refutation 1 Companies only hire buzzers who really like their products.
Refutation 2 Since consumers are so critical, buzzers must learn much about their products, and they can then share this knowledge with the public.
Refutation 3 Buzzers help build trust in society by getting people to share their feelings about products through word-of-mouth discussions.

Synthesizing & Organizing
A
1 While the reading passage says that buzz marketing is not admirable, the professor thinks buzzers actually like their products, which makes them easier to trust than other advertisers.
2 Whereas the reading passage thinks that since buzzers are getting paid, they are not honest, the professor mentions that people usually know when others are lying, so companies need buzzers who like their products.
3 The reading passage declares that people tend to be less critical of products because of the influence of buzzers; however, the professor says that customers will not purchase a product if they fail to receive the information they are looking for.
4 In contrast to the reading, which claims buzzers are making people develop a distrust for society, the professor believes that buzzers are helping people learn to trust one another.

B
1 The author of the reading is very much against buzzers, yet the lecturer feels that buzzers actually provide a positive service for consumers.
2 The reading mentions that buzzers are deceitful because they work for the money and do not tell others they are buzzers.
3 They may not even like the product they are promoting.
4 However, the lecturer declares that buzzers do like the products they are promoting.
5 She claims to have worked as a buzzer herself because she really loved a certain product.
6 While the reading passage declares that the continual hyping by buzzers makes consumers less critical of products, the lecturer believes customers actually are critical enough.
7 She also notes that since buzzers must be well-versed in how to use their products, they provide important services to people when they talk about various products.
8 Finally, the reading passage believes buzzers are causing society to break down because people do not know whom they can actually trust.
9 The lecturer, on the other hand, feels that buzzers build up trust in society by using word-of-mouth marketing.
10 She points out that if buzzers were really harmful, companies would not hire them at all.
11 In conclusion, the reading passage feels buzzers are harmful to society, yet the lecturer believes they are helping customers and society alike.

TOEFL iBT Practice
Listening
M: Okay, so everyone wants to be the boss, but starting a business on your own is like traveling down a road filled with trouble. Sure, there are many successful businesses, and everyone dreams of being the next Bill Gates or Steve Jobs. But most businesses ultimately fail. It's far better to be an employee than to be a boss.
Starting the business itself is a bureaucratic nightmare. You have to deal with state and federal laws and get
permits, licenses, and all other sorts of things. You may have a great idea, but someone else might have had the same one and have already patented it. And let’s not forget about taxes, rents, and employee wages. [pauses] If you don’t succeed in your first six months, chances are that you never will.

While job security isn’t really present at big corporations anymore, running your own business is even less secure. Take, um, restaurants for example. Nine out of ten restaurants go out of business within five years of opening. You may have to sell your car or home to pay off the business debts you incur. You won’t get fired of course, but you may lose everything, even the proverbial shirt off your back.

You also need to take the issues of insurance, pension plans, and retirement investments into account. If you’re a business owner, you’ll have to provide for all of these and set your employees up with them, too. And your insurance costs will be greater since you’ll require insurance for your property, inventory, and, er, employees. And if everything falls apart, I mean if the pension plan fails or the retirement investments disappear, people are going to take action against you. No, running your own business isn’t as easy as it sounds.

Reading

Owning a Business = Good Idea

1. Big companies = 2 bureaucratic
   - New ideas → difficult 2 act upon
   - Senior managers → take credit 4 hard work

2. No more job security at companies
   - Companies thought 2 be safe → now going bankrupt & firing workers
   - Owning a business → more financially secure

3. Unstable pension plans & retirement investments
   - Worthless when company fails
   - Owning a business → can be stable

Listening

Owning a Business = Risky

1. Difficult at start
   - 2 much bureaucracy → laws, permits, & licenses
   - Must pay rent, taxes, & salaries

2. Not safe
   - 90% of restaurants fail within 5 years
   - Go out of business → may lose everything 2 pay debts

3. Must pay extra benefits
   - Insurance, pension, & retirement investments 4 employees
   - Go out of business → employees will come demanding their money

Sample Answer

The reading passage mentions why running one’s own business is a much better choice than working for a corporation. However, the lecturer feels that owning a business is risky and advises against it.

The reading first mentions that it is difficult for many corporate employees to have their ideas acted upon. They simply get lost in the bureaucracy of large companies. However, the professor notes that simply beginning a business involves a lot of bureaucratic procedures. One has to go through red tape to deal with laws, taxes, and licenses and also must pay rents and salaries.

The reading next states that corporations are no longer safe places to work since many of them have gone bankrupt lately. However, the professor says that the large majority of start-ups fail, which could cost a person many of his possessions to pay off his debts.

The reading then declares that many corporations’ pension plans and retirement investments are becoming worthless, so people with their own companies can get some security. The professor counters by saying that a business owner must pay for all of these expenses, and, if the company fails, the employees will pursue the owner to get their money.

While the reading passage’s author feels that owning a business is a good idea, the professor believes owning a business is a bad idea.

Unit 9 Biology II

Note Taking & Outlining

A

1. Orb Webs
2. difficult 2 see
3. Easy 2 build w/ little spider silk
4. takes 30-45 min. 2 build
5. Can know when prey is caught
6. feel vibrations from captured prey
As you probably know, spiders use webs to catch their prey. They may use either orb webs or cobwebs to do so. Some believe orb webs are better. I, on the other hand, favor the cobweb as the spider's ideal kind of web for a number of different reasons.

The cobweb is a three-dimensional web built in the shape of a cone or triangle and is located in the branches of trees or plants or in man-made structures. Unlike an orb web, a cobweb is generally made of irregular strands of spider silk and has a much denser structure. Therefore, ensnared insects cannot escape as easily as they can from an orb web. Remember that the spider's food source is integral to the production of its web, so it can ill afford to allow any prey to escape lest it die.

Cobwebs are much stronger than orb webs. Orb webs only consist of one flat layer of web strands, and these may easily be broken by the wind, birds, or even, you know, large insects. Once an orb web breaks, a spider must start again from scratch to rebuild it. Cobwebs, however, are denser and stronger, meaning they break much less easily. Because they're three-dimensional, damage to one section doesn't mean the spider must rebuild the entire structure. It only needs to repair that one section.

Last, but not least, cobwebs are much safer than orb webs. Because the spider must lie in the center of an orb web to feel the vibrations of captured prey, it is easy to be spotted by its natural enemies like birds. Cobwebs, on the other hand, are not so vulnerable to attack. The spider can lie deep in its dense folds and remain hidden from outside enemies.

Listening
Stance  Cobwebs are more efficient types of webs than orb webs.
Refutation 1  The density of cobwebs makes it hard for prey to escape from them.
Refutation 2  Cobwebs are stronger and, when damaged, do not need to be repaired completely.
Refutation 3  Spiders can hide deep in their cobwebs so that enemies cannot attack them.

Synthesizing & Organizing
A
1 According to the reading passage, orb webs are efficient at capturing and keeping hold of prey, yet the professor favors cobwebs as the ideal type of web for spiders.
2 While the reading points out that most spiders build orb webs because the webs allow for the easy capture of prey, the professor states that the dense structure of cobwebs means that insects trapped in them cannot escape very easily.
3 In response to the reading, which reads that building orb webs requires spiders to use a small amount of web substance, the professor says that when orb webs break, spiders must completely rebuild them.
4 The reading mentions that spiders in the centers of orb webs can detect vibrations from captured prey; however, the professor declares that the fact that spiders must be in the center of orb webs leave them vulnerable to attack by birds and other predators.

B
1 The reading passage's author believes orb webs are best for spiders, yet the professor opines that cobwebs are much better.
2 The reading cites the fact that orb webs are one-dimensional, which makes them difficult to be spotted by potential prey, so insects get captured easily.
3 Meanwhile, the professor says the three-dimensional aspect of cobwebs makes it more difficult for insects to escape from cobwebs than from orb webs.
4 Next, the author of the reading believes the orb web's structure is an efficient use of the spider's web substance.
5 Spiders can make orb webs in less than an hour and spin new ones each day.
However, the professor claims a damaged orb web must be remade completely, which wastes valuable web substance.

She says that when cobwebs are damaged, the spider just repairs one particular section, not the whole web.

Finally, the reading mentions that the spider, which sits in the orb web's center, can feel the web vibrating when prey get trapped, so it can capture them immediately.

However, the professor feels that spiders in the centers of orb webs can be attacked easily by birds whereas spiders in cobwebs can sit back in the webs and be protected from outside attacks.

Both the reading passage's author and the professor have differing opinions of the best type of web for spiders.

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**Listening**

M: It's a well-documented fact that animals have the ability to communicate with one another by using sounds and pheromones. However, the notion that animals can actually talk with humans has yet to be fully proved. While there have been some minor breakthroughs in communications with primates, they are limited in nature and have been treated with skepticism by most of the scientific community.

Lana, the female chimp from the University of Georgia, is the most celebrated case. Lana learned the new language Yerkish, which was comprised of symbols, and managed to communicate with the researchers. [pauses] Or so it appeared. Remember that Lana was limited in her ability to learn and was in fact conditioned by endless repetition of the same words and symbols. Unlike a human child, which can learn multiple languages if exposed to them, Lana had difficulty learning even one.

Lana could understand some grammar, but it was so basic that she could only manage to create, um, a few short sentences. She and the other test subjects never even advanced beyond the beginning level of language learning. The chimps couldn't form sentences on their own unless first exposed to them by the research team. Unlike humans, who can absorb and understand complex grammar, the primates in the study never did the same.

The primates did learn to respond to human questions, but these answers weren't in speech form; they were translated in Yerkish as symbols. These so-called "conversations" were passive, with primates like Lana responding yet not being able to form their own questions or to have long conversations. Nor could the primates communicate with each other. At least, there was no recognizable form of communication. This is much unlike human children, who can do so at an early age.

**Reading**

**Chimps Can Learn Language**

1. Learned symbol language
   - Yerkish: new language that uses symbols
   - Used symbols to communicate — esp. Lana

2. Formed the basis of language ability
   - Combined words to express thought — e.g. "finger bracelet" 2 mean "ring"
   - Learned grammar to distinguish nouns from adjectives

3. Responded 2 questions
   - Gave logical answers
   - Proved primates' ability 2 learn language

**Chimps Cannot Learn Language**

1. Only appeared 2 learn language
   - Conditioned by repetition
   - Had trouble learning 1 language unlike human children

2. Limited language ability
   - Couldn't make sentences unless exposed 2 them first
   - Couldn't understand complex grammar

3. No recognizable communication
   - Didn't answer w/ speech
   - Passive -> couldn't form Qs
   - Couldn't have long conv.
   - Couldn't communicate w/ other primates

**Sample Answer**

In the reading passage, the author is certain that some primates have the ability to learn human language. However, the professor is not convinced that what the chimps learned actually was language.

The reading passage first points out that the chimps, especially Lana, learned to use the new language Yerkish and could express their thoughts by using...
pictures on the keyboard. The professor, however, says that the chimps only appeared to be communicating. Instead, he thinks that they were conditioned to respond because they did the same things again and again.

The reading next points out that Lana was able to make new words by combining those words that she already knew. While the professor admits Lana learned the language a bit, he notes that she could not make new sentences unless first exposed to them, and she was also unable to comprehend complex grammar.

Finally, the reading mentions that Lana appeared to understand the questions she was asked and then gave logical answers on the lexigram machine. The professor points out that she did not learn speech but only learned to communicate with symbols. Also, he says Lana could not ask her own questions or have long conversations.

While the reading passage's author thinks Lana exhibited some of language, the professor disagrees with this assessment.

**Unit 10 Environment II**

**Note Taking & Outlining**

**A**

1. Is Not Desirable
2. spread disease rapidly
3. Some diseases get passed on to public
4. Chemicals added 2 water & fish food
5. Get absorbed into fish’s bodies
6. Need 2 catch other fish 4 fish food

**B**

M: Fish farming is one of the most important sources of fish protein for many people nowadays. There are, sadly, many critics of fish farming who oppose its use. [sighs] However, it’s quite necessary because many fish raised on fish farms can no longer be harvested in the wild, and, fortunately, fish farming can provide fish that are safe to eat.

Many critics of fish farming point out the possibility of diseases running rampant throughout the farms due to the nearness of the fish. However, let me point out that fish live very close together in the wild. You’ve seen pictures of big schools of fish, haven’t you? [pauses] How’s this different from a fish farm? Anyway, in the wild there is no rapid spread of disease despite fish living close together. And studies have shown the incidence of disease in the wild and on farms is identical.

**Reading**

**Stance** Fish farming may appear good but is actually dangerous to fish and people.

Main point 1 The fish live closely together, which makes diseases more likely.

Main point 2 Chemicals are used to grow fish, which is harmful to humans who eat them.

Main point 3 The fish used for fish food are taken from the ocean, which disrupts ocean ecosystems.

**Listening**

**Stance** Fish farming is beneficial to many people around the world.

Refutation 1 Fish in captivity do not get diseases more easily than those in the wild.

Refutation 2 Even ocean-caught fish and other meats have chemicals, but fish is the healthier food.

Refutation 3 The fish used for fish food is not eaten either by people or by sea creatures.
In conclusion, while the reading passage opposes the existence of fish farms, the professor thinks they are beneficial to humans.

synthesizing & organizing

A
1. The reading passage’s author believes fish farming is dangerous to the fish and the people who eat them; however, the professor thinks fish farming benefits people by providing fish that are all right to eat.
2. In direct contrast to the reading, which claims fish in captivity suffer from more diseases than those in the wild, the professor states that they both suffer from diseases at an equal rate.
3. While the reading passage mentions that the chemicals absorbed into fish’s bodies make them dangerous to eat, the professor says that even ocean fish are exposed to large quantities of chemicals due to pollution.
4. According to the reading, the catching of fish to make fish feed takes a lot of food out of the oceans, yet the professor asserts that people and sea creatures do not eat most of these fish.

B
1. Although the author of the reading passage writes against fish farms, the professor feels they provide an important service for people around the world.
2. According to the reading, because fish in captivity live so close to each other, there is a higher likelihood they will get diseases that they may pass on to humans.
3. The professor, however, opposes this theory by saying that fish in the wild also live close together and that fish on farms and in the wild get diseases at the same rate.
4. In response to the accusation that fish farms use chemical additives that could harm people, the professor cites the fact that even ocean fish absorb chemicals into their bodies.
5. He also says that all meat people eat has been injected with chemicals, yet people are still safe.
6. The reading passage’s author then expresses concern that too many fish in the wild are being caught and processed into food for the fish on farms to eat.
7. The author thinks this takes food sources out of the wild.
8. However, the professor says that many of these food fish, like the menhaden, are often not eaten by people or sea creatures as well.
9. He believes it is a good thing to use these food fish to increase the number of edible fish for humans.

listening

W: Many people have noted that large numbers of birds are endangered, but, uh, don’t worry, for the overall situation is not nearly as dire as it’s often made to appear. Birds may be found everywhere, and some reports even suggest that their numbers are increasing rather than declining. Let me give you a few examples as to why you shouldn’t worry.

Many people live in urban areas these days, yet they want their cities to be as green as possible. Parks, playgrounds, and tree-lined rivers and streams are appearing for all to enjoy. Take Berlin for example. At times, you can’t even see any buildings because of all the trees. And birds are making the most of these areas. While pigeons are not the most beautiful of birds, New York City is famous for them. [chuckles] Birds are clearly adapting to life in the cities.

While the increase in agriculture may be destroying some bird habitats, farmland doesn’t cover Earth’s entire surface. Not by a long shot. Massive forests still stand in Canada, Russia, Brazil, uh, Southeast Asia, and many other places. And agricultural methods are more developed, so the land is much more productive. This means less land is needed to produce the same or a greater amount of food.

No one disputes that insecticides kill birds. However, many recent crops have been genetically engineered to resist disease and insects, so insecticides are being used less and less. Outside the U.S., some harmful chemicals like DDT are still used, but they are utilized to kill mosquitoes, not for insects on farms. After the ban on DDT, deaths from mosquito-borne malaria leaped, so governments decided a few bird deaths were worth risking if they could save the lives of humans instead.

reading

birds are becoming endangered

1. Humans encroaching on birds’ territory
   - Urban areas expanding rapidly
   - Pollution in cities
2. Land being cleared 4 farming
   - Deforestation → birds losing their habitats → many endangered species
Use of chemical insecticides
- For farming → kills birds & animals
- e.g. DDT banned in America but not in other countries

Listening

Birds Are Not in Any Danger

1 Green zones in urban areas
- Parks, playgrounds, & areas with trees → good areas for birds
- e.g. Berlin & New York

2 Farmland doesn't cover the Earth
- Are still many forests in countries around the world
- Agriculture improving → use less land

3 Less use of insecticides nowadays
- Genetically engineered crops → less insecticide
- Still use DDT → helps fight malaria & save human lives

Sample Answer

While the author of the reading passage expresses concern for the declining number of birds throughout the world, the lecturer feels that birds are in no danger and that their numbers are actually going up.

According to the reading, because Earth's population is increasing, so is the size of its cities. There are therefore fewer green areas but more pollution, which is causing birds to decrease in numbers. On the contrary, the lecturer mentions that many cities like Berlin actually have green zones and that birds are learning to adapt to city life like the pigeons in New York City.

The reading then asserts that much forested land is being cleared for agriculture to feed Earth's population. This activity is endangering many birds. However, the lecturer maintains that Earth still has many forested areas and that agricultural methods have advanced so much that less land is needed to farm on.

Finally, the author of the reading states that insecticides and chemicals like DDT are being used around the world, and they are killing many birds. The lecturer agrees but says that insecticides are being used less and less nowadays. In the case of DDT, it is only used to kill malaria-carrying mosquitoes these days.

All in all, the reading feels strongly that birds' numbers are declining; on the other hand, the lecturer believes there is nothing to worry about.

PART 2
Independent Writing

Unit 11 School & Education I

Writing Practice A

Brainstorming

AGREE
prepare for life after graduation
- get ready to enter job market
- e.g. unprepared students → no jobs / get fired
avoid learning unnecessary information
- don't need certain knowledge after graduation
- e.g. no need to learn higher math
acquire knowledge faster
- involve some practice → hands-on education
- e.g. work at internships before graduating

Outlining & Organizing

Thesis statement It is my opinion that schools should focus on teaching their students knowledge they will need for specific careers and jobs.

Topic sentence 1 Schools must prepare their students for life after graduation by teaching them about careers and jobs.
- Students need to be ready to enter the job market after graduation.
- e.g. If unprepared, they cannot get jobs or keep them.

Topic sentence 2 If schools offer career education, students can avoid learning unnecessary knowledge.
- Much of the knowledge currently taught at schools will not be used at all after the students graduate.
- e.g. no need to learn higher math

Topic sentence 3 Having students focus on practical knowledge about careers and jobs will increase the rate at which students acquire knowledge in those fields.
- Career education involves actual practice or hands-on activities.
- e.g. internships before graduating

Summary By teaching their students about specific careers and jobs, schools can cut down on the useless knowledge being taught while simultaneously equipping their students to be outstanding workers in their fields.
[Opening sentence] Schools are often successful at educating their students in a large number of different topics. [Thesis statement] Nevertheless, it is my opinion that schools, particularly universities, colleges, and high schools, should focus on teaching their students knowledge they will need for specific careers and jobs.

[Topic sentence 1] To begin with, schools must prepare their students for life after graduation by teaching them about careers and jobs. [General statement] By doing so, students can get ready to enter the job market once they graduate either from college or high school. [Example] Sometimes, schools do an unsatisfactory job of preparing students for their future careers. These students often have trouble getting jobs or keeping them once they get hired. [Closing sentence] By focusing primarily on students' future careers, the students will be equipped with the knowledge necessary to excel at their jobs and to keep them once they get hired.

[Topic sentence 2] A second point is that if schools offer career education, students can avoid learning unnecessary knowledge. [General statement] Much of the knowledge currently taught at schools will not be used at all after the students graduate, so they have no need to take some classes that schools offer. [Example] For instance, I am not interested in working in a field that requires math. Therefore, while I should know some elementary mathematics, I do not feel it is necessary for me to learn calculus or trigonometry. Likewise, a future engineer should not bother with learning literature or history. [Closing sentence] By focusing primarily on the classes students will need in their future careers, schools can eliminate lessons that are useless.

[Topic sentence 3] Also, having students focus on their careers and jobs will increase the rate at which students acquire knowledge in those fields. [General statement] This is important because career education usually involves the actual practice or hands-on activities. [Example] Some students, for example, get to do internships at companies before they graduate. This gives them a great opportunity to learn about their field of study. [Closing sentence] If all students had chances like this, then they would all be much more knowledgeable in their fields.

Summary] In conclusion, I really believe schools need to focus on teaching their students about specific careers and jobs. By doing so, schools can cut down on the useless knowledge being taught while simultaneously equipping their students to be outstanding workers in their fields. [Final comment] This is why I support having students study only one or two core subjects.

Writing Practice B

Brainstorming

DISAGREE

must have broad range of knowledge
- should know how world works
  - e.g. me - dislike science but know it is important
can't change careers unless know about other fields
- may want to quit job & begin new career
  - e.g. various people change professions
today's trend → interdisciplinary studies
- use interdisciplinary knowledge to solve problems
  - e.g. get more creative in solving problems

Outlining & Organizing

Thesis statement I believe that schools should teach students a wide range of subjects.

Topic sentence 1 By learning a wide range of subjects, students can get a general knowledge of many different fields of study.
- Students should know how the world works.
  - e.g. I don't like science but know it is important.

Topic sentence 2 Changing careers would be incredibly difficult if people had little or no knowledge about other subjects.
- People cannot begin new careers if they don't have basic knowledge.
  - e.g. Businessmen become teachers, and scientists run companies.

Topic sentence 3 People are trending towards interdisciplinary studies, which require knowledge in multiple fields.
- People utilize information from various subjects to solve their problems.
  - e.g. creative thinking & problem solving

Summary I strongly believe students should take a wide range of courses and not merely take classes they need for their careers since knowing about many subjects makes well-balanced, educated people and helps them change careers and solve difficult problems.
Completing the Essay

[Opening sentence] Some people believe schools should only teach students subjects that will be important to their students' future careers or jobs. [Thesis statement] However, I reject this notion and instead believe that schools should teach students a wide range of subjects.

[Topic sentence 1] The first reason is that by learning a wide range of subjects, students can get a general knowledge of many different fields of study. [General statement] People should know how the world works, which they can do by studying many different subjects. [Example] Personally, while I do not like every school subject I take, I recognize their importance. I will never major in science, but I still think it is essential for me to learn chemistry, biology, and physics. By studying these subjects, I can learn about what the world is made up of and how things work. [Closing sentence] This information may not be enough to use for any future job, but it is important for my development as an educated person.

[Topic sentence 2] Additionally, we must remember that changing careers would be incredibly difficult if people had little or no knowledge about other subjects. [General statement] Without this basic knowledge, people would find it virtually impossible suddenly to quit one career and begin another. [Example] I have read about businessmen who quit their jobs to become teachers and scientists who decide they want to run a company. Fortunately for them, they have some basic knowledge from taking many different classes, so they can make these changes. [Closing sentence] If people only study one subject at school, however, they will practically never be able to change even if they strongly dislike their chosen career.

[Topic sentence 3] Finally, nowadays people are trending towards interdisciplinary studies, which require knowledge in multiple fields. [General statement] People like interdisciplinary studies because they can utilize information from various subjects—like physics and history or chemistry and computers—to solve their problems. [Example] I have heard that by using problem-solving techniques for one subject in a different field, people have successfully solved difficult problems. Interdisciplinary studies require people to think creatively and approach problems in unique manners. [Closing sentence] However, such creativity will not be possible if people cannot take lessons in multiple fields.

[Summary] I strongly believe students should take a wide range of courses and not merely take classes they need for their careers since knowing about many subjects makes well-balanced, educated people and helps them change careers and solve difficult problems. [Final comment] It is important that people continue studying a large number of different subjects.

TOEFL iBT Practice

Sample Answer (Agree)

Some teachers do not assign homework every day but instead give it only once or twice a week. I think this is a mistake. Teachers in every class should definitely assign their students homework to do every day.

First of all, teachers need to ensure that their students are absorbing the material taught in class. Many students claim to have understood their lessons, but, in reality, they have not completely comprehended what was taught. For example, our math teacher used to give us homework every class. However, she stopped doing that one day. This made many students quit paying attention in class. When she gave us a test the other week, lots of students failed, which was something they had never done before. If the teacher had been checking the students' progress with daily homework assignments, they might not have failed the test.

Second, giving homework assignments is a way to teach students extra lessons that were not covered in class. Since there is a limited amount of class time, this enables the students to learn even more. Homework does not have to be solving problems or writing essays. Sometimes it is just reading. By assigning extra reading homework, teachers can have students review information or learn other things not covered during class. By receiving these kinds of assignments daily, students will increase their knowledge dramatically.

Finally, having daily homework assignments will teach students how to work once they graduate. People with jobs must deal with multitasking and daily assignments all the time. My father often works on several different projects at once, and he has deadlines to face every day. By giving their students homework due each day, teachers can prepare their students for the responsibilities they must assume when they get jobs after school.

I strongly feel that teachers should assign daily homework to their students. This will let them know how much their students are learning and prepare the students for the job market. Giving daily homework
assignments can clearly do nothing but help students both now and in the future.

**Sample Answer (Disagree)**

Students at some schools receive homework assignments every day from all of their teachers. Some people believe this is the best way to learn. I, however, disagree with this approach and feel that students should not be given homework assignments every day.

Students nowadays simply have too much work. The number of classes students are taking these days is higher than ever. In the past, students might only have taken English, history, math, and science. However, now students are taking foreign languages, art, music, computer classes, and other subjects. If students have homework in all of these classes, they will simply get overworked.

In addition, a lot of homework is just busywork that does not teach students anything at all. This means that much homework is just a waste of time for students, who are already too busy. For example, my history teacher enjoys making us read a lot. However, these reading assignments usually are not related to his lectures, and he never goes over them or tests us on them. In short, these homework assignments are just wasting our time. When the homework does not accomplish anything positive, the teacher should not bother to assign it.

Finally, too much homework in a subject actually makes students start to dislike that class. When teachers assign too much work, it creates a negative atmosphere for the students. I have actually experienced this situation. I used to enjoy literature, but my teacher assigned us too much homework. Not only that, but the assignments also took a lot of time. I really started to resent all of this work, which made reading and writing the assignments difficult for me. After a while, I simply came to dislike everything that had to do with literature.

While homework can be important, I do not believe that teachers need to assign it to students every day. Students are already doing too much, and extra homework can create negative feelings in them. Teachers should be more prudent in assigning homework, and, that way, students will respond to their lessons more positively.
with age comes a greater variety of life experiences, which give one the wisdom and ability to see things in perspective. [Thesis statement] Therefore, it is far better to receive advice from friends who are older than you than from peers.

[Topic sentence 1] First, older friends have more real-world experience, so their advice has greater value. [General statement] They can indeed give important advice on situations you have not experienced. [Example] For example, when deciding what college to attend, my older brother asked his friend in college where he should study. His friend said he should think about the financial aspects, so he suggested finding an inexpensive college where my brother could also get a scholarship. [Closing sentence] Thanks to his older friend’s advice, my brother could be saved from having a heavy student debt in the future.

[Topic sentence 2] Older people have made mistakes, so they can help their younger friends avoid the same ones. [General statement] It is often best to ask older friends for their opinion before making a big decision. [Example] One time, when I had a choice between playing baseball for the summer and going to a camp for three weeks, I asked my older friend for help. He said they play baseball at summer camp and I would be sad if I did not go there. Once in the past, he had decided not to go to camp and had joined a soccer club instead. All of his friends had a great time at camp while he was miserable playing soccer without them. [Closing sentence] His mistake helped me avoid making one myself.

[Topic sentence 3] Older friends have more experience dealing with relationships, so they know how to deal with others very well. [General statement] You can always expect an older person to have a past experience similar to a situation you are experiencing. [Example] My girlfriend was mad at me a while ago, but I was too afraid to ask her why. My older friend said that I should ask her directly and that she would tell me if she really liked me. Everything worked out fine thanks to my friend’s advice. [Closing sentence] Older people definitely know more about relationships than younger people do.

[Summary] All in all, the best advice comes from people older than you because they have more experience, can tell you about what mistakes to avoid, and know more about personal relationships. [Final comment] If you ever need advice, just ask someone older what to do.

[Writing Practice B]

**Brainstorming**

**DISAGREE**

- know me better than any others
- give relevant advice
- e.g. classmate’s advice on giving science presentation

**have same experiences so understand feelings**

- empathize more easily
- e.g. couldn’t attend school dance

**help with problems related exclusively to my age group**

- help solve problems together
- e.g. try to decide what to do after high school

**Outlining & Organizing**

Thesis statement My friends my age are much better able to give me helpful advice than friends who are a few years older than me.

**Topic sentence 1** My friends the same age know me well, which puts them in the best position to give me advice.

- They are likely to give advice relevant to my situation.
- e.g. classmate’s advice on giving a presentation in a science class

**Topic sentence 2** Since my friends my own age have the same experiences as me, they know exactly how I feel about my problems.

- They can empathize with me more easily.
- e.g. when I couldn’t attend a school dance because of my parents

**Topic sentence 3** Many times, I have problems that are related exclusively to my age group, so it is natural to turn to my friends for help.

- Friends the same age can help each other solve the same problems.
- e.g. making decisions on life after high school

**Summary** In conclusion, I feel that getting advice from people my own age is best due to the facts that they have the same problems and experiences, understand my feelings, and know me best.

**Completing the Essay**

[Opening sentence] Sometimes people face difficult situations, so it is necessary to get some advice. I
always ask my friends my age what to do. [Thesis sentence] My friends my age are much better able to give me helpful advice than people who are a few years older than me.

[Topic sentence 1] My friends the same age know me well, which puts them in the best position to give me advice. [General statement] This means their advice is more likely to be relevant to my situation. [Example] For instance, once I was worried about doing a presentation in a science class because I get nervous speaking in front of others. My classmate knew this, so she told me to imagine I was only talking to her. Her advice kept me calm, and I received an excellent grade. [Closing sentence] People who know you well can tailor their advice to fit your specific problem.

[Topic sentence 2] Since my friends my own age also have the same experiences as I do, they know exactly how I feel about my problems. [General statement] In fact, they can empathize with me more easily. [Example] Last year, my parents refused to let me attend a school dance which was supposed to end at midnight because my curfew was 10 p.m. I was so upset, but my best friend, Jin, who is the same age as me, comforted me, saying that he had had the same problem previously, so he could understand my feelings. He also remarked that my parents were only worried about me and wanted me to be safe. I still was not happy, but at least I could see my parents' point of view. [Closing sentence] Having similar experiences can help your friends understand you better.

[Topic sentence 3] Many times, I have problems that are related exclusively to my age group, so it is natural to turn to my friends for help. [General statement] Having the same problem at the same time can be good because everyone can help each other. [Example] These days, my friends are all worried about the future since we are finishing high school soon. Some friends want to go to university while others are not sure. We often get together and discuss what to do, which makes everyone feel better afterwards. [Closing sentence] It is best to talk to people my own age because we have the same problems.

[Summary] In conclusion, I feel that getting advice from people my own age is best due to the facts that they have the same problems and experiences, understand my feelings, and know me best. [Final comment] Since they know so much about me, they know which advice will help me solve my problems.
once. In fact, there are actually many advantages to working on two or more projects simultaneously as opposed merely to doing them one at a time.

Nowadays, there is simply not enough time to work exclusively on one project, so people must often take on two or more tasks together. Indeed, by doing several projects at once, a person can actually save time. For example, once I had to write an article for my school newspaper and study for a Chinese test. I decided to do them both together, so I listened to my Chinese lessons on a CD while writing the article. I did well on the test and submitted the article on time. Sometimes, one can save time by doing activities together and still do them well.

By working on several things at once, I find that I can focus more on the tasks at hand. This serves to enhance my performance, thereby letting me do work better and quicker. Last semester, I had to study for two tests and write a paper on the same night. I was worried about all this work, so I concentrated solely on my schoolwork. I turned off my cell phone, shut down my computer, and stayed in my room until I had completed all those tasks. Being focused exclusively on those projects enabled me to ignore the unimportant things and focus on what was crucial.

Lastly, while doing several things at once can be stressful, doing so successfully can be rewarding. By showing you are capable of multitasking, you can prove your skills and abilities to others. For instance, I volunteer at my school’s library. The librarian once asked me to do two things simultaneously: catalog all the new books and complete a plan for a reading project for children. I managed to finish both jobs on time, which impressed the librarian so much that she recommended me for a summer job at the local library. Showing people you can do good work will always benefit you in the future.

In conclusion, doing several projects at once can save time, enhance one’s performance, and be rewarding in the benefits one receives. While multitasking might not be for everyone, I have found it to be an enjoyable and beneficial experience.
lives. [Thesis statement] However, this is not the case anymore as extended families are clearly less important now than they used to be.

[Topic sentence 1] These days, it is much easier for a person to live alone and not rely upon any family members for help. [General statement] In the past, extended family members were crucial to people’s survival since most of them lived on farms and needed much physical labor to cultivate the land. But this is not the case nowadays. [Example] For example, my uncle lives alone in a big city and works for a bank. Most of his work involves dealing with figures, reports, and records. He gets paid enough to make a living. He does not require any of his family members’ assistance to “survive.” [Closing sentence] This is a tremendous change from times in the past.

[Topic sentence 2] Furthermore, while people often relied upon extended family members to take care of various household chores in the past, this is simply not the case anymore. [General statement] Instead, people can employ various services to take care of all their needs. [Example] In the past, a grandmother or aunt might have helped to take care of the children in a family. However, parents now merely send their children to daycare centers. This is what my parents did for us when my brother and I were growing up. [Closing sentence] Duties and chores once done by extended family members are being replaced by people in paid positions.

[Topic sentence 3] Finally, most extended family members live too far away from one another to be of any use both in general and in times of need. [General statement] A person who is not around cannot have any influence on the other members of his or her family. [Example] While my grandparents are wonderful, loving people, they live several hours away from us. We typically only see them on holidays or occasions like weddings or funerals. They have virtually no influence on me or anyone in my family. [Closing sentence] While this was not the case in the past, it is definitely true for many people today.

[Summary] In conclusion, because people can survive living alone, can employ others to do important chores, and do not live close to many extended family members, it is clear that extended family members are not nearly as important as they once were. [Final comment] Additionally, I find it likely that this trend will continue and that extended family members’ influences will continue to decrease.
For one, in my country, extended family members still form a tight-knit social group that is tremendously important. Many people do not make crucial decisions in their lives until consulting with various members of their extended families. For example, my extended family often gets together several times a year, especially on holidays. During these times, each family member talks to the others about what is going on in his or her life. The grandparents, aunts, uncles, and even cousins then offer their opinions and give advice on what they think each person should do. Assistance like this has helped extended families retain their importance.

In addition, many extended family members live with other family members, playing important roles at home. My grandmother lives with my family. She provides invaluable help to everyone. She helps my mother with the cooking, especially on days when she is tired from her job. My grandmother also helps clean the house and raise my younger sister. Without her, our home would be chaotic.

Last of all, extended family members have extensive connections, so they can provide crucial help to others in times of need. When an extended family is big, it provides ample opportunity for its members to take advantage of this network. In my country, personal connections are incredibly important in all facets of society. One of my cousins just got hired because my father knew his employer and recommended him for the job. Without that personal connection, my cousin would probably still be seeking employment in what is currently a tight job market. Thanks to extensive networking, extended family members can prove their value time and time again.

I feel that extended families are still of great importance these days thanks to their ability to provide good advice, to help take care of other family members, and to provide a network for others. In many countries, like my own, people can use their extensive families to get ahead in their lives.

The last several decades have seen a decline in parental influence on their children. In fact, it seems that the more children watch movies and television and get influenced by people outside the home, the more their parents lose control over them. Nowadays, children and teens are often searching for role models other than their parents to imitate. They naturally look to celebrities like singers, movie stars, and athletes to be their guides. For example, many high school students like to dress in the latest fashions that have been made popular by various celebrities. They even cut their hair like famous people or say the same things as them. Parents simply cannot compete with these stars when it comes to influencing their children.

Many television shows, movies, and video games have high levels of violent content and bad language, which greatly influence young people watching them. Children have begun acting badly based upon what they have seen on various media. My younger cousin got in trouble at school for kicking some other students. When asked why he did it, he responded that he had been imitating his favorite cartoon character. He had seen this behavior and decided to act similarly. His parents had enormous difficulties getting him to stop. This showed me that TV shows can be more influential than parents.

Finally, young people often feel like they have nothing in common with their parents, so their parents' influence in their lives decreases. Young people think their parents do not understand them as well as their friends do. For example, many parents are not as proficient as their children are at using modern technology. They might not even know how to surf the Internet or use an MP3 player. This gap in knowledge makes it very hard for them to find common ground with their parents.

In conclusion, modern media and the world of technology have much stronger influences on young people than their parents do. As young people get more absorbed in television, movies, celebrities, and their friends, parents should expect to continue losing more control over their children.

Many believe that outside influences have stronger effects on young people than their parents do. This, however, is a mistaken belief. I am convinced that parents still exercise a greater influence over their children than anyone or anything else and have not lost control over them.
Children’s earliest and most important influences come from their parents. So parents are integral to the development of the child’s understanding of the world. When I was still very young, my parents began teaching me many different things. Among these were ethics and a sense of right and wrong. They taught me what was right to do and what I should not do. I have kept those lessons with me even to this day, and I try to live my life by those standards.

We must also remember that parents are the ones who control what their children see and do. They can make sure that their children are watching acceptable shows and doing proper activities so long as they supervise their children. For example, my parents always let me know which television programs I was allowed to watch. If they did not think a certain program was appropriate, then they would not permit me to watch it. When parents exercise more control over what their children watch and do, then they are able to influence their children tremendously.

Finally, children often look up to their parents as important influences in their lives. So parents need to act like better role models for their children. When children see their parents doing something, they automatically assume that it is correct behavior. My parents never drank, smoked, or used bad language in front of me, so they were very positive role models for me. This way, I never picked up any negative influences from them. By acting properly in front of their children, parents can make sure that they influence their children in a positive manner.

Children are greatly influenced by their parents, who teach them early in life, control their activities, and serve as positive role models. While other factors can be influential, parents are still the most important influences in their children’s lives.

**Unit 14 Business & Economy**

**Writing Practice A**

**Brainstorming**

**AGREE**

- better performance
- high job satisfaction → better employees
- e.g. brother’s working experience at a fast-food restaurant

**Job satisfaction → meaningful job**

- meaningful job → more enjoyable
- e.g. uncle: not satisfied → his wife: satisfied

**less stress from work**

- happiness can cure stress
- e.g. mother loves job so has no stress

**Outlining & Organizing**

**Thesis statement**

It seems apparent that being happy with one’s job is much more important than having a high salary.

**Topic sentence 1**

Doing a job you enjoy makes a difference in how well you perform it.

- High job satisfaction creates better workers.
- e.g. my brother’s experience working at a fast-food restaurant

**Topic sentence 2**

Being satisfied with your job makes it more meaningful than any amount of money ever could.

- Meaningful work makes a job more enjoyable.
- e.g. My uncle is not satisfied with his job, but his wife is.

**Topic sentence 3**

People who are happy at work have much less stress than those who dislike their jobs.

- Happiness is a great cure for stress.
- e.g. My mother loves her job so rarely feels stress.

**Summary**

It is more important to be happy at a job because enjoying working, being satisfied with one’s job, and having less stress are all more valuable than earning a large salary.

**Completing the Essay**

**[Opening sentence]** Most people love having jobs where they earn a lot of money. Unfortunately, they do not always enjoy doing these jobs. **[Thesis statement]** It seems apparent that being happy with one’s job is much more important than having a high salary.

**[Topic sentence 1]** Doing a job you enjoy, no matter what the salary is, makes a difference in how well you perform it. **[General statement]** In other words, having high job satisfaction can help you become a better worker. **[Example]** This summer, my brother worked as a part-timer at a fast-food restaurant; however, he could not stand serving various customers, especially young children. All he thought about was when he would finish and get to go home. Because he did not like his job,
he was not very good at it, and many customers often complained about the service he provided. [Closing sentence] Not being happy with one's job frequently results in poor work.

[Topic sentence 2] Being satisfied with your job makes it more meaningful than any amount of money ever could. [General statement] In fact, if one thinks he or she is employed in a meaningful job, going to work every day will get so much easier. [Example] My uncle is an advertising executive, and his wife is a teacher. He makes a lot more money than her, but he is not very happy at his job. Every morning, he feels like he goes to war since he is pressured to compete with rival companies and even with his colleagues. His wife, on the other hand, is totally fulfilled by her job despite the fact that she makes a small salary. She always finds it pleasant to go to teach her pupils. [Closing sentence] It just proves that job satisfaction is more crucial to happiness than a high salary.

[Topic sentence 3] People who are happy at work have much less stress than those who dislike their jobs. [General statement] Happiness is definitely one of the best cures for stress. [Example] When I take the subway to school every morning, I often hear people complaining about their jobs. They complain about their hours, bosses, and salaries. They have too much stress. My mother, a daycare center worker, on the other hand, loves her job and rarely has any stress. [Closing sentence] This seems to make her much happier and healthier than most people.

[Summary] In conclusion, it is more important to be happy at a job because enjoying working, being satisfied with one's job, and having less stress are all more valuable than earning a large salary. [Final comment] When choosing a profession, people should do what they enjoy, not what pays the most.

Writing Practice B

Brainstorming

DISAGREE

need money to stay out of debt
- short of money → go into debt
  - e.g. brother's credit card debt

parents need to provide for their children
- buy everything children need
  - e.g. Mom & Dad - sent children to college

need money for retirement years
- money = safety net after retirement
  - e.g. grandpa no longer has to work

Outlining & Organizing

Thesis statement Even if one is not happy with his or her job, having a job that provides high compensation is crucial to be able to pay for all of the important things in life.

Topic sentence 1 Since the prices of basic goods rise every year, a person needs a good salary to remain out of debt.
- Without enough money, people have to go into debt.
  - e.g. my brother's credit card debt because of his low salary

Topic sentence 2 The primary goal of all parents is to protect and provide for their children, so it is imperative that parents make enough money to do so.
- Parents need high-paying jobs to pay for everything their children need.
  - e.g. My parents had to make enough money to send my siblings to good colleges.

Topic sentence 3 People must have enough money for retirement.
- High salaries can provide safety nets in retirement years.
  - e.g. My grandfather is retired and has enough money not to work anymore.

Summary Making a lot of money tops being happy with one's job in importance since money helps people remain out of debt, provide for their children, and prepare for retirement.

Completing the Essay

[Opening sentence] The world is getting more expensive, so people need enough money to enjoy their lives. [Thesis statement] Even if one is not happy with his or her job, having a job that provides high compensation is crucial to be able to pay for all of the important things in life.

[Topic sentence 1] Since the prices of basic goods rise every year, a person needs a good salary to remain out of debt. [General statement] People cannot live without money, so, if they do not make enough, they may have to pay for goods by borrowing money. [Example] My older brother has a fairly low salary, so he is always using his credit cards. Now, he has a huge amount of debt to pay off, which may take years for him
In addition, doing projects alone can be time-consuming, so it is often better to collaborate with one’s coworkers. This will ensure that the chances of failure decrease. My father works closely with five other employees at his company. Whenever they have a project, everyone works together. This lets them work more efficiently and faster. Also, they are able to catch others’ mistakes, so their work is as error-free as possible. Doing things together has helped my father become a better employee.

There is a greater possibility of improving one’s work situation by working together with a group of people. People can get promoted faster or make better connections if they have more coworkers. My uncle got promoted to manager recently because his immediate boss became the president of the company. He liked the work my uncle had done when they were together, so he gave my uncle a promotion. In this case, having a connection with a coworker was quite beneficial to my uncle.

Providing companionship, enabling cooperation on projects, and improving one’s work situation are all reasons why it is better for people to work alongside of others. It is clear that working with others makes many positive results.

**Sample Answer (Disagree)**

While people typically enjoy having contact with others at their workplaces, this is not true for everyone. In my opinion, working by oneself offers several advantages over working with a group of people.

First, working alone enables people to save a lot more time than they would when working with others. When people are together in an office, much time can get wasted. My father always complains about the unproductive meetings he has to attend at his company. He notes that people do not usually talk much about anything important. Those meetings are just big wastes of time. If he worked alone, he could eliminate all of these unnecessary meetings, thereby saving himself more time to do more productive things.

Working alone gives people complete control over their work and enables them to enact their own ideas. Many people love to be able to express their own views at work. For example, many graphic designers and computer programmers seek the employment which allows them as much latitude as possible in their work. They want to control what they do and how they do it. If they had to work with others, they would not have so much freedom to choose how they do their...
By working alone, they can guarantee that they become more creative and their thoughts and ideas are implemented.

Finally, working alone can often guarantee the quality of the finished work. In fact, working with others diminishes the quality of the work too often. There is a saying that reads, “Too many cooks spoil the broth.” If too many people have input on a project, the end result will be negative because everybody has different thoughts, and, in many cases, nobody wants to take responsibility for the work done. However, if someone does everything by himself, he can be sure that his work will at least meet his own personal standards.

To conclude, working alone can allow people to save time, express their own opinions, and guarantee the quality of their work. It is therefore not surprising that a large number of people prefer to work alone than with others.

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**Unit 15 Culture & Leisure I**

**Writing Practice A**

**Brainstorming**

**AGREE**

artists give inspiration to people
- represent nations’ cultures
  - e.g. Beethoven, Mozart, van Gogh, & Rembrandt

arts = outlets to relieve people of stress
- turn to arts when want to relax
  - e.g. my family’s attending cultural events

arts = part of children’s school educations
- art & music → schools’ core curriculums
  - e.g. my art field trip

**Outlining & Organizing**

**Thesis statement** Governments should focus upon spending money on the arts because the payoffs are much greater than those found in athletics.

**Topic sentence 1** Through their creation of the arts, some people become larger-than-life inspirations to everyone, so governments need to support these people as much as possible. **[General statement]** Artists often serve as representatives of a nation’s culture. **[Example]** For example, great composers and other artists, such as Beethoven, Mozart, van Gogh, and Rembrandt, are cultural icons in their home countries, and their genius is recognized worldwide. Without funding for art schools, orchestras, operas, and plays, future icons would have nowhere to improve their work. **[Closing sentence]** By providing funding for the arts, governments can ensure a steady flow of cultural icons.

**Topic sentence 2** People need outlets like the arts to relieve themselves from the stresses of daily life. **[General statement]** When seeking stress relievers, many people turn to the arts for both entertainment and relaxation. **[Example]** My family often attends cultural events such as concerts, plays, and exhibitions at local museums, most of which are public-funded. Appreciating music and paintings really helps me get relieved of the stress from my studies. **[Closing sentence]** Without the benefit of government funding, my family would be deprived of wonderful cultural opportunities, and I would lose some very valuable stress relievers.

**Topic sentence 3** Since the arts are a fundamental part of children’s educations, the government must...
continue to provide funding for them. [General statement] All children take art and music classes in schools, so they are a part of the core curriculum. [Example] I remember once that my art class took a field trip to the local art gallery where the city was sponsoring an exhibition of Renaissance paintings. I saw some of the most amazing art thanks to the generosity of our government. [Closing sentence] Without this kind of opportunity to experience the arts, my firsthand education in this field would have been lacking.

[Summary] In conclusion, funding for the arts should be a priority over funding for athletics because the arts can create cultural icons, help people relieve their stress, and add to children’s educations. [Final comment] While events like the Olympics come only every four years, the arts last forever.

**Writing Practice B**

**Brainstorming**

DISAGREE

athletes = representatives of country
- bring glory to the entire country
- e.g. feel pride when countryman wins Olympic medal

need to send best athletes to Olympics
- cannot win anything without funding
- e.g. must pay for athletes’ facilities & equipment

Olympics athletes = amateurs → no salaries
- government should reward them for sacrifices
- e.g. athletes spend time away from homes

**Outlining & Organizing**

Thesis statement I believe that governments should concentrate on funding athletes in their quests for Olympic glory much more than they should be paying artists.

Topic sentence 1 The athletes at the Olympics represent our country, so we should support them as much as possible. [General statement] By winning Olympic gold, an athlete can bring glory and honor to all of the people in the country, not just him or her. [Example] I know that I personally feel a sense of pride when someone from my country wins a gold, silver, or bronze medal. Even though I did not do anything myself, it makes me feel proud to see one of my countrymen competing and winning. [Closing sentence] For the sake of honor, it is imperative that we support our country’s Olympic athletes.

Topic sentence 2 The best athletes in the world compete at the Olympics, so we need to send our own country’s best athletes to face them. [General statement] They can only achieve victory, however, if they have enough funds to train properly. [Example] Training for the Olympics is not cheap. Teams and athletes need special facilities and equipment, and the coaches and staff members need to receive salaries for their work. Since there are few competitions throughout the year for paying customers to attend, governments need to provide the necessary money for these athletes. [Closing sentence] This will enable them to train year-round and to reach their potential.

Topic sentence 3 It is also important to remember that most Olympic athletes are amateurs and therefore need for special facilities and equipment for training

Topic sentence 3 It is important to remember that most Olympic athletes are amateurs and therefore do not receive salaries.
- The government should reward them for their sacrifices.
- e.g. an article about how Olympic athletes receive training

Summary While the arts are important, the Olympics should take priority when it comes to funding because the team represents the nation, it requires the best training, and the athletes need to be supported for their sacrifices.

**Completing the Essay**

[Opening sentence] Going to museums and looking at works of art is something I enjoy doing. [Thesis statement] But I believe that governments should concentrate on funding athletes in their quests for Olympic glory much more than they should be paying artists.

[Topic sentence 1] For one thing, the athletes at the Olympics represent our country, so we should support them as much as possible. [General statement] By winning Olympic gold, an athlete can bring glory and honor to all of the people in the country, not just him or her. [Example] I know that I personally feel a sense of pride when someone from my country wins a gold, silver, or bronze medal. Even though I did not do anything myself, it makes me feel proud to see one of my countrymen competing and winning. [Closing sentence] For the sake of honor, it is imperative that we support our country’s Olympic athletes.

[Topic sentence 2] The best athletes in the world compete at the Olympics, so we need to send our own country’s best athletes to face them. [General statement] They can only achieve victory, however, if they have enough funds to train properly. [Example] Training for the Olympics is not cheap. Teams and athletes need special facilities and equipment, and the coaches and staff members need to receive salaries for their work. Since there are few competitions throughout the year for paying customers to attend, governments need to provide the necessary money for these athletes. [Closing sentence] This will enable them to train year-round and to reach their potential.

[Topic sentence 3] It is also important to remember that most Olympic athletes are amateurs and therefore
do not receive salaries. [General statement] It is incumbent upon the government to fund them on behalf of the sacrifices they are making. [Example] A typical Olympic athlete spends years in training. I read an article about how many of them spend time away from their schools, friends, and families just to train for Olympic glory. Some even spend their own money, which is something that they simply should not have to do. [Closing sentence] The government should reward their sacrifices by subsidizing the costs of their training.

[Summary] While the arts are important, the Olympics should take priority when it comes to funding because the team represents the nation, it requires the best training, and the athletes need to be supported for their sacrifices. [Final comment] Glory comes with a high price, and that is one that the government should meet.

TOEFL iBT Practice

Sample Answer (Agree)

There are lots of people who still enjoy reading books. However, when it comes to education, television has much more to offer people and therefore enables them to learn more than they would by reading books.

People learn more when they are interested in what they are doing. Television, therefore, is a much better learning tool than books because it is more interesting and not boring. For instance, there are countless educational programs on television that are devoted to teaching children. Children can learn about history, language, cultures, and many other topics. Those TV programs present the information in formats which are guaranteed to keep children’s attention. Television thus provides colorful and stimulating ways for children to learn.

While books can describe things, television can actually show the places and things that are being described. This is one reason why so many people enjoy watching documentaries on television. I love watching documentaries on science and nature, especially when they cover topics that I learned at school. Since I like to learn through visual methods, documentaries can explain things to me much more clearly than my school textbooks ever could. Thanks to documentaries, I have improved my knowledge base tremendously.

Finally, people are looking for more than just entertainment from television nowadays, so they often use it as an educational source. This has caused many channels specifically geared towards education to be established. My family loves watching the Learning Channel and the History Channel. The programs aired on these channels are well made, accurate, and visually stimulating. I have found that I have learned so much just by staying home and watching these channels all day long.

In summary, I feel that television is a much better learning tool than books because it can help children learn, it shows many excellent documentaries, and it even has specialized educational channels. Books are nice, but when I really want to learn, I turn to my television.

Sample Answer (Disagree)

The popularity of documentaries and educational channels on television is rising these days. However, when I really feel like learning about something, I turn off the television and start reading a book on that subject.

For one thing, books are more trustworthy since they are typically only published after having been fact-checked, reviewed, and edited multiple times. This makes them the opposite of television programs, which are often focused solely on entertaining, not educating. I have noticed that many documentaries on TV only present one side of an argument or omit various facts while describing something. Meanwhile, books typically present all sides of an argument or at least are factually correct. This makes books much more educational than television programs.

There are also a limited number of TV programs and documentaries while the number of books in the world is astronomical. This means that books provide more access to information than TV ever could. After I watch documentaries on TV, I never consider myself an expert on a topic. However, by reading five, ten, or even twenty books on a topic, I can gain a more thorough, deeper understanding of the topic and truly become an expert. When I really want to learn, I head to my local library.

There are fewer space limitations in books while TV programs can only give some information in a limited amount of time. This makes most of the information given on TV to be of the superficial kind. My class watched a 30-minute-long documentary on volcanoes the other day. While the pictures and films were nice, I did not really get but a basic knowledge of volcanoes because the documentary was too short to provide enough information about volcanoes. When I read one book on them, I learned much more than I did from watching that video. Books definitely have more information than documentaries do.
It should be apparent that television lags behind books as an educational tool since books are more trustworthy, are more abundant in number, and contain more information. Books have been around for a long time, and they will continue to be here in the future. Nothing will replace books as our main learning tools.

**Unit 16 Environment & Technology**

**Writing Practice A**

**Brainstorming**

**AGREE**
- cannot afford to pay for energy price increases
  - e.g. expensive gas → more energy-conscious & drive less often
- seek cheaper forms of energy
  - try to develop new sources of energy
  - e.g. use solar power to heat homes in future
- benefits from money raised from energy tax
  - government can pay for programs to help citizens
  - e.g. construct more bicycle lanes

**Outlining & Organizing**

**Thesis statement** In order to conserve energy, the government should definitely increase the price of gasoline and electricity.

**Topic sentence 1** Because most people cannot afford to pay for increases in the prices of these commodities, they will have to conserve what energy they use. **[General statement]** In fact, this measure will serve to make people more responsible in their energy expenditures. **[Example]** For example, raising the price of gas will make people drive less often. Instead of driving to nearby places, they might walk or ride bicycles. They will become more energy-conscious because of the price increases. **[Closing sentence]** This will cause people to become wiser when consuming energy, which naturally results in more energy conserved.

**Topic sentence 2** An increase in energy prices will force people to seek cheaper forms of energy. **[General statement]** They will try to develop other sources of energy, such as renewable ones, that they can use at less cost. **[Example]** My house uses solar energy but only to heat the water. If electricity prices become too expensive, perhaps we might come to use solar energy to heat the entire house, not just the water. **[Closing sentence]** Necessity is the mother of invention, and expensive energy prices will spark the creation of newer, cheaper forms of energy.

**Topic sentence 3** Thanks to the extra money the government raises in taxes on energy consumption, people will benefit as well. **[General statement]** The government should put that tax money to good use by paying for projects that will help local citizens. **[Example]** It could construct more bike lanes since people might be riding bicycles more often. Or it could spend the money on other projects so long as they help citizens cope with the increased price of energy. **[Closing sentence]** Projects like more bike lanes would be good, civic-minded uses of tax money, which can be another method to save energy.

**Summary** I feel that raising the price of gasoline and electricity would definitely help conserve energy, encourage the development of new forms of energy, and enable the government to spend more money to benefit people.
energy, and enable the government to spend more money to benefit people. [Final comment] The limited supply of energy really leaves the government with no choice but to raise its price.

**Writing Practice B**

**Brainstorming**

**DISAGREE**

little energy saved in spite of price increases
- history: prices ↑, but people still use products
- e.g. expensive oil → people still use it
will only anger people
- people don’t know how much energy they use
- e.g. a/f 1970s gas crisis → more fuel-guzzling cars
will be seen as an unfair tax
- people dislike paying huge energy tax
- e.g. people complain about how government spends tax money

**Outlining & Organizing**

**Thesis statement** I oppose any attempt at governmental interference by artificially raising the prices of gasoline and electricity since it will not help conserve energy at all.

**Topic sentence 1** Even if the government raises the price of energy, it is highly unlikely that people will begin conserving it in a bid to save money. [General statement] All throughout history, prices have increased on many products, but that has not stopped people from using them. [Example] This is clear simply by looking at recent increases in the price of oil. Despite seemingly setting record highs every week, most people have not curbed their energy-consuming habits. People are still driving as much as always. [Closing sentence] Increasing the price of energy will therefore take money out of people’s pockets and give it to the government without any practical effect on conserving energy.

**Topic sentence 2** Another point of consideration is that an increase in the price of energy will make most people angry—that is all. [General statement] The majority of people are simply unaware as to how much energy they consume. So, after a brief period of anger, they will get used to the high prices, and they resume using lots of energy. [Example] A famous example of this is the 1970s gasoline crisis in America. As the price of gas increased, many people bought small, fuel-economy cars. Later, once the crisis ended, people went back to big, gas-guzzling cars. [Closing sentence] Expecting that raising the price of energy will cause people to conserve energy is a mistake.

**Topic sentence 3** Any attempt to increase the price of gasoline and electricity will be viewed as an unfair attempt to tax people out of their money. [General statement] People often feel that the government taxes them too much, and they will not appreciate what would be regarded as a huge energy tax. [Example] Newspapers often have editorials complaining about governmental waste. The government cannot account for a lot of the people’s tax money, so most citizens will not want to trust the government with even more of their hard-earned money. [Closing sentence] People will never think the government raises the price of energy to conserve it.

**Summary** It seems obvious that raising the price of gasoline and energy is a bad idea and will not lead to conservation; instead, it will anger a large number of people and be considered an unfair and excessive energy tax.

**Completing the Essay**

[Opening sentence] Governments sometimes try to impose price regulations, but these always end in disaster. [Thesis statement] I oppose any attempt at governmental interference by artificially raising the prices of gasoline and electricity since it will not help conserve energy at all.

[Topic sentence 1] Even if the government raises the price of energy, it is highly unlikely that people will begin conserving it in a bid to save money. [General statement] All throughout history, prices have increased on many products, but that has not stopped people from using them. [Example] This is clear simply by looking at recent increases in the price of oil. Despite seemingly setting record highs every week, most people have not curbed their energy-consuming habits. People are still driving as much as always. [Closing sentence] Increasing the price of energy will therefore take money out of people’s pockets and give it to the government without any practical effect on conserving energy.

[Topic sentence 2] Another point of consideration is that an increase in the price of energy will make most people angry—that is all. [General statement] The majority of people are simply unaware as to how much energy they consume. So, after a brief period of anger, they will get used to the high prices, and they resume using lots of energy. [Example] A famous example of this is the 1970s gasoline crisis in America. As the price of gas increased, many people bought small, fuel-economy cars. Later, once the crisis ended, people went back to big, gas-guzzling cars. [Closing sentence] Expecting that raising the price of energy will cause people to conserve energy is a mistake.

[Topic sentence 3] Any attempt to increase the price of gasoline and electricity will be viewed as an unfair attempt to tax people out of their money. [General statement] People often feel that the government taxes them too much, and they will not appreciate what would be regarded as a huge energy tax. [Example] Newspapers often have editorials complaining about governmental waste. The government cannot account for a lot of the people’s tax money, so most citizens will not want to trust the government with even more of their hard-earned money. [Closing sentence] People will never think the government raises the price of energy to conserve it.

[Summary] It seems obvious that raising the price of gasoline and electricity is a bad idea and will not lead to conservation; instead, it will anger a large number
of people and be considered an unfair and excessive energy tax. [Final comment] There are many ways to conserve energy, but raising its price is not one of them.

TOEFL iBT Practice

Sample Answer (Agree)

Cell phones have become commonplace in society, so much so that they are ubiquitous. However, people should be restricted from using them on public transportation because of the many negative factors involved.

When taking public transportation, people are entitled to travel in a quiet and peaceful environment. This is just impossible, however, when there are numerous people chatting on their cell phones. I take the bus to school every day, and I have lost track of the number of times I have had to listen to people practically yelling into their cell phones. I usually read or study on the bus, but I cannot concentrate on anything when someone nearby is busy loudly talking on his phone. There are too many of these rude people, and their actions should not be permitted on public transportation.

Using cell phones at the improper time while on public transportation can also lead to trouble. In some cases, the callers may actually constitute a legitimate threat to the vehicle, crew, and passengers. For instance, cell phones are not allowed to be used on airplanes because they interfere with planes' communication and navigation systems. Even though flight attendants make announcements about this, there are still inconsiderate people who insist upon using their phones. Only a disaster directly caused by a cell phone may alert those people as to the dangers of using cell phones on airplanes.

While in public, people need to be more aware of their situations so that they will not hurt themselves. By using their phones on buses or subways, people may sometimes put themselves in danger. Just the other day I saw a man have an accident while getting off the bus. He was busy talking on his phone when he slipped and fell on the ground. I heard that he broke his leg. I am sure that he now regrets using his cell phone while taking public transportation.

In summary, I believe cell phones should be banned on all public transportation because they not only disturb people’s rights to quiet and peaceful rides, but they can also endanger the safety of others and the person actually using the phone. People should have to wait to use their phones until they are no longer using public transportation.

Sample Answer (Disagree)

It is true that some people can greatly disturb others while chatting on their cell phones. However, banning cell phones on public transportation is a policy that should not be enacted. There are simply too many reasons why cell phones are necessary.

For one, people have the right to express themselves, which should not be denied if they are anywhere in public. Using a cell phone in a public place is in no way a violation of any kind of law. Telling people where they can and cannot speak is the first step towards an authoritarian government. Some countries have tried to restrict speech, but this has always backfired on them. Besides, if a person is speaking too loudly, someone should just ask that person to be quieter.

Cell phones have become integral tools for most businesspeople. Since many businesspeople are often out of the office, they need to be able to get in touch with people wherever they are. My uncle is a salesman, and he has to answer his phone every time it rings. If he could not answer his phone on public transportation, which he takes a lot, he would lose a lot of business opportunities. No one has the right to prevent another person from making a living.

Cell phones have also helped save people’s lives, so it would be irresponsible to ban their use somewhere. People should be able to use their phones on public transportation because there always arises the chance of a family, personal, or medical emergency. I read about a man who had a heart attack while taking the subway. Another passenger called 119, and medical personnel were able to arrive quickly and therefore save his life. Human safety must always take precedence over anything else.

It would be wrong to ban cell phones on public transportation because people have the right to express themselves, cell phones are necessary for business, and they can actually help save people’s lives. In the end, weren’t cell phones invented for people to use anywhere and anytime?
**Unit 17 School & Education II**

**Writing Practice A**

**Brainstorming**

**AGREE**
- project's final result = cumulative effort
  - should base grades on overall results
  - e.g. individual members' various contributions

**encourage teamwork**
  - evaluating individually → discourage teamwork
  - e.g. my science project

**too difficult to judge group projects individually**
  - cannot judge each member exactly
  - e.g. dubious complaints about a member's lack of production

**Outlining & Organizing**

**Thesis statement** It is more desirable for teachers to evaluate group projects identically for all the members of the group.

**Topic sentence 1** A project's final result comes from a cumulative effort by a group, so it should be graded accordingly.
- Teachers should base their grades on the overall results.
- e.g. individual members' different contributions to the project

**Topic sentence 2** One of the most important aspects of group work is to encourage and foster teamwork, so the work of the group should be judged as a whole.
- Evaluating group projects on an individual basis will discourage teamwork.
- e.g. my experience while doing a science project

**Topic sentence 3** Judging individual effort on group projects is simply too difficult a task to accomplish.
- Teachers cannot precisely judge each student on his or her effort.
- e.g. complaints about a member's lack of production, which might not be true

**Summary** In a nutshell, group projects should be graded on the members' overall, not individual, performance because these projects are the result of a cumulative effort, which encourages teamwork, and it is practically impossible to grade them on an individual basis.

**Completing the Essay**

[Opening sentence] A few teachers have been known to grade the individual performances of each student in their group projects. [Thesis statement] However, it is more desirable for teachers to evaluate group projects identically for all the members of the group.

[Topic sentence 1] A project's final result comes from a cumulative effort by a group, so it should be graded accordingly. [General statement] In this sense, teachers should base their evaluations upon the final results, not upon each individual's performance. [Example] For example, in any group project, the members contribute in many different ways. Some might do the design while others write or conduct research. Through this common effort, the group can get what is greater than the sum of each member's effort as the final result. [Closing sentence] Therefore, it is natural that their grades should be based on the final result, not on the individual performances.

[Topic sentence 2] One of the most important aspects of group work is to encourage and foster teamwork, so the work of the group should be judged as a whole. [General statement] If the teacher evaluated a project based on how the members of the group performed as individuals, it would discourage the spirit of teamwork. [Example] Last semester, when I had to do a science project with three other classmates, all of us had to put aside our petty differences and work well as a team. Though the project was not easy, we completed it successfully through strong teamwork. [Closing sentence] Evaluating group work as a whole can help students learn more about cooperation.

[Topic sentence 3] Finally, judging individual effort on group projects is simply too difficult a task to accomplish. [General statement] How can the teacher precisely judge each student on his or her effort? [Example] There are many instances where groups may complain about one member not contributing much to a project, but how is the teacher to know if this is true or not? Even that person's contributions, no matter how small, may be vital to the end result. [Closing sentence] Judging individual effort on group work is thus an impossible task that should never be attempted.

[Summary] In a nutshell, group projects should be graded on the members' overall, not individual, performance because these projects are the result of a cumulative effort, which encourages teamwork, and it is practically impossible to grade them on an individual basis.
basis. [Final comment] If an instructor wants to grade students individually, then group work should not be assigned.

**Writing Practice B**

**Brainstorming**

**DISAGREE**

- not everyone does an equal amount of work  
  - less contribution → lower grade  
  - e.g. slackers in group projects

- evaluating individually → fair  
  - group leaders → higher grades  
  - e.g. my experience as a group leader

- grading individually → more cooperation by members  
  - will decrease number of slackers  
  - e.g. teacher graded individually → everyone contributed

**Outlining & Organizing**

**Thesis statement** I feel that the best approach to grading a group project is to evaluate each student individually according to his or her contribution.

**Topic sentence 1** The virtual impossibility of all members doing the same amount of work demands that some students receive different grades than others. [General statement] In almost every instance, there is at least one student who does not contribute an acceptable amount, so that student should be graded lower. [Example] In my experience, group projects always have a leader, workers, and a slacker. The slacker shows up late, never does enough work, and always complains about everything. [Closing sentence] There is no reasonable explanation for the slacker to get the same grade as everyone else.

**Topic sentence 2** Teachers need to evaluate group projects on an individual basis in order to be fair. [General statement] No project can get done without a group leader, who always puts in more effort than the others and is therefore deserving of a higher grade. [Example] There was a time that I did a group science project once. I was the leader and organized everything. I did the majority of the work while my partners mostly sat back and watched me do everything. Despite my extra work, I got the same grade as everyone else. It was quite unfair of the teacher not to reward me for all of my work. [Closing sentence] Teachers should reward group leaders with better grades than the rest.

**Topic sentence 3** If group projects were graded individually, it would lead to more cooperation by the team members. [General statement] This would stop students from being slackers since they would realize their individual contributions were being graded. [Example] One of my teachers actually graded our group projects individually once, and the results were amazing. Even the lazy students contributed to the project lest they should fail their assignment. [Closing sentence] When the incentive to work exists, every student will begin to contribute.

**Summary** Grading group projects on an individual basis is proper because not everyone, especially the leaders and slackers, performs an equal amount and it would also encourage all the participants to contribute to the project. [Final comment] Teachers should consider rewarding students who work hard and
punishing those who do not. It would be the fairest thing to do.

**Sample Answer (Agree)**

There are a few famous examples of people who have succeeded without going to a university. However, the path to success for the majority of people requires an education from a university.

Most obviously, without a university education, people will not have access to the best and highest-paying jobs. To have a successful career and life requires that one attend university. For example, some of the jobs with the highest salaries are professions in business, law, engineering, and architecture. These careers all require a person to have at least a university education. Without a college degree, the jobs a person is qualified for are severely limited.

Many of the things people want out of life are simply unavailable without a university education. Once a person has a diploma, however, more doors and opportunities will open for him or her. For example, to join the United Nations, to be an officer in the military, or even to help others as a volunteer in some fields requires a university degree. My cousin wanted to join the military as an officer, but his lack of a university diploma meant he had to become an enlisted man instead. Having a university education will lead to fewer rejections later in life.

Many chances people get in their lives come from their friends and others they meet at university. The friendships made at university often last a lifetime. And these friends can come in very handy at times. My father's advisor helped him get his first job, and then later an old university friend set him up with an even better one. Without these friendships, my father would have lost out on some good opportunities. Fortunately, he went to university and made these important contacts.

The chances to get high-paying jobs, more opportunities, and important friends mandate that people should go to university to succeed. Getting a university degree is one of the wisest investments anyone could ever make.

**Sample Answer (Disagree)**

It would be nice if everyone could get a university education. However, it is not necessary to guarantee that someone will be successful in life. Many people, in fact, have done quite well for themselves without having the benefit of a university degree.

The majority of people in most countries have never attended a university, yet many of them are well off, have nice homes, and live happy lives. They got this way simply by working hard. One of my cousins graduated from college, but he does not make much money at his job. However, his older brother never attended a university, yet he makes much more money. There are many jobs, like carpenter, electrician, or repairman, which do not require a university degree but which pay good salaries. So a person does not need to attend a university to make a lot of money.

There are also many opportunities for success for those without a university degree. Sometimes all it takes is to see an opportunity and chase after it. Bill Gates is the classic example of this. He dropped out of Harvard to start a computer company with his friend Paul Allen. That company was Microsoft, and Gates and Allen turned it into one of the most successful companies in the world. Today, Bill Gates is one of the world's richest people, yet he has no university degree. Seizing opportunities can be more important in some cases.

Additionally, talent does not require a university degree to shine. Many individuals have followed their talents, and they went down roads that never led to college. Many musicians and actors never attended a university; however, many of them have gone on to be highly successful. Oprah Winfrey, America's richest woman, never received a university education. Talent can often lead to success that no university education could ever bring about.

In conclusion, it is clear that people do not need a university education to be successful. All it takes to be successful is to work hard, take opportunities when they arise, and use the talents that one already has. A university education can be helpful, but it is not necessary to having a successful life.

**Unit 18 Living & Thinking II**

**Writing Practice A**

**Brainstorming**

**AGREE**

- entire world's economy → connected
- events in other countries → affect finances
- e.g. changes in price of oil in Middle East
globally spreading diseases
- which diseases are breaking out & where
  - e.g. SARS

many people moving to foreign countries
- know about the safety level of many places
  - e.g. aunt living in Europe

Outlining & Organizing

Thesis statement We live in an age of globalization, and the fact that the world is closer than it has ever been before makes it imperative that people know what events are happening around the world.

Topic sentence 1 Because the entire world's economy is connected, events in one part of the world can affect those in other parts of the planet.
- People's finances are connected to other parts of the world.
  - e.g. changes in the price of oil in the Middle East

Topic sentence 2 People need to be on the lookout for negative factors like the spreading of diseases globally.
- People should be aware of which diseases are where.
  - e.g. a recent epidemic of SARS

Topic sentence 3 More and more people are moving to different areas around the world today, which requires them to keep informed about what is going on in many places.
- They need to know about the safety level of those places.
  - e.g. my aunt who moved to Europe

Summary It is crucial that people keep track of world events because they can affect people's finances, health, and even their safety.

Completing the Essay

[Opening sentence] There are a large number of people who are content not to know what is happening in the world around them. [Thesis statement] But we live in an age of globalization, and the fact that the world is closer than it has ever been before makes it imperative that people know what events are happening around the world.

[Topic sentence 1] Because the entire world's economy is connected, events in one part of the world can affect those in other parts of the planet. [General statement] So many people's financial situations are connected to events that are happening in other countries. [Example] One obvious example is the price of oil. Since much of it comes from the Middle East, people need to pay attention to what is happening in that turbulent region. If the price of gas rises there, the prices of many more goods in other countries will also increase. [Closing sentence] Keeping an eye on world events ensures that a person will be prepared for such changes.

[Topic sentence 2] People also need to be on the lookout for negative factors like the spreading of diseases globally. [General statement] Because of the higher incidence of travel, people need to be aware of what illnesses are appearing throughout the world. [Example] For instance, the SARS virus spread from China to other parts of the world just recently, and it killed hundreds of people before it was finished. People must know about these kinds of events so that they can avoid affected areas. [Closing sentence] After all, taking a vacation to other countries without any information on these kinds of diseases could be the worst thing for your health.

[Topic sentence 3] Finally, more and more people are moving to different areas around the world today, which requires them to keep informed about what is going on in many places. [General statement] They need to know about the safety level of the places where they might be moving or where their friends and family members are living. [Example] For example, my aunt moved to Europe recently, so now I keep track of the news there to make sure everything is fine in her new home. [Closing sentence] With families and friends spread out all over the world, events in other places can affect many people.

[Summary] In summary, it is crucial that people keep track of world events because they can affect people's finances, health, and even their safety. [Final comment] We are truly living in a global community, so we cannot afford to be isolated from one another.

Writing Practice B

Brainstorming

DISAGREE

events happening too far away
- no need to learn about these events
  - e.g. volcanic eruption in Indonesia

events happening to total strangers
- no interest in lives of strangers
  - e.g. civil wars in Africa

international news ≠ my priority or concern
- no time to learn about events in other countries
  - e.g. interested in family, school, & friends
Outlining & Organizing

Thesis statement It is not important that people know about the events that are happening in remote countries.

Topic sentence 1 So many events that happen take place too far away from me to have any direct influence on my life.
- There is no need to learn about these far-off events.
- e.g. a volcanic eruption in Indonesia

Topic sentence 2 Most international events happen to complete strangers whom I will never have anything to do with.
- I am not interested in the lives of people I do not know.
- e.g. civil wars in Africa

Topic sentence 3 There is only so much time to do all the things that I need to do each day, so taking in international news is not one of my priorities.
- I do not have enough time to learn about faraway events.
- e.g. my priorities – family, schoolwork, and friends

Summary I do not think it is so important to learn about world events because of their lack of importance in our lives, the fact that they happen to complete strangers, and my inability to spare enough time to learn about these events.

Completing the Essay

[Opening sentence] A number of various events take place every day in every country all around the globe.
[Thesis statement] However, it is not important that people know about the events that are happening in remote countries.

[Topic sentence 1] First of all, so many events that happen take place too far away from me to have any direct influence on my life. [General statement] Therefore, there is no real need to know about these foreign events because they will not affect us in any way at all. [Example] The news last night ran a story about a volcano erupting in Indonesia. While it may be an interesting story, that event in no way at all has anything to do with my life. [Closing sentence] As for me, I am more concerned about what happens in my neighborhood, not in some far-off land.

[Topic sentence 2] Most international events happen to complete strangers whom I will never have anything to do with. [General statement] I will never meet these people, so it is hard for me to be interested in their lives.

[Example] For instance, while there may be some civil wars going on in Africa, those battles have no bearing on my life. I cannot bring myself to learn about them at all. [Closing sentence] Unless I know the person directly involved in the news, global events are of little concern to me.

[Topic sentence 3] There is only so much time to do all the things that I need to do each day, so taking in international news is not one of my priorities. [General statement] I simply do not have the time to learn about events happening on other continents. [Example] My priorities are my family, my schoolwork, and my friends. Most people are the same as me. People care about the events and people near them. [Closing sentence] Global events are just not that high in importance to most people.

[Summary] I do not think it is so important to learn about world events because of their lack of importance in our lives, the fact that they happen to complete strangers, and my inability to spare enough time to learn about these events. [Final comment] Simply put, these events need to have some kind of direct effect on people before they will take notice of them.

TOEFL iBT Practice

Sample Answer (Agree)

Getting along with others is one of the first skills that all children learn once they start attending school. And these days, being able to cooperate well with others is even more important than it ever was in the past.

Today, everyone needs an education, and cooperation is a key component of getting a good one. Students must learn to work together with others if they want to have any hope of graduating from school. In the past, a lot of schooling simply involved memorizing facts to repeat on tests. However, education is changing nowadays, and students must often do group projects and assignments. The inability to get along with others could lead to poor grades, thereby affecting the rest of a person's life.

Once a person gets a job, he needs to be a good team player in order to be successful. So finding employment and then maintaining it often depend in large part on one's ability to cooperate well with others. In the past, people primarily used to be farmers, so they did not have to rely upon the work of others. But now that people often work in companies or offices, they work together with many others throughout the course of their lives. Any employee who is not a good team player may quickly find himself out of a job.
Finally, the cost of living is so important nowadays that people must cooperate simply to live comfortable lives. These days, it takes two people earning salaries to let a family buy all the things that they need. In the past, most families survived off of just one salary. The low cost of living therefore enabled people to live and work alone. However, someone living alone these days often has trouble getting by day to day. My cousin just graduated from college, but he is living with two housemates since rent and other costs are so high. By cooperating, he can make his life much easier. Without cooperation, he would probably have to go home and live with his parents.

In conclusion, cooperation is much more important now than in the past for the purposes of education, success at work, and living comfortably. Without an ability to cooperate well with others, a person is likely neither to be successful nor happy.

Sample Answer (Disagree)

Cooperating with other people has been of great importance all throughout history. These days, however, the ability to work together is losing its importance as fewer and fewer people see the need to cooperate well with others.

For one thing, many more people are working by themselves now, so they rely on others much less than before. Thanks to modern technology, the days of working side by side with others in big offices are disappearing. For example, my uncle is a management consultant, which allows him to work out of his home. He neither goes to an office nor has any coworkers. This is becoming a trend nowadays, so fewer people need to work with others.

Second of all, being alone does not carry the stigma in society that it once did, thereby prompting many to live by themselves. There are many services available for people who live alone and do not want to be a part of society. For instance, supermarkets are full of instant foods, companies will deliver anything from groceries to dinner to DVDs, and companies will take care of people’s pets when their owners want to travel. These services all cater to people who prefer to live and be by themselves.

Finally, life is not the struggle for existence that once required people to live in large groups merely to survive. People can get by quite well by themselves. My great-grandmother had twelve children, and all of them went to work on the farm. It was a hard life, and they all had to cooperate. However, life has changed nowadays, and people can do quite well all by themselves.

To summarize, people need to cooperate with others much less now than before because technology lets them work alone, there are many services to help individuals, and life is not the fight for survival that it once was. Getting along with others is a nice skill to have, but it is not crucial to people’s existences today like it once was.

Unit 19 Culture & Leisure II

Writing Practice A

Brainstorming

AGREE

develop further understanding of a book
- second reading → learn something new
  - e.g. my second reading of The Lord of the Rings

see character development better
- understand characters’ true natures
  - e.g. Captain Ahab in Moby Dick

pick up on important themes
- sharper focus on larger themes
  - e.g. themes in The Lord of the Flies

Outlining & Organizing

Thesis statement I have found I often reread books and that, when I do, I enjoy the book much more than I did the first time I read it.

Topic sentence 1 It is possible for the reader to develop a further understanding of a book on the second reading.
- The second reading of any good book lets the reader learn something new.
  - e.g. my second reading of The Lord of the Rings

Topic sentence 2 Character development is important in all books but is something people often miss on the first reading.
- You can learn more about the characters’ true natures.
  - e.g. Captain Ahab in Moby Dick

Topic sentence 3 People often miss the important themes of a book the first time they read it but pick up on them after rereading it.
- Larger themes usually come into sharper focus with a second reading.
  - e.g. themes in The Lord of the Flies

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Summary: I truly believe that reading a book a second time is more interesting than the first because people can understand the book better, learn more about the characters, and pick up on the book's themes.

Completing the Essay

[Opening sentence] I love sitting down and reading a good book. Books are a big part of my life, and reading is a great way to relax. [Thesis statement] Interestingly, I have found I often reread books and that, when I do, I enjoy the book much more than I did the first time I read it.

[Topic sentence 1] It is possible for the reader to develop a further understanding of a book on the second reading. [General statement] In particular, the second reading of any good book lets the reader learn something new. [Example] For example, I first read The Lord of the Rings trilogy when I was in the first grade of middle school. It was just a nice fantasy novel series at that time. However, when I reread it two years later, I realized the author had created a complete new world with numerous interwoven stories which were really intriguing. [Closing sentence] The second reading of a book definitely allows the reader to enjoy it on a new level.

[Topic sentence 2] Character development is important in all books but is something people often miss on the first reading. [General statement] The second reading can open one's eyes to a book's characters' true natures. [Example] For example, Herman Melville's Moby Dick is an adventure novel about a whale hunt. Or at least that is what I thought when I read it the first time. Upon my second reading, I realized it is clearly about Captain Ahab's obsession with finding and killing a whale which had harmed him years ago. [Closing sentence] Insights gleaned from the second reading can help change the way a person views a book and its characters.

[Topic sentence 3] Finally, people often miss the important themes of a book the first time they read it but pick up on them after rereading it. [General statement] Larger themes usually come into sharper focus with a second reading. [Example] At first glance, William Golding's The Lord of the Flies seems to be an adventure novel about a group of British schoolboys stranded on an island during a war. But the second reading shows you that it is a novel about good against evil and the depths to which humans can sink. [Closing sentence] Themes that remain hidden at first often reveal themselves with a second reading.

[Summary] I truly believe that reading a book a second time is more interesting than the first because people can understand the book better, learn more about the characters, and pick up on the book's themes.

[Final comment] Without a second reading, a deeper understanding of most books is virtually impossible.

Writing Practice B

DISAGREE

Brainstorming

only surprised upon first reading
- second reading → lose the element of surprise
- e.g. detective novels

like book much less after rereading it
- can ruin the entire experience of reading
- e.g. Joseph Conrad's Heart of Darkness

some books → not worthy of rereading
- second reading = only a waste of time
- e.g. science fiction novels

Outlining & Organizing

Thesis statement I feel that reading a book a second time is not nearly as interesting as it was when I read it the first time.

Topic sentence 1 You can only be surprised by the events in the story the first time you read a book.
- You lose the element of surprise after the first reading.
- e.g. reading detective novels

Topic sentence 2 I have discovered that reading a book a second time often makes me like it much less than I did before.
- This often ruins the entire experience of reading the book.
- e.g. Joseph Conrad's Heart of Darkness

Topic sentence 3 There are some kinds of books that are simply not worthy of being read again.
- Reading these books a second time, so far from being interesting, is only a waste of time.
- e.g. no need to read science fiction novels again

Summary In conclusion, the second reading is nowhere near as good as the first since there are no surprises, the reader's opinion of the work as a whole can change dramatically, and some books do not deserve a second reading.
Completing the Essay

[Opening sentence] Some of my friends enjoy reading the same book several times. [Thesis statement] I, however, feel that reading a book a second time is not nearly as interesting as it was when I read it the first time.

[Topic sentence 1] You can only be surprised by the events in the story the first time you read a book.

[General statement] The plot twists and surprises are what I enjoy most about books, but this element of surprise is lost after the first reading. [Example] I love reading detective novels because they make me follow the plot carefully to find the villain. However, if I read the book a second time, I already know who the villain is, so the book loses most of its attraction. [Closing sentence] The first reading may shock the reader, but the second one will merely bore the reader.

[Topic sentence 2] Also, I have discovered that reading a book a second time often makes me like it much less than I did before. [General statement] This often ruins the entire experience of reading the book. [Example] When I first read Joseph Conrad’s *Heart of Darkness*, I loved it as an adventure story about a journalist’s search in Africa for a company man who had disappeared. Upon second reading, many distasteful things came clearly into focus. One of those was the harsh treatment the African workers suffered at the hands of the Europeans. The company man, Kurtz, seems heroic during the first reading, yet the second reading revealed him as obviously insane. [Closing sentence] The second time you read a book can detract from the things you first enjoyed about it.

[Topic sentence 3] Finally, there are some kinds of books that are simply not worthy of being read again.

[General statement] Reading these books a second time, rather than being interesting, is only a waste of time. [Example] Suppose you are reading a science fiction novel. There are lots of these books on the market. Many are fun to read, but they are all so similar to one another that there is no reason to reread any of them. After I finish one, I just grab another and read a different story on a similar topic. [Closing sentence] Definitely, not every book deserves reading again nor gets more interesting on a second reading.

[Summary] In conclusion, the second reading is nowhere near as good as the first since there are no surprises, the reader’s opinion of the work as a whole can change dramatically, and some books do not deserve a second reading. [Final comment] It is better to enjoy a book once and then savor that memory.

TOEFL iBT Practice

Sample Answer (Agree)

Leisure activities are those which people enjoy when they have free time, something not in abundance for most individuals. This, however, will change in the future as people will surely have ample time to participate in leisure activities twenty years from now.

In the future, many more people will work in their homes than now, which allows them to have more time to spend on leisure activities. A move away from an office environment will surely present more opportunities to relax. My father spends an hour each morning and evening going to work and then returning home. If he worked at home, he could spend those extra two hours doing something relaxing. As fewer people work in offices, their extra hours for leisure activities will increase.

Machines will free people to do the things they want. Twenty years from now, machines will be doing more everyday activities that now involve human labor. Devices with smart technology will likely become more prevalent. Refrigerators might know when there is no milk or eggs, so they will call the supermarket to have them delivered. Payment for this service will be taken out of a person’s account automatically. Since people will have fewer jobs and errands to do, they will naturally get to relax more.

The days of employees being forced to work large numbers of overtime hours will also come to an end. Governments will pass and enforce laws restricting companies from overworking their employees. My uncle sometimes works sixty or more hours a week. Governments will ensure that this kind of labor exploitation does not happen to employees in the future. With better labor laws, people will have more time to do the activities they want to do.

It is my belief that, twenty years from now, people will have more time for leisure activities since they will spend more time at home, not have to do various jobs or errands, and will be protected from overworking by laws. In the future, life will surely be more relaxing for most people.

Sample Answer (Disagree)

It would be wonderful if, twenty years from now, people had more leisure time than they currently do. However, I am convinced that as the world moves at a faster pace, the amount of time people have for leisure activities will decrease.
People today are working more than they ever have, and this trend is likely to continue. Companies are continually increasing people's workloads as they push their employees to do more in shorter periods of time. For example, my father often works fifty to sixty hours a week at his job. However, my grandfather typically worked a forty-hour workweek. The trend is for people to work longer hours. Additionally, my father keeps getting more and more work to do at his job, so he is obliged to work longer hours. I am sure that will be the same for me in the future. People should expect to work even more in future years.

Even with the development of new technology, people never seem to have enough time to do what needs to get done. In fact, it seems that people had more leisure time in the past when the world had less technology. So, it stands to reason that more technology will result in even less leisure time. One reason is that all this technology has enabled people to do more things in a day. With more jobs to do, the amount of time spent on leisure activities will naturally decrease.

Finally, people's fast-paced lifestyles leave them too tired at the end of the day to do anything. With the amount of work people have to do increasing, they will simply lack the energy to do anything with what little free time they have. My parents both work hard, so they do not have any energy at the end of the day. As I expect people to work even more in the future than they do now, people will be even more exhausted. Their fatigue would not allow them to dare to engage in any leisure activities.

Unfortunately, twenty years from now, I think people will have less time for leisure activities since they will have more work, not enough time, and will be too tired to do anything when they are not busy. While the future is bright in many fields, it is not very promising with regards to people's leisure time.

Outlining & Organizing

- Thesis statement I believe that it is more important to understand ideas and concepts for a variety of reasons.
- Topic sentence 1 Students need to understand the big picture before they can begin to concentrate on the details.
  - Knowing details is not the same as knowing how or why.
  - e.g. my history teacher's teaching method
- Topic sentence 2 Many universities are now focusing on teaching students the value of ideas and concepts.
  - Students' grades will go down if they do not know concepts.
  - e.g. my sister's university seminars or classes
- Topic sentence 3 Creativity does not come from the mere knowledge of facts.
  - Thinking in broad terms lets people become more creative.
  - e.g. Steve Jobs's creativity and the innovations at Apple Computer

Summary The ability to learn ideas and concepts is crucial to having a broader understanding of things, to do better in school, and to develop new ideas of one's own.

Completing the Essay

[Opening sentence] Some of my friends are concerned only about learning facts so much so that they know thousands of them. [Thesis statement] However, I believe that it is more important to understand ideas and concepts for a variety of reasons.

[Topic sentence 1] Students need to understand the big picture before they can begin to concentrate on the details. [General statement] Merely knowing the details is not the same as understanding why or how something happened. [Example] For example, my history teacher often makes sure that we understand the broad, historical situation of an event before filling our minds with a variety of facts. [Closing sentence] Without this broad knowledge, we would not be able to possess a deeper understanding of certain events.
Many universities are now focusing on teaching students the value of ideas and concepts. Without understanding them, a student's grades will truly suffer. My sister told me that many of her university classes are seminars or classes based on discussion. In these classes, the professor and students discuss the ideas and theories behind what they are studying. The students are not expected to memorize lists of facts. They instead need to know the importance of what they are studying.

Finally, creativity does not come from the mere knowledge of facts. Thinking in terms of broad concepts and ideas is what helps a person to become more creative. In the 1990s, Apple Computer went into a serious decline when its founder, Steve Jobs, was pushed out of the company. His return several years later, however, revitalized the company, and Jobs has been the driving force behind many of the company's innovative electronic products. Steve Jobs's abilities to be creative and to think in broad concepts have made his company one of the top ones in the world.

His focus on ideas and concepts was what enabled Apple to become this way.

Ultimately, the ability to learn ideas and concepts is crucial to having a broader understanding of things, to do better at school, and to develop new ideas of one's own.

Thesis statement Learning facts is of much greater importance to people than knowing about ideas and concepts.

Because schools place an emphasis on learning facts, students must do so in order to do well at school.

- Knowing facts lets students get higher grades.
- e.g. My chemistry teacher's teaching method

Knowing facts is of much greater importance than understanding ideas and concepts in the working world.

- People can do their jobs better by knowing more facts.
- e.g. My aunt got promoted for knowing many facts about products.

A person who has an encyclopedic knowledge of various topics will be respected and admired by many people.

- Having a lot of factual knowledge can impress many people.
- e.g. my cousin referred to as a “walking encyclopedia”

People should focus on improving their factual knowledge as it can help them in school, at their jobs, and in their lives in general.

I definitely see the use of understanding various ideas and concepts. However, learning facts is of much greater importance to people than knowing about ideas and concepts.

Because schools place an emphasis on learning facts, students must do so in order to do well at school.

A comprehensive knowledge of facts will enable students to pass their exams and get high grades, thereby improving their futures. My chemistry teacher is constantly having us memorize the characteristics of the different elements. We have to repeat these facts on our tests, or else we will do poorly.

Knowing the concepts in my classes is much less crucial than being able to repeat facts.

Knowing facts is of much greater importance than understanding ideas and concepts in the working world. Possessing knowledge of lots of facts is therefore one way for people to excel at their jobs.

My aunt works
at a large company, and she is constantly attending meetings where she has to talk about different products. She knows everything there is to know about them, and she can discuss the products without using any notes at these meetings. Her comprehensive knowledge has impressed her bosses, who recently gave her a promotion for her outstanding work. [Closing sentence] Clearly, knowing a lot of facts on the job can be of tremendous help.

[Topic sentence 3] A person who has an encyclopedic knowledge of various topics will be respected and admired by many people. [General statement] Possessing a lot of factual knowledge can help one impress people, which can work to a person's advantage. [Example] Some people refer to my cousin as a “walking encyclopedia.” Whenever people want to know the answer to a question on virtually any topic, he always seems to know the answer. He has won many trivia contests and even runs a successful tutoring business. [Closing sentence] Learning facts can help a person lead a very successful life.

[Summary] In conclusion, people should focus on improving their factual knowledge as it can help them in school, at their jobs, and in their lives in general. [Final comment] A complete understanding of ideas and concepts is fine, but more emphasis should be placed on learning facts.

**TOEFL iBT Practice**

**Sample Answer (Agree)**

Books have been with us for centuries, and they are the preferred material for most people to read and receive their information from. However, twenty years from now, I think students will no longer be using printed books in their studies.

Computers have begun replacing printed materials, and they will continue doing so in the future. Computers can hold much more information than books can, and this will contribute to the demise of books. I have read that some universities require all students to have laptop computers. The classrooms are wired for Internet usage, as is every building on campus. Professors use the Internet for teaching, and students submit all reports electronically. The future of education is electronic computers, not printed books.

Because of a concern for the environment, fewer books will be printed on paper in the future. Publishing companies have already come out with e-books, which are available over the Internet. E-books use no paper and are often cheaper than printed materials. As their popularity continues to rise, fewer people will bother with buying printed books.

Many teacher training programs currently emphasize non-book learning methods, a trend which will surely increase. As the older generation of teachers retires, new teachers will use books less often. For instance, many teacher training programs have courses in computer-assisted learning methods. Also, many schools are moving towards online classrooms where students and teachers meet over the Internet. In the future, virtually everything, including classroom materials, will be done on the Internet.

It seems apparent to me that, twenty years from now, books and other printed materials will disappear thanks to the growing use of computers, concern for the environment, and an emphasis on nontraditional learning methods. In the future, students will no longer worry about carrying huge bags of books to and from school.

**Sample Answer (Disagree)**

The increasing use of the Internet and other media is causing some people to believe that books will disappear soon. However, twenty years from now, printed books are still going to be an important part of students' educations.

While computers may seem ubiquitous in developed countries, this is hardly the case for the rest of the world. Developing countries will still be using books in the future as they will be unable to afford the cost of only using computers in their classrooms. Books, of course, are much cheaper than computers. Even in the most advanced countries, the number of classrooms where books have been eliminated is tiny. It is nonsense to believe that in twenty years, not only advanced but also third-world countries' students will be learning without the use of printed books.

People are also simply more comfortable sitting down and reading books than they are in reading from computer screens. Picking up and reading a book is an experience that most people will want to continue to enjoy. I personally love reading in bed, on the subway, and in just about any other place where I can sit down. I cannot imagine trying to read from my laptop while lying in bed or taking the subway. For me, nothing can replace the pleasure of turning the pages of a book. Scrolling down on a computer screen just is not the same pleasing experience.
Finally, computer screens are known to be harmful to people’s eyes while books are not. Staring at a computer screen for hours at a time can cause problems for people. I know many people who do not like looking at a computer screen since it causes their eyes to get tired. I sometimes get headaches when I have to sit in front of my computer a lot. I do not experience any problems with books, which leads me to believe that they will be around for a long, long time. In conclusion, books are still going to be used by students twenty years from now thanks to their cheapness, comfort level, and lack of harm caused to people’s eyes. While computers and other multimedia tools will be enormously important learning tools, they will not completely cause the disappearance of printed books from students’ educations.

Actual Test 01

Task 1 (Integrated Writing)

Listening

Narrator: Now listen to part of a lecture on the topic you just read about.

W: Historical buildings are a part of our heritage. Many important events in our city, state, and, of course, country took place in these buildings, so they must be preserved. There are several ways that we can guarantee they won’t be blights on their neighborhoods but will in fact improve them.

Preserving, modernizing, and making buildings safer do not require government money at all. People can raise money and ask for donations to help preserve them. Remember that just last year the old post office down on Fifth Street was saved thanks to a local fundraising campaign started by an elementary school class. By raising private funds, we can do the same for other buildings.

Take a look around this city. Like many others, it’s dominated by steel and glass structures, strip malls, and fast-food restaurants. While some people may enjoy these places, I know many others who don’t. The architecture of the past... [pauses] the wood, brick, and concrete buildings, the art-deco style from the thirties, the brick townhouses... [pauses] they’re all parts of our heritage. And they’re much more pleasing to the eye than many new structures being erected.

And let’s not forget that historical buildings can generate money through tourism. The birthplace of an important figure or a building where a historical event took place can attract many paying customers. For example, Virginia makes millions of dollars a year off of tourism. Millions! Why? Well, it’s the birthplace of at least eight presidents, it has the building where the Civil War ended, and it contains many battlefields from both the Revolution and the Civil War. Old buildings and places really do have values beyond their historical importance.

Sample Answer

The reading passage argues strongly in favor of tearing down the majority of older buildings. The professor, however, feels that efforts should be made to save many of them.

To begin with, the author of the reading passage feels the government money spent preserving these buildings would be better spent on law enforcement, education, and health services. But the professor notes that these buildings do not require government funds. Instead, they can be supported by private citizens donating money from their own pockets, as in the case of the old post office on Fifth Street.

In response to the reading’s claim that many people dislike the appearances of older buildings, the professor states that she and many others believe most current buildings look awful. Rather, the varied architecture of older buildings is a part of the region’s heritage.

The reading asserts that many old buildings could be dangerous since they do not meet current building codes and standards; however, the professor declares that many old buildings can actually be sources of income for the community. For instance, Virginia earns millions of dollars annually from tourists visiting its historical places.

While the reading passage’s author writes against the notion of maintaining these old buildings, the professor advocates preserving them and making them valuable parts of the community.

Task 2 (Independent Writing)

Sample Answer

I have occasionally seen some older people who thoroughly enjoy their lives. However, as a general rule, young people definitely enjoy life more than older people do.

Since the majority of young people are more physically active than older people, they can engage in more
activities. In general, young people like to go outside and do different things, and this helps them enjoy their lives more. Most young people are very active individuals. They like going out, playing sports, taking trips, and doing all sorts of other activities. This keeps them from getting bored. When they do not want to do one activity, they just start doing another. But older people simply lack the physical strength to enjoy such various activities. For example, my grandparents are retired, and the only thing they do is sit around the house all day long. That cannot be fun at all. The expression "variety is the spice of life" is very true in young people.

Also, young people frequently go out with their friends, something which helps them enjoy their lives even more. Being alone can be very boring, but you almost never see young people spending time by themselves. Instead, they are surrounded by friends. The same is not true for older people. I have often heard older people, including some of my relatives, complain about being lonely. Their loneliness cannot contribute to making them happy. I am sure they would be much happier if they had friends with whom they could spend time, just like young people do.

It seems clear to me that young people enjoy life much more than older people do since they are physically active enough to do more activities and can go out with their friends frequently. It seems that being young is a great resource for enjoying life.

Actual Test 02

Task 1 (Integrated Writing)

Listening

Narrator Now listen to part of a lecture on the topic you just read about.

M: While online news has many advantages over print media, I feel that we need both of them and that print media actually has several advantages over online news. Let me explain my reasons for thinking this.

Stories are often published on the Internet or even shown on television as they are actually happening. This can lead to, well, contradictory and confusing reports. For example, when there's a plane crash, the Internet and television are all over it even though they typically don't know much of importance since the story is still happening. Print media, however, has more time to absorb the story, let it occur, and then get all the details. When I want accurate reporting, I always read newspapers and magazines. They've had more time to get things right.

Some people hype the fact that online news is highly specialized. But you often have to pay for these services, including video fees for some major new services or websites that chart the lives of famous people. Or, if you don't pay, your computer screen gets bombarded by advertisements and other pop-ups. Specialized services may provide more details for what people are interested in, but customers are definitely not getting these services for free.

While online media does a great job of providing international news, most people, myself included, are predominantly interested only in local and national news. This is the news, after all, which influences us daily. I don't really care about the price of gas in Japan or who won an election in France. I do, however, care about the price of gas locally and who is in office in this city. Print media can provide this information on a daily basis.

Sample Answer

The reading passage's author believes online media is superior to print media; however, the lecturer thinks print media has several advantages over online news.

To begin with, the reading mentions that online news is fast and up-to-date. In fact, it often gets news out as it is happening or soon afterwards while print media must wait at least a day to do so. However, the professor states that online coverage of breaking news events is often confused and, in many cases, incorrect. He declares that print media, while slower, is more accurate than online media.

According to the reading, online news is more specialized, so people can get information on their favorite celebrities or anything they want without having to read news they are not interested in. The professor acknowledges this fact but states that these services are not free and often come with annoying advertisements and pop-ups.

Finally, in direct response to the reading passage author's claim that online media provides excellent coverage of international news, the professor declares he is not particularly interested in that. Instead, he prefers reading about local and national news, which print media provides much of.

While the reading passage's author feels that online
news is the better version, the professor disagrees and thinks that print media is the much better option.

**Task 2 (Independent Writing)**

**Sample Answer**

When listening to the news, I am constantly bombarded by announcements that the days of lifetime employment are long gone. I disagree, however, as I feel it is still realistic for a person to expect to work at the same company for his or her entire life.

Many companies remain in business for decades, so it is possible for people to keep the same employer for as long as they work. Just because a person can change jobs does not mean that the person will. My father works at a large, multinational corporation. He got the job after graduating from college and has remained there for almost twenty years. Many of his colleagues are the same. His company is well-managed and in no danger of going bankrupt. So, if he wants, he will never have to change companies. For many people, lifetime employment is still a distinct possibility.

When a person stays at the same company for many years, it is possible to get promoted to higher positions. There are countless examples of people starting in the mailroom and winding up as the company president. I recently read about one of these incidents in a magazine. Apparently, one man had worked at his company for almost forty years. He had stayed there since he knew he could get promoted by working hard and doing a good job. That is exactly what happened. People who stay at one workplace can guarantee themselves continued success.

Some people remain loyal to their employer so will refuse to leave even if better opportunities present themselves. Nowadays, some people constantly switch jobs, but others prefer to maintain their current employment no matter what job offers they may receive. Over the years, my father has received offers to work at other companies. In some cases, he would have received a higher salary. However, he felt a sense of loyalty to his company, his boss, and the other employees, so he has not changed jobs. Being loyal will enable people to have lifetime employment at the same company.

In conclusion, I believe it is possible for people to attain lifetime employment at a company because companies are staying in business for decades, people can rise to high positions at their companies, and workers feel loyal to their employers. While not everyone is interested in lifetime employment, it is available for those who desire it.
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